The terms "space" and "place" convey a myriad of meanings and connotations that should not be understood as one-dimensional, isolated, static, or immutable, but rather as terms to be understood within the framework of social relations and situated historically. The conference seeks to engage with a "spatial turn" in education attentive to the existence of multiple spaces (transversal, intersected, aligned, paradoxical, antagonistic, imagined, and virtual, for example). No matter the theoretical framework, this perspective invites scholars to address how contextualized and multi-scaled analyses of physical, conceptual, or imagined spaces and/or places can contribute to the history of education. In this fashion, ISCHE 41 encourages scholars to analyse a wide range of issues (social, cultural, political, economic, technological, pedagogical, material and subjective) that explain the production and organization of the public space of education, while also considering how educational actors read, experience and respond to specific contexts. The conference seeks to engage with a "spatial turn" in education attentive to the existence of multiple spaces (transversal, intersected, aligned, paradoxical, antagonistic, imagined, and virtual, for example). No matter the theoretical framework, this perspective invites scholars to address how contextualized and multi-scaled analyses of physical, conceptual, or imagined spaces and/or places can contribute to the history of education. In this fashion, ISCHE 41 encourages scholars to analyse a wide range of issues (social, cultural, political, economic, technological, pedagogical, material and subjective) that explain the production and organization of the public space of education, while also considering how educational actors read, experience and respond to specific contexts.

Finally, the conference seeks to generate conversations about the concept of place within educational history. Approaches might consider how educational sites become invested with meaning by individuals, groups, nations or empires. Places, such as schoolrooms, school buildings, museums, or international organizations, are also the object of tensions and negotiations over time, with consequences that can be explored at a variety of levels.

Abstract. This paper will explore a 1970s television documentary 'The Balby Street Kids' filmed in and around a primary school in Conisbrough and Denaby Main, Yorkshire, United Kingdom, as part of the Open University television. In: Luís Grosso Correia and Sara Poças, ISCHE 41 – Spaces and Place of Education – Book of Abstracts. Paper presented at ISCHE 41st Annual Conference (ISCHE 2019), Porto, Portugal, July 16-20, 2019 (pp. 257-257). Porto, Portugal: International Standing Conference for the History of Education & Centre for Research and Intervention in Education of the Faculty of Psychology and Education Sciences of the University of Porto. More information on external website. Updated: 2020-03-25. Abstract. Places are pedagogical (Gruenewald, 2003b). They provide the context in which we learn about ourselves and make sense of our surroundings. The geographical, social, and cultural attributes of the places we inhabit shape our identities, relationships with others, and our worldview (Basso, 1996; Gruenewald, 2003b, Orr, 1994). Drawing on a broad range of conceptual and theoretical literature, this paper provides a comprehensive overview of the history and development of the use of place—specifically, place-based education (PBE) —as a pedagogical tool in US education. This paper out Population, Space and Place aims to be the leading English-language research journal in the field of population geography and in geographical population studies. This implies all submitted papers should have a geographical or spatial component. It intends to: Inform population researchers of the best theoretical and empirical research on topics related to population, space and place. Promote and further enhance the international standing of population research through the exchange of views on what constitutes best research practice. Facilitate debate on issues of policy relevance and encourages International Standing Conference for the History of Education (ISCHE), 41. Spaces and places of Education (Book of Abstracts). Porto, International Standing Conference for the History of Education & Centre for Research and Intervention in Education of the Faculty of Psychology and Education Sciences of the University of Porto, 2019, 185, ISSN: 2313-1845 ONLINE. Cite this publication. Gabriel Barceló Bauzà. Lastly, we aim to comprehend how local cultural and educational settings and spaces were used to bolster patriotism and national identity as part of this school subject. Discover the world’s research. 16+ million members.