

**CALL FOR PAPERS ISCHE 2025**  
**PUBLIC HISTORIES OF EDUCATION SWG**

Historians of education have been working for decades with diverse audiences connected by an interest in school history, memory, and heritage, engaging not only outside academia and with the public but also in collaboration with various community groups. In recent years, there has been a growing interest in Public History as an academic discipline that follows similar principles, prompting many historians of education to expand their research agendas accordingly (Herman et al., 2022).

The concept of Public History relates to oral history, studies on collective memory and cultural heritage, and the so-called 'history from below' (Myers et al., 2018). This shift has led not only to a reconsideration of subjects to study but also to a transformation of the entire process of historical reconstruction, aiming to be more participatory and collaborative through cooperation between academic historians and different communities (Frisch, 1990; Noiret et al., 2022). Today, Public History appears to have ushered in an era of shared authority among academics, the public, and community participants, making historical knowledge and narratives more inclusive and democratic (Facer et al., 2017; Ayers, 2018).

In the context of ISCHE 46 and in connection with the main theme of the congress, *Teachers and Teaching: History on the Move*, the convenors of the Standing Working Group aim to establish an international forum for debate and dialogue on national traditions, international trends, and innovative projects in Public History of Education, specifically focusing on the history and memory of teachers and their practices.

Studying teachers and their practices from a public history perspective involves using methodologies and approaches that not only incorporate traditional academic research but also engage the community and aim to make this knowledge accessible to the public in general. To build a shared understanding of the Public History of Education related to teachers and teaching, we invite papers focusing on:

- Practices, experiences, and initiatives of participatory and community history projects.
- Uses of social media and digital platforms to discuss and share historical information.
- Digital and interactive resources (multimedia content, interactive historical maps, digital archives, etc.).
- Exhibitions and public museography.
- Representations of teachers in audiovisual, artistic, and literary media, such as cinema, documentaries, literature, popular culture, photography, painting, engravings, etc.

- Reflections on the public engagement of historians in the recovery and dissemination of the history of teachers and their practices.

The convenors of the Public History of Education Standing Working Group offer both on-site and online presentations.

### **Submission process**

Proposals should be no longer than 500 words, excluding keywords and bibliography. The submission deadline is January 5<sup>th</sup>, 2025. Please check the website: <https://www.ische.org/ische-conference/upcoming-conferences/ische-46-lille/>

Please submit your proposal through the ISCHE electronic submission system by selecting the respective SWG in the Abstracts area where you can also choose the language and way of participating.

### **Convenors**

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