

Educational Memories on Video, from Oral History to Public History

Memórias educacionais em vídeo,
da história oral à história pública

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ABSTRACT This article examines the relationship between memory and history in education, focusing on the potential of video-recorded oral testimonies as historical sources and their contribution to the field of public history. It explores the contemporary emphasis on memory and its growing influence in public discourse, sometimes at the expense of rigorous historical research. Drawing upon Halbwachs' notion of the past as a mediated construct, the article advocates for the integration of lived experiences and subjective perceptions into educational history, arguing that oral testimonies complement traditional sources, offering a more nuanced and multidimensional understanding. The "Educational Memories on Video" project and the database at www.

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memoriascolastica.it, concentrating on educational experiences primarily within Italy, serve as key examples. The main argument emphasizes the importance of revitalizing the history of education by cultivating memory through intergenerational communication and accessible historical sources. The conclusion highlights the portal's role as a crucial resource in countering the decline of memory and promoting rigorous historical-educational investigations.

KEYWORDS Oral History, Educational Memory, public history

RESUMO Este artigo examina a relação entre memória e história na educação, com foco no potencial dos depoimentos orais gravados em vídeo como fontes históricas e sua contribuição para o campo da história pública. Ele explora a ênfase contemporânea na memória e sua crescente influência no discurso público, às vezes em detrimento da pesquisa histórica rigorosa. Com base na noção de Halbwachs do passado como uma construção mediada, o artigo defende a integração de experiências vividas e percepções subjetivas na história da educação, argumentando que os testemunhos orais complementam as fontes tradicionais, oferecendo uma compreensão mais matizada e multidimensional. O projeto “Memórias Educacionais em Vídeo” e o banco de dados em www.memoriascolastica.it, concentrado em experiências educacionais principalmente na Itália, servem como exemplos importantes. O argumento principal enfatiza a importância de revitalizar a história da educação, cultivando a memória por meio da comunicação intergeracional e de fontes históricas acessíveis. A conclusão destaca o papel do portal como um recurso crucial para combater o declínio da memória e promover investigações histórico-educacionais rigorosas.

PALAVRAS-CHAVE História oral, memória educativa, história pública

THE MEMORY AND HISTORY OF EDUCATION?

Cultivating memory has become a vital need of human beings. Indeed, memory is a fundamental element in the construction of national, religious and cultural identities as well as in supporting political choices and has now assumed a central role in the development and reorganisation of modern societies (Clemente 1999). It is no coincidence that our era seems to be “obsessed with and traversed by the thought of memory” (Violi, 2014), so much so that memorial phenomena have literally exploded: public commemorations, places of remembrance, themed museums and even a flourishing cultural and commercial industry that reproduces objects of the past by appealing to nostalgia (Violi, 2014; Di Pasquale, 2019; Trentmann, 2017).

The role of memory in the public debate has become so relevant that it competes with history for the task of interpreting the past. This is a competition in which memory has often prevailed over historical research, sometimes replacing it completely and inappropriately and thus creating not a few problems related to the simplification, distortion or trivialisation of historical events, to interpret which one must instead rely on a rigorous scientific historiographic method (Flores, 2021).

On the other hand, Halbwachs’ reflections had already made it clear that the past is not an immutable repository that can be accessed directly, but is always mediated by the present. However, as Jedlowski has emphasised, “Halbwachs’ originality consists in positing that the past that is presented in the act of remembering is not a past that returns, but an actual reconstruction of the past itself, a reformulation that is subject from time to time to readjustments and revisions that result from changing points of view in the present. According to this approach, memory emerges as a dynamic whole, a place not only of selections, but of reinterpretations and reformulations of the past. Its function consists, rather than that of providing faithful images of the past, in that of preserving with the elements of the past that guarantee subjects a sense of their own continuity and the affirmation of their own identity’ (Jedlowski, 2002, p. 47-48).

In any case, more generally, over the last half-century *Memory Studies* have grown exponentially, consolidating their presence in those fields of research in which they took their first steps, i.e. first and foremost the psychological studies from which they basically started at the end of the 19th century, the social studies and the historical studies that have grown after World War II, and then expanding into new scientific-disciplinary areas. More recently, *Memory Studies* seem to be moving beyond the boundaries of individual disciplinary fields to share approaches, objects of study and applications in a process of slow hybridisation or at least sharing of perspectives to which, perhaps more generally and in the long term, the whole of scientific research is destined (Di Pasquale, 2019).

Ultimately, memory studies currently span multiple geographical contexts and a variety of challenging topics, thus distinguishing themselves quantitatively as well as qualitatively.

The discourse on memory from the 1990s onwards has also encountered the attention of pedagogical studies, especially those focusing on autobiography and narration (Demetrio 2012; Demetrio 1998), and subsequently, after a long period of diffidence, of educational history studies as well. In the field of educational history, Memory, after encountering some obstacles in becoming a theme and a historiographical object, has in fact become an indispensable interlocutor for all scholars, thanks to the pioneering research promoted at the beginning of the Millennium in Spain and Latin America, up to the fundamental junction of the Seville conference in 2015 (Yanes-Cabrera, Meda, Viñao, 2017) that has given solid foundations also to the Italian strand, which is now firmly established. A solidity amply testified, moreover, by the choral work that animated the research project “School Memories between Social Perception and Collective Representation (Italy, 1861-2001)”, coordinated on a national scale by Roberto Sani (Sani, Meda, 2022), from which several memory databases originated, available in open access on the www.memoriascolastica.it, as well as several publications, including the latest, *The School and Its Many Pasts*, a four-volume set, also open access, edited by Roberto Sani, Juri Meda and Lucia Paciaroni (2024).

Memory, aided by the mainstream media and the culture industry, thus seems to provide a foothold for those interpretations of the past that have privileged a political approach. A way of interpreting the past that does not make use of the comparison with sources and that neglects the reconstruction of the causes of the various phenomena. A use of memory that is therefore useful to the dominant power of the day, but far from the search for an understanding of the phenomena and problems of the present and that risks completely drying up the field of history.

In reality, however, as mentioned, this prominence of Memory also offers the opportunity to take up a challenge and rethink the way of doing history, i.e. the profession of historian. A history that does not renounce methodological rigour, but is able to confront the evolution of society. A history more sensitive to popular aspects, open to new technologies and above all attentive to the participatory processes of research, attentive to the involvement of the public, the true strength of memory (Bandini in Bandini, Oliviero, Brunelli *et al.* 2022, 95-110).

But the growth of attention on memory, as we have mentioned, also means the growth of *Memory Studies*, hence the emergence of new historiographical perspectives.

The Educational Memories in Video (MEV) database attempts to respond to the need to develop new approaches to making educational history and, at the same time, to offer a glimpse into those aspects of everyday school life that are difficult to capture with traditional sources.

EDUCATIONAL MEMORIES IN VIDEO: A CASE STUDY

Over the past two decades, the Italian landscape has witnessed the emergence of numerous projects dedicated to oral history, with a particular focus on the educational sector and, more specifically, on schools. Frequently, these initiatives are configured as experiences limited to local contexts, lacking the necessary economic support to guarantee their continuity and sustainability over time. It is significant in this context to highlight a project that arose as part of a historical investigation into the Italian school system in the second half of the 20th century,

characterised by the intersection of traditional historiographical methodologies and approaches proper to digital history. This project arose from the consolidated conviction, matured through previous research experiences, of the need to combine methodological rigour and meticulous documentation of the sources with their broad accessibility and usability. Numerous research studies, in fact, remain confined to paper publications of high cost and limited availability, particularly for those audiences outside the academic context and characterised by lower economic possibilities.

The project called “Educational Memories in Video”, in this perspective, opted for the publication of both the original sources in a dedicated virtual space (within the school memory portal, www.memoriascolastica.it) and two volumes in digital format, according to the open access mode (Bandini, Oliviero 2021, 2022). Both decisions fit into the conceptual framework of public history, adopting its communication strategies and investigation methodologies. Two documents, in particular, constituted the cultural and methodological reference framework for these choices: the “Manifesto of Italian Public History” (<https://aiph.hypotheses.org/files/2018/09/Manifesto-PH-20240101.pdf>) and the “Manifesto of the Public History of Education”¹, in which themes, methodological approaches and aims are outlined in detail. Both manifestos were elaborated through participatory processes and are available on the website of the Italian Public History Association.

It seems appropriate to recall at least two of the nine programmatic points in which the second Manifesto, the one specifically dedicated to educational issues, is articulated (Bandini 2017; 2023). Thesis number eight is formulated as follows:

Historical research and education offer many opportunities and ways to build effective and engaging public history activities. However, a privileged role, which needs to be

1 Available at: https://aiph.hypotheses.org/files/2023/05/AIPH_Manifesto-della-Public-History-of-Education_IT_02.pdf. Access on: 6 May 2025.

particularly emphasised, is played by oral history practices, life stories, and autobiographical writings.

We are aware that historical knowledge, in its national and international heterogeneity, encompasses a very broad spectrum of human experiences that extend from the individual to the collective dimension, up to the perspective of 'global history'. From our point of view, placing the emphasis on personal testimonies in a dialogical relationship with broader cognitive frameworks makes it possible to fully develop the reflexive dimension, to promote individual and community well-being, and to enhance the interpretive capacity of the present. In certain circumstances, these operations, which interweave historical research with the formative needs of communities, can facilitate both the mediation of conflicts and the emergence of the experiences of marginalised groups.

In thesis number six, it also reads:

Public History activities will privilege direct contact and involvement of interested people, but at the same time develop digital communication and interaction technologies, under the banner of glocalization and social empowerment. From a technological point of view this means choosing Open Source software, Open Access communication policies, adherence to the principles of Open Science.

Although it is not always obvious, it is important to emphasize how every technological choice implicitly incorporates existential options, authentic philosophies of life. In recent times, and especially with the advent of Artificial Intelligence, technological innovations have marked the entry into a profoundly different historical phase. Opting for open modes of digital communication means, therefore, realizing spaces of public history of considerable relevance, starting with the basic availability of historical sources, accessibility that fosters the sharing of comments and debate, both in the digital environment and in physical contexts.

The digital mode of publication thus represents a methodologically grounded choice that makes it possible to replicate the gift of memory that each interviewee offers the interviewer. The donation of one's own memories is configured as an act of intellectual and human generosity that the digital modality can amplify, extending the scope of this gift to wider communities of potential recipients. The relational dimension inherent in this transfer of knowledge and experience takes on particular value in the field of historical-educational research, where intergenerational transmission constitutes not only an object of study but also an operational model.

The project represents only the concluding phase of various initiatives rooted in previous experiences, seeking to constitute historiographical sources suitable for narrating the history of the school institution through the voice of the protagonists, from within or 'from below', according to a terminology appropriately used in previous periods, in adherence to Gramsci's lesson on the history of subaltern groups. The need to construct historical narratives through this mode centred on oral history inevitably places national regulatory aspects, the administrative history of the educational institution, political and parliamentary debates in a secondary position, elements that only re-emerge as components of individual and professional memory.

It is precisely through the testimony of the protagonists of the school universe - teachers, educators, headmasters and headmistresses, school inspectors, but also ordinary people with their childhood memories as pupils - that we can become aware of emotions, perceptions, decisions, debates, conflicts, initiatives that have a local and contextualised origin and precisely for this reason illuminate the concrete school culture as it was developed and experienced. The discrepancies between these accounts of local history and the national historical narrative are not insignificant; the original contributions that this local dimension makes to the macro-history of the school universe is so broad and diverse as to elude any claim to easy generalisation and classification.

With this specific intention, two parallel initiatives were launched a few years ago, constituting the antecedent and cultural matrix of the

project under consideration: in 2015 the website “Memorie di scuola” was launched, edited by Gianfranco Bandini and aimed at collecting testimonies of primary school teachers (Bandini, Mangiatordi 2020); in 2018 the website “Memorie d’infanzia” was inaugurated, edited by Stefano Oliviero and dedicated to collecting testimonies of educators.

In both contexts, the interviews consist of video recordings of varying lengths, united by an approach of listening to professional experiences, with particular attention to emotional and relational aspects. This modality allows for the full exploitation of the interviewees’ gestures and posture, inflections, pauses and other paralinguistic elements. In short, video recording allows the acquisition of information essential for understanding, not limiting itself to verbal communication, but also including para-verbal and non-verbal communication.

It should be noted that the decision to document the interviews on video represents a precise methodological option, motivated by several positive elements, first of all the visual perception of the context and non-verbal behaviours that become an integral part of the testimony. Non-verbal communication, in fact, constitutes a fundamental element in the transmission of meanings and the construction of authentic autobiographical narratives. Gestures, facial expressions, eloquent silences and micro-expressions convey emotional and cognitive contents that significantly enrich the documentary value of the testimony, offering the researcher and the subsequent user interpretative elements of considerable relevance.

The numerous digital resources published are the product of the efforts of multiple parties, all united by their interest in an in-depth knowledge and dissemination of the school universe, beyond clichés and in all its countless facets. The task of collecting and editing the video-interviews was entrusted to students who enthusiastically accepted the invitation to collaborate in the initiative. They certainly deserve due recognition, although the people to be thanked in particular are the teachers, educators and all the witnesses. It is only thanks to their willingness to share their professional memories that we have a large and articulate body of historical sources, an authentic collective cultural heritage.

These initiatives have not been isolated cases, although they are in the minority compared to the general historiographical production on the subject: consider in particular the project ‘Memorie Magistrali’, promoted since 2019 by Pamela Giorgi of the National Institute for Documentation Innovation and Educational Research, the previous experiences of Davide Montino (Marenco, Montino 2008) and Alberto Barausse (Barausse 2013), and the more recent and in-depth ones of Lucia Paciaroni (Paciaroni 2018).

PRESERVATION AND PROMOTION OF SCHOOL CULTURE

The centrality of memory in the construction of collective and individual identity is a topic of growing interest in contemporary historiographic debate. Memory, understood not as a mere repository of information but as an active process of selection, interpretation and reconstruction of the past, assumes a crucial role in the formation of professional identities, particularly in the educational sphere. Teachers and educators, in fact, build their professional identity not only through formal training courses, but also through the continuous elaboration of lived experiences, in a process of reflexivity involving cognitive, emotional and value dimensions. The collection and analysis of educational memories provide access to this rich experiential heritage, illuminating aspects of teaching professionalism otherwise destined to remain in the shadows.

On the basis of previous experiences and those of colleagues engaged in this area of research, the activity of collecting sources and also the theoretical investigation continued, particularly on the public dimension of educational history (Bandini, Oliviero, Giorgi 2021), digital history and its multiple fields of application, starting with educational ones (Bandini 2018).

Participation in a Research Project of National Interest made it possible to develop, in collaboration with numerous colleagues, a structured and funded project entitled “School Memories between Social Perception and Collective Representation (Italy, 1861-2001)”, coordinated by Roberto Sani of the University of Macerata. The work went through

the full pandemic phase of Covid-19, making some implementation phases particularly complex, as is easily understandable. However, the commitment of all the participants and the systematic use of technologies made it possible to achieve the project's objectives, which included, among other results, the construction of a digital portal (www.memoriascolastica.it) and the establishment of several databases, including the "Educational Memories in Video" database, some of whose distinctive features are presented here.

The Covid-19 pandemic, while representing a significant obstacle to the realisation of project activities, paradoxically highlighted the importance of digital technologies in the preservation and transmission of memory. In a period characterised by physical distancing and the disruption of many traditional social practices, the digital dimension offered alternative spaces for meeting and sharing, demonstrating its relevance not only as an operational tool but also as a cultural environment with its own specificities. This experience has further reinforced the conviction of the importance of developing appropriate methodological approaches to the collection, preservation and analysis of digital sources, with particular attention to the issues of accessibility, long-term preservation and interoperability of data.

"Memorie Educative in Video" collects, in continuity with previous oral history experiences, a consistent series of new interviews carried out by students of the University of Florence and, in some cases, by volunteer researchers. The geographical distribution of the witnesses, for understandable logistical reasons, is mainly concentrated in Tuscany with some exceptions in other areas of Italy, while the testimonies relating to the period between the 1950s and the 1980s predominate.

Compared to previous initiatives, the project retains certain operational choices of a technological nature that reveal a conceptual approach that deserves to be explained. The videos, in fact, were not archived on an academic platform or deposited in physical media at an institutional archive: instead, they were uploaded onto YouTube, the best-known and most popular video content-sharing service at an international level. This modality allows the interviewer to maintain the role

of protagonist with full availability of the historical source produced. This decision, initially determined by limited financial resources and technological constraints, gradually proved to be a qualifying element of the initiative, whose relevance was increasingly recognised.

This is a methodology for collecting and preserving historical sources that certainly does not meet all the requirements of professional archiving and, in this respect, may be subject to legitimate criticism (AISO 2021). However, it has other, peculiar advantages, first and foremost that it respects the fundamental logic underlying all testimony, namely the logic of gift, of memorial exchange between individuals. The source is constituted exclusively through an interpersonal relationship and is accompanied by a communicative intention that persists as long as the subject wishes to keep it. This approach entails, as is evident, the potential risk of loss of sources (which in practice is nevertheless extremely limited, significantly less than one might assume) and, at the same time, guarantees the active involvement of the main protagonists of the interview.

The issue of digital preservation of oral sources raises complex questions relating not only to technical aspects, but also to ethical, legal and cultural dimensions. Indeed, the rapid technological evolution calls for constant reflection on the most appropriate ways to ensure the future accessibility of materials, considering the obsolescence of formats and platforms. At the same time, issues of intellectual property, privacy protection and informed consent of participants emerge, aspects that require particularly careful management in the context of digital dissemination. The solution adopted in the “Educational Memoirs in Video” project represents an attempt to balance different needs, favouring accessibility and the relational dimension of the source over more traditional archiving criteria, in keeping with the principles of public history.

This mode of archiving thus enhances the relational nature of oral sources, which basically originate from the memorial exchange between people (Clement 1999) to be subsequently published and communicated to others according to their will. If the full involvement of the interviewer in the research process entails the potential risk of loss

of the sources, it is however an eventuality largely compensated by the increase of an ideal parameter of engagement of the subjects involved, which in turn facilitates the use of the materials in educational or public history activities (Bandini 2017; Bandini and Oliviero 2019).

The participatory dimension is a distinctive element of the approach adopted, in tune with the fundamental principles of public history, which promotes the active involvement of communities in the processes of constructing historical knowledge. This methodological orientation reflects a democratic conception of cultural production, where historical knowledge is not the monopoly of specialists but the result of a dialogue between different and complementary competences. In this perspective, the involvement of university students in the collection of testimonies takes on a significance that goes beyond the merely operational dimension, taking shape as an authentic training practice that favours the acquisition of methodological skills and, at the same time, promotes critical reflection on the relationship between individual and collective memory.

Using the 'memoriascolastica.it' portal and a software specifically developed for historical purposes, it was possible to catalogue the testimonies, index them, provide an automatic transcription of the verbal contents, and search for individual terms spoken by the interviewees (Mnemosine: Bandini, Oliviero, Alfieri et al. 2021; specifically designed and patented by the national research group).

Each video interview, in addition to being accompanied by a descriptive card and the metadata providing a historical contextualisation, can thus be quickly cross-referenced with the entire heritage of sources stored on the portal in the other databases related to school memories, databases maintained by the various local research units: Audiovisual (Università Cattolica del Sacro Cuore Milan); Illustrations (Università degli studi di Roma Tre); unpublished Diaries (Università degli studi di Roma Tre), Public Memoirs (Università degli studi di Macerata); Honours (Università degli studi del Molise); Works of Art (Università degli studi di Roma Tre); Literary Works (Università degli studi di Roma Tre). An outstanding collaborative work in which local

units of the Universities of Padua, Turin, Bologna, Basilicata, Bergamo, Genoa and Bolzano also actively participated as affiliated offices or individual researchers.

The integration of different types of sources within a single digital platform constitutes an element of particular methodological relevance, enabling innovative research approaches based on the intersection of heterogeneous data. This information architecture facilitates the emergence of unprecedented connections between different dimensions of the school experience, making it possible to reconstruct in a more articulate and complex way the web of educational practices, cultural representations and subjective perceptions that have characterised the history of Italian schools. The possibility of navigating transversally between oral testimonies, iconographic documents, literary texts and other materials offers the researcher precious tools for a multidimensional understanding of the educational phenomenon, overcoming the limitations of more traditional methodological approaches.

The individual testimonies are thus included in a 'collection' - the Educational Memories in Video database - which, in addition to preserving all the information relating to its context, connects it to a dense network of relations not only with all the other testimonies, but also with the portal's further databases. While one part of the interviews concerned primary school teachers and teachers, another was devoted to the school memories of 'yesterday's children' and the memories and recollections of early childhood educators and teachers. The MEV database, which is an integral part of the *memoriascolastica.it* portal, currently has around 300 video interviews with a duration ranging from 30 minutes to over two hours and an average of 50 to 60 minutes.

Video testimonies represent only the beginning of a path of historical elaboration: they can in fact be used as a stimulus to promote processes of sharing the memories of specific local realities and thus foster community building (Bandini, Oliviero, Brunelli et al. 2022), or they can easily find a place in the curricular activities of primary schools as well as in secondary schools, for work on sources or for the contents conveyed by individual testimonies (Meda 2022).

DIGITAL HISTORY AS A TOOL TO CONTRAST MEMORY DECLINE AND TRIVIALIZATION OF THE PAST

The open and interactive nature of the portal encourages diversified uses of the resources, in formal and informal educational contexts. The collected testimonies can constitute valuable teaching material for pathways of education in citizenship, historical memory and interculturality (Oliviero, Martinelli 2021). Through the comparative analysis of educational experiences from different temporal and geographical contexts, students have the opportunity to develop critical competences essential for understanding historical and social complexity. At the same time, access to these sources can stimulate processes of reflection on the transformations of the teaching profession and educational practices, offering trainee teachers significant opportunities for comparison with the experience of colleagues belonging to previous generations.

It is interesting to highlight the frequent use of photographs as activators of memories during testimonies: images that simultaneously offer additional sources on which we can build pathways of investigation. Photographic representations often do not speak for themselves, nor are they easily interpretable: through the intersection with oral history we are thus able to attribute meanings and value to life stories, to increase the density of memories, to enhance the contextualization of events. Photography, in this methodological context, assumes a dual function: on the one hand it operates as a mnemonic device that facilitates the emergence of memory, and on the other hand it itself constitutes a documentary source that requires interpretation and contextualization. The interaction between oral testimony and the photographic document thus produces a cognitive synergy that is particularly effective in the historical reconstruction of educational experiences.

Among the recurring themes worth mentioning are the country's modernization processes that form the backdrop of school memories and the very perception of the school institution, but also the significant social recognition of the role of teachers that seems to characterize the recollections of numerous witnesses. The school emerges from the

testimonies not as an isolated institution but as a microcosm reflecting and at the same time participating in the social, economic and cultural transformations of the wider context. Particularly significant, in this perspective, are the testimonies relating to the period of the Italian economic miracle, during which the school represented a fundamental vehicle for social mobility and the diffusion of new cultural models, contributing decisively to the modernization of the country.

Among the many topics addressed in the memoirs, punishments cannot be overlooked, frequently recalled as a natural and integrated element of curricular teaching, especially in the period between the 1950s and the 1970s. The corporality of disciplinary practices, now widely questioned and substantially abandoned in formal educational contexts, constitutes a recurring element in the witnesses' narratives, revealing conceptions of childhood and pedagogical models that are profoundly different from contemporary ones. The analysis of these practices offers precious hints for a critical reflection on the evolution of educational relations and the progressive recognition of children's rights, highlighting how relevant cultural transformations have taken place in a relatively short period of time.

Among the methodological aspects to be emphasised is the relationship between interviewer and interviewee that activated in each video testimony a communicative process between different generations, thus assuming in itself, regardless of the content collected, an educational value. The intergenerational dimension of communication emerges as a constitutive element of the methodological approach adopted, configuring interviews not only as data collection tools but as authentic communicative events in which a two-way cultural transmission process takes place. In this perspective, oral testimony takes on a formative value that transcends its immediate documentary value, helping to build bridges of mutual understanding between distant generational experiences.

The publication of these sources and the tools that make it possible to cross-reference their contents suggest multiple research paths that are useful for supplementing the history of schools that is either eventual or predominantly reconstructed on legislative sources, as can

frequently be found in historiography. The methodological approach adopted promotes a vision of educational history that enhances the dimensions of lived experience and subjective perception, without, however, renouncing analytical rigour and critical contextualization. In this perspective, oral testimony does not replace but complements and enriches traditional sources, contributing to a more articulate and multidimensional historical reconstruction.

It can be said that the 'Educational Memories on Video' project, together with the other rich databases on the portal www.memoriascolastica.it, contributes in a certain sense to nourishing and revitalizing the history of pedagogy itself. "The demise of memory", wrote Duccio Demetrio in a well-known essay entitled 'Pedagogy of memory', "is the real end of all pedagogy". Ultimately, if it is true, still quoting Demetrio, that in order not to be condemned "to appearance and fiction" it is urgent to restore "communication between generations, the passing of testimonies, the rituals of remembrance" (Demetrio 1998, 7), the portal realised with the 'School Memories' project will then represent a valuable resource to counter the decline of memory and to stem the trivialization of the past or the ideological, rhetorical or emotional approach to the study of history, promoting instead rigorous historical-educational investigations thanks to a range of sources that are now significantly more articulate and accessible.

DATA AVAILABILITY STATEMENT

The entire dataset supporting the results of this study has been published within the article itself.

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Received: 7 May 2025 / Reviewed by the authors: 27 Aug. 2025 / Accepted: 6 Aug. 2025

Editor in charge: Ely Bergo de Carvalho