



IV SIPSE CONGRESS
Beyond Materiality:
“Giving Voice” to the
Historical-Educational
Heritage.
Sources, Approaches,
and Languages

University of Turin
3–4 December 2026 (in person)
9 December 2026 (online)

Call for papers

Historical-educational heritage has been a central focus of international historiographical debate for the past thirty years (Da Silva et al., 2021). This field has not only renewed the sources available for research but also opened new avenues of inquiry. The diverse aspects of school materiality—including objects and collections, furnishings and equipment, documents and archives, as well as practices and spaces—have emerged as valuable heuristic resources that enrich both scholarly research and educational practice. Simultaneously, these sources have shaped the modes of communication used, allowing the history of education to reach a broader audience beyond academia and the educational sector (Ascenzi, Bandini, Ghizzoni, 2024). From the earliest studies, it became clear that to fully exploit the potential of these new material sources, it is not enough to limit oneself to a mere, however detailed, description of the historical-educational cultural asset (Escolano Benito, 2010; 2016; Viñao Frago, 2011); rather, it must be considered as a starting point from which to develop multiple interpretative and investigative perspectives (Ascenzi, Covato, Meda, 2020; Ascenzi, Covato, Zago, 2021). The elements expressed by an educational cultural asset **emerges only when they are connected, contextualized, and critically examined.** From this

perspective, an in-depth and multi-layered analysis can be activated—one capable of contributing to what has been termed a “cultural history of the classroom” (Braster et al., 2011) and, more broadly, to a history of education that goes beyond the object and its material characteristics. The aim is to recover not merely the heritage itself, but also its uses, meanings, “life”, and the pedagogical, didactic, and educational needs it has embodied, whether originally or over time. Therefore, we believe that a joint reflection on how to “give voice” to sources—which remain silent without historical analysis (Bloch, 2009)—particularly to historical-educational heritage (Pizzigoni, 2022; Brunelli, 2023; Dávila et al., 2024; Fraile, 2024), from both theoretical-methodological perspectives and through the presentation of case studies, can make a significant contribution to defining a more comprehensive framework of the meanings, possibilities, and strategies that can be mobilised for a deeper understanding of this specific patrimonial category.

Submissions will be considered that “give voice” to the specific type(s) of heritage each author chooses to investigate (see the indicative list below), highlighting the analytical method employed. Such approach should go beyond mere description of the sources (s), aiming to demonstrate how they have been critically examined to produce new insights. This methodological perspective may be applied to various types of primary sources, including:

- Catalogues and documents relating to **educational exhibitions and world fairs**, used to shed light on aspects of school materials;
- Articles, teachers’ reports and advertisements on school materiality, drawn from the **periodical press** and providing data on educational heritage;
- Short stories, novels, textbooks, teachers’ memoirs, and other **narrative sources** (autobiographies, manuals of conduct, diaries, etc.), studied insofar as they describe or recount historical-educational heritage;
- Patents, licences, projects, trade catalogues, and any traces useful for reconstructing the **economic and commercial history** of objects and their circulation (receipts, orders, etc.);
- Specific **didactic objects** (e.g. *Alfabetiere Carli*) or **groups of objects** (e.g. sets of movable alphabet boards) analysed through their material traces revealing origin, life cycle and evolution;
- **School furnishings and equipment** (smocks, satchels, desks, teachers’ chairs, etc.), explored as “indicators” of everyday school life;
- **Didactic collections and school museums**, examined not for their composition but as sources that reveal the history of an institution, a manufacturer (e.g. company or teacher), or a pedagogical practice;
- **School buildings and architectural elements** studied beyond mere description, as “indicators” of specific educational policies or pedagogical orientations;

- Elements of **public memory** (plaques, monuments, commemorative ceremonies, toponymy, medals, stamps, postcards, school yearbooks, etc.), analysed not in themselves but as sources for reconstructing the micro-history of schooling;
- Individual archives or specific types of **archival sources** (school registers, report cards, teachers' personal files, reports, teaching programmes, etc.), analysed not per se, but in relation to the insights they provide into historical-educational heritage;
- **Audiovisual materials** (educational films, slides, audio cassettes and VHS tapes, recordings of songs or end-of-year performances), together with **cinematographic and iconographic sources** (prints, paintings, book illustrations, photographs, albums, etc.) examined in their relation to school materiality;
- **Oral sources** that recount teaching aids and didactic objects, narrating their features and uses in daily school life;
- Sources relating to **digital materiality** (such as computers, keyboards, floppy disks, Papert's turtle, etc.) that contribute to documenting the most recent history of school materiality.

These sources, and the methods by which they have been “interrogated”, may be presented as resources oriented towards three main areas of interest:

- **Research:** in this case, contributors should demonstrate how sources are used to “give voice” to school materiality, yielding outcomes that advance historiographical debate, generate new research directions, consolidate existing groups, identify new tools and methodologies for investigation, and make them available to the scholarly community.
- **Teaching:** in this case, contributors should show how sources are used to “give voice” to school materiality through teaching activities addressed to university students, schools of various levels, initial teacher education, or in-service professional development, as well as other forms of educational initiatives.
- **Public history:** in this case, contributors should show how sources are used to “give voice” to school materiality through initiatives addressed to different audiences, which may have been promoted by various institutions (e.g. museums, libraries and archives, associations, public or private bodies, etc.).

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Timeline

- **31 January 2026:** deadline for submission of paper proposals.
- **31 March 2026:** notification of acceptance or rejection of proposals for inclusion in the *Book of Abstracts*.
- **30 June 2026:** deadline for payment of the conference registration fee.
- **31 October 2026:** publication of the *Book of Abstracts*.
- **3–4 December 2026:** in-person conference sessions (Turin, Italy).
- **9 December 2026:** online conference session.
- **1 February 2027:** deadline for submission of the final paper.
- **5 April 2027:** notification of acceptance or rejection of papers for publication.

Organiser

Italian Society for the Study of Historical-Educational Heritage (SIPSE), in collaboration with the Department of Philosophy and Education Sciences, University of Turin.

Venue

The conference sessions will take place at the University of Turin.

Under the patronage of

Associação de História da Educação de Portugal (HISTEDUP)

Associação Sul-Rio-Grandense de Pesquisadores em História da Educação (ASPHE)

Association Transdisciplinaire Pour les Recherches Historiques sur L'éducation (ATRHE)

Associazione Italiana di Public History (AIPH)

Centro Italiano per la Ricerca Storico Educativa (CIRSE)

Greek Society of Education Historians (GSEH)

International Council of Museums – Italia (ICOM Italia)

International Standing Conference for the History of education (ISCHE)

Pôle d'histoire de l'éducation (HEP Vaud /AGIRS)

Sociedad Argentina de Investigación y Enseñanza en Historia de la Educación – (SAIEHE)

Sociedad Española de Historia de la Educación (SEDHE)

Sociedad Española para el Estudio del Patrimonio Histórico-Educativo (SEPHE)

Sociedade Brasileira de História da Educação (SBHE)

Societat d'Història de l'Educació dels Països de Llengua Catalana (SHEPLC)

Teaching Objects History (TOH)

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Vagliani Pompeo (Fondazione Tancredi di Barolo – Italy)

Submissions

Paper proposals must be submitted through the **online form**, which will be made available on the SIPSE website (<http://www.sipse.eu/4-congresso-2026/>). In the form, authors must upload the abstract, prepared according to **the abstract template** provided on the same SIPSE website. The abstract should have a minimum length of 500 words and a maximum of 700 words, and should be structured specifying: the heritage object to be investigated, the methodology adopted to “give voice” to this heritage, the state of the art on the chosen topic, the main objectives of the research, and the bibliography. In addition, the abstract text must include the following information: author(s),

institutional affiliation, title (of the contribution), keywords (max. 5), selected area of interest (research, teaching, public history), and bibliography (max. 10 references).

Book of abstracts

The deadline for the submission of abstracts is 31 January 2026. Registration must be completed through the dedicated Google Form available on the SIPSE website. The Scientific Committee of the conference will evaluate the proposals, taking into account their thematic relevance and scientific quality. Notification of acceptance or rejection of abstracts will be sent by 31 March 2026. Each participant may submit a maximum of two abstracts, and all co-authors of a paper must register for the event and pay the corresponding registration fee. All accepted abstracts will be included in a dedicated *Book of Abstracts*, which will be available prior to the conference on the SIPSE website.

Publication of papers

Full and final versions of the papers must be submitted by 1 February 2027. By 5 April 2027, the Scientific Committee will notify authors of acceptance or rejection for publication in a volume or journal.

Final paper format

The final paper must not exceed **30,000 characters (including spaces)**, comprising text, graphs, tables, images, etc.

Manuscripts should be submitted in Microsoft Word (.doc) format, using Times New Roman font, size 12, single line spacing, and footnotes.

The Organising Committee will send authors a Microsoft Word (.doc) template to ensure uniform formatting of all submissions.

In-text bibliographic references should follow the format: (Author's surname, year) or (Author's surname, year, p. XX).

Example: Entrambe le istituzioni adempiono alla propria missione instaurando un forte rapporto di complementarità, attraverso il quale la scuola insegnava il valore del servizio militare (Polenghi, 2003), mentre l'esercito assumeva la funzione di "scuola della nazione" (Conti, 1992, p. 955).

The final bibliography must be arranged in alphabetical order and follow the format below:

- JOURNAL ARTICLE: author's surname(s), initial(s) of the first name(s). and author's surname(s), initial(s) of the first name(s). (year). Title of the article. Name of the journal, volume (issue), first page–last page.
<https://doi.org/>

Example:

Lombello, D. (2006). Dalle «bibliotechine di classe» alla biblioteca scolastica nella rete nazionale. *History of Education & Children's Literature*, 1 (2), 249-281.

- BOOK: SURNAME(S), INITIAL(S) OF THE FIRST NAME(S). AND SURNAME(S), INITIAL(S) OF THE FIRST NAME(S). (YEAR). TITLE OF THE BOOK. PUBLISHER.

EXAMPLE:

Ascenzi, A.; Covato, C.; Zago, G. (2021) (Eds.). *Il patrimonio storico-educativo come risorsa per il rinnovamento della didattica scolastica e universitaria: esperienze e prospettive*. Macerata: eum.

- BOOK CHAPTER: SURNAME(S), INITIAL(S) OF THE FIRST NAME(S). AND SURNAME(S), INITIAL(S) OF THE FIRST NAME(S). (YEAR). TITLE OF THE CHAPTER. IN EDITOR'S SURNAME, INITIAL(S) OF THE FIRST NAME(S) (ED.), TITLE OF THE BOOK (X ED., VOL.). PUBLISHER.

EXAMPLE:

Bandini, G. (2012). Rappresentazioni della nazione e razzismo nella geografia scolastica. In G. Bandini (ed.), *Manuali, sussidi e didattica della geografia. Una prospettiva storica* (pp. 53-70). Firenze: Firenze University Press.

Official languages of the conference

Papers will be accepted in any of the following languages: **Italian, French, English, Portuguese, and Spanish.**

Registration fees

Participation in the conference requires payment of a registration fee.

There are four distinct categories of registration fees:

- **SIPSE and SEPHE members attending in person: €120**
- **Non-members of SIPSE and SEPHE attending in person: €160**
- **SIPSE and SEPHE members attending online: €80**
- **Non-members of SIPSE and SEPHE attending online: €120**

All four registration types entitle participants to have their papers considered for publication.

The first two categories also include: a conference folder containing all materials, participation in coffee breaks, and attendance at the conference dinner on 3 December.

Travel and accommodation expenses are the responsibility of the participants. A list of affiliated hotels and restaurants will be made available.

To qualify for the SIPSE members' reduced registration fee, membership must be valid and confirmed by **12 July 2026**.

For further information regarding the SIPSE membership procedure: <http://www.sipse.eu/diventa-socio/>.

Speakers must pay the registration fee only after receiving confirmation from the Scientific Committee that their abstract has been accepted. Payment must be made by bank transfer to the following account: **IBAN IT27 H033 1713 4010 0001 0303 574**, held by **PLAYMARCHE SRL – Spin off, University of Macerata**, indicating as payment reference: "Registration for the 4th SIPSE Congress – Name and Surname." For international bank transfers, the BIC code is: **PRACIT31XXX**.

SIPSE Award 2026 Ceremony

As part of the 4th SIPSE Congress, the **National Award for Meritorious Contributions to Historical-Educational Heritage** (3rd edition) will be presented. The award recognizes institutions and/or individuals from civil society, the educational sector, and academia who have distinguished themselves in the preservation, protection, and promotion of Italy's historical-educational heritage.

