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School history museums & collections and teachers' profession: the example of the Laboratory for the study and research of the history of education and teachers' profession (LSRHETP) at the University of Crete, Greece

Šolski muzeji in zbirke ter učiteljski poklic: primer Laboratorija za proučevanje in raziskovanje zgodovine izobraževanja in učiteljskega poklica (LSRHETP) na Univerzi otoka Kreta, Grčija

Izvleček
Namen prispevka je kratka predstavitev laboratorija za proučevanje in raziskovanje zgodovine šolstva in učiteljskega poklica na Univerzi otoka Kreta v Grčiji. Prispevek na kratko predstavlja laboratorij, epistemologijo njegovega nastanka in nekatere pedagoške implikacije kot primere njegove uporabe. Epistemologija laboratorija predlaga dialoški izobraževalni proces, ki spodbuja aktiven razvoj različnih pedagoških »kronotopov« poučevanja in učenja. Verjamemo, da bo naš pristop k usposabljanju učiteljev spremenil slabo definirane predstave bodočih učiteljev, jih podpiral pri obujanju preteklosti s prenosom pozitivnih elementov in zaznavanjem poučevanja in tako postavil temelje za »novo pedagoško šolo«.

Abstract
This paper is motivated to provide a brief presentation of the Laboratory of Study and Research of the History of Education and Teachers Profession (LSRHETP) at the University of Crete, Greece. Specifically, it provides a brief description of the Laboratory, the epistemology upon which this Laboratory was founded and some pedagogical implications as examples of its uses. The epistemology of the LSRHETP proposes a dialogical educational process that encourages an active journey into the different educational 'chronotopes' of teaching and learning in order to support the participants' negotiation of affordances as ways to develop new educational meanings. We trust that our approach to teacher training will change the ill-defined fixed representations of the future teachers, it will support them to revive from the past by bearing the positive elements and perceptions of teaching and therefore, set the strands for the 'new pedagogical school'.

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1. Introduction: A Brief Description of the Laboratory for the Study and Research of the History of Education and Teachers' Profession (LSRHETP)

The Laboratory for the Study and Research of the History of Education and Teachers' Profession (LSRHETP) as its name implies is a realisation of the early stages of teacher training and education in Crete, Greece until recently. It is relatively new as it was founded in the year 2012 although the process of collection of its exhibits has started ever since 2002. In this section of the current paper, we account for the collections, the archives, the museum's material and its library as these are allocated in its different sections.

The LSRHETP, with its exhibits dating from 1821 to date, is a journey back in time on its own. It consists of six sections-showrooms. The first showroom introduces us to the content of the exhibits and is a start for reflection in the educational history. There is a compendious presentation of some indicative exhibits from 1898 to 1964, like for example, a school girl uniform, a school bag, a student's desk, some representative photos with students and teachers, leavings of student messes from the fifties of the implementation of the Marshal plan, two school bells (one comes somehow from the US navy and the other one from the period of the Egyptian occupation of Crete (1830-1840) as it appears from the inscription that has on it), and an old reproduction for educational purposes of the revolutionist of Greek Enlightenment Rigas Velestinlis Magna Charta (a map of the Balkan Countries that he had envisioned), and a bust of Alexander the Great, which was distributed to all schools in Greece for obvious reasons: the development of ethnic identity of students. Also, there number of exhibits of methods different punishment. These were used for the shaping of virtuous and disciplined citizens. Characheristics are the shaving machine to shave the heads of students in detention in hard olive cores that were used for students to kneel on them.

The other section contains evidence from the history of teacher education in Crete (1901-1986). The head's of the Didaskaleio and Pedagogical Academy office, with stamps of the time, drawers for record keeping, pictures of the staff and students dating from 1902, a school album with the graduates' pictures and their names (from the period of Pedagogical Academy 1967-1986), a calculator and a typewriter from 1920 and a rare phone device of the times without the dial calling part but with a crank to its side to call the centre. In Crete, the first institution exclusively concerned with the education of teachers, known as the 'Didaskaleio',

School visit at the Museum of Education of University of Crete - Xeniseum.
(https://www.kemeiede.org, accessed 10. 10. 2019)

was established during the years of the Cretan State in 1901. A number of changes occurred until the year 1933-34 when it closed down and paved the way for Pedagogical Academies.

The Pedagogical Academies continued to exist until the year 1988. The future teachers would have to attend two years of study until they could get their certificate. Their successors are the Pedagogical Departments (Schools of Education) at the Universities. There, the student teachers have to attend four years of study until they get their undergraduate degree.

To this point, it is very important to refer to the two books presented in this section of the novelist N. Kazantzakis that bare his original signature. The students of the Academy were holding these books in the writer's funeral service when in the process of excommunication from the church. Also, there are selected graduate certificates (dating back to 1915) and letters by the secret service of local police departments certifying that the prospective teacher candidate, among his successful graduation bears right non-anarchist beliefs.

The next section is the historical library. This was and has always been important since it is to support the student teachers of the Didaskleio's and the Pedagogical Academy with their curriculum of study on pedagogy, psychology, literature, history, physics, mathematic, didactics. The first library was founded the same year the first Didaskaleio was founded but its great book collection expanded gradually.

There is also a representation of the school class dating back to the late 19th century. This is divided into three sub-sections. The first one has the eldest exhibits and is a classroom of the early grades. Of course, there is the teacher's desk with the bell, the globe and the rod for punishment on it. There is a closet with exhibits used for teaching and writing like for example pens, ink-pots etc. There are the students' desks, where some of them bear a hole for students to put the ink-pot in. Then, there is the calligraphy and music classroom representation; this is the other sub-section, with calligraphy note books and students' representative work of art bearing the teacher's marking on. Notably, we have the 'Singer sewing machines' used for female students to learn how to sew in order to teach their own students in the class when in service.

The final sub-section is a relatively newer classroom representation with the teacher's and the students' desks, maps and visual aids on the walls for the teaching of sciences dating back to the 1950s.

Another section is dedicated to the 'audio-visual media' dating back to 1950 and hereafter. Here we have exhibits of the technological means used in those times in education. These are divided into the writing section with typewriters and polygraphs, the audio section with record players and the visual section with a cinematographer projector, slide showing machines, view masters and overhead projectors. It is important to refer to our rich collection of educational films of the times, which are operational, as we have managed to repair the cinematographer projectors. Also, we have managed to reset some of the record players for our exhibits.

Next to the audiovisual section, there is the sector of the naturalist courses. There, we hold a school barometer (made in Paris in 1900) hanging on the wall and school tokens used for the teaching of geology, marine life, physics, chemistry and stereometry. It is vital to this point, to refer to our collection of silk cocoons, to the representation of the production of bee honey and among others to the models of the human heart and liver that date back to the end of the 19th century. Therefore, we may speculate that these posterior are one of the first ones manufactured for classroom teaching purposes.

In the laboratory, there are also collected and exposed maps categorised per subject of teaching. Specifically, for the teaching of mythology, history, religion, first literacy and numeracy, zoology, anthropology and geography. One of the most important exhibits of this section is the Bible, which was published in 1821 in Moscow and had served as a textbook, during the Ottoman occupation in Crete.

Given the exhibits as distributed across the Lab's showrooms-sections, our philosophical bet is to transform the Laboratory of the history of education in such a learning space like the bed of a "psychoanalyst", in the hope to provide us all with opportunities to define, reason upon and further on, change the ill-defined fixed representations of ourselves as related to teaching and learning and of the future teachers. This is a longitudinal process with aims to support its participants to revive from the past by bearing the positive elements and perceptions of teaching.

2. The Philosophy and the Epistemology of the LSRHETP

According to the bibliography, *"teacher training requires functioning insti-tutions to contain the visible part of the history of Greek education"* (Charitos, 2006) *and "this is more obvious in the case of the University Museums, which provide laboratories for training students at educational issues. A University Mu-seum for Education is a typical example, because, as it is oriented to preserve the cultural inheritance related to education, it can easily provide material for study and research to many undergraduate or postgraduate university students. In the same time, a University Museum for Education ... covers an enormous variety of activities and provisions and can promote the interest of different sections of the society. It can respond to students' needs (those who study in the Departments of Education or those who attend school classes), as well as to the needs of other types of public."* (Geladaki, 2006)

The philosophy that lies behind the LSRHETP is to support the curricu-lum for the training of the future teachers and in particular to contribute to the development of their professional formal (theoretical) and practical knowledge for teaching and learning (Shulman, 1987). Shulman's (1987) interest lies in the teaching of content and suggests that teachers pool their knowledge of content from their past experiences in other contexts of practice. He has further on elab-orated on teachers' knowledge to discuss the concept of 'pedagogical content knowledge', which is knowledge that originates during teaching, so it is mostly developed in expert teachers. Shulman (1987, 1999) explains that the teacher ei-ther consciously or unconsciously communicates ideas and facts to the students but the centrality of topics and the periphery of others will depend upon his/her understanding of her students (i.e. flexibility of the teacher to impart alternative explanations of the same concept or principle once students' preconceptions or misconceptions are diagnosed) and her attitudes and enthusiasm for what is be-ing taught and learned.

Based on these understandings, and in particular, on what makes the learn-ing of specific topics easy or difficult, the conceptions and preconceptions that students of different ages and backgrounds bring with them, teachers are in a continuous spiral and reflective process to develop and implement the most powerful illustrations and analogies that would make the subject matter compre-hensible to the diverse abilities of the students.

Mishra and Koehler (2006) have extended Shulman's concept of pedagogical content knowledge towards one, which they have called 'technological pedagogi-cal content knowledge' (TPCK). They claim that this knowledge is the basis of good teaching with technology and requires the teacher's understanding of how to represent the content using technologies and how she/he relates it to her/his understandings of context. This kind of knowledge embraces pedagogical tech-niques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face; knowledge of students' prior

Museum of Education of the University of Crete - Xeniseum, student visit.
(https://www.kemeiede.org/en, accessed 10. 10. 2019)

knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge and to develop new epistemologies or strengthen old ones.

Guided by the literature discussed above, in the LSRHETP, our main concern is how to extend the student teachers' and the in-service teachers' theoretical knowledge of content, of curriculum, of programmes of study, of learning theories with or without the use of technology, of educational values, aims and purposes and of pedagogy learned in the University or developed during practice. Our intention is to expand on the practices of the past as these are revealed by studying the exhibits of our Lab and the classroom representations in its sections. By developing the Bakhtinian theory of «dialogic» relationships with the past and the present, student teachers are encouraged to originate and elaborate upon the ill-defined practices of the past and employ chronotopes, in a spatial-temporal" framework and therefore, advance their knowledge with meaningful understandings of different but "good" pedagogical practices. This longitudinal, spiral and reflective process can foster 'the school of the present' and of the 'future'.

So, the different pedagogical practices and especially those developed in this Lab can be described using Bakhtin's metaphor of 'chronotope' (Bakhtin, 1981, 1991, 1999). Its epistemology comes from the Greek 'chronos' meaning time and 'topos' meaning space. According to Vice (1997), Bakhtin uses the chronotope to discuss the real historical time and space in which actual people are dialogically

articulated and constructed in relation to one another and the value system in which educational events occur. The values system in a chronotope dictates the ways that practices are organised and their rationales (Matusov and Smith, 2011).

Based on 'Bakhtin's chronotipocity of dialogism', our purpose is to encourage in our Lab and Museum interactive relationships between individual themselves and individuals and their educational contexts. In addition, the concept of chronotope is of main interest to us as it discusses the real historical school time and space in which actual people are dialogically articulated and constructed in relation to one another (Polyzou, 2008, Scholz, 1998, 156). For Bakhtin, a person may converse with his own double, his alter ego and images of these interactions may be reflected in symbolic representations such as pedagogical rituals, myths, songs, tales, programmes of study and good practices (as in our case) or in every by-product of human creativity that takes place in its specific chronotope (Morson and Emerson, 1990, 94-95).

While walking around the LSRHETP, one may realise the traditional pedagogies as these are narrated by the exhibits and the representations in the sections. Each exhibit or classroom representation has its "own story" as authored by its creators in their specific referential semantic sphere of the past. For example, one semantic sphere may dictate a value system where instructors could have attempted to eliminate the possibility for students' learning initiatives as all teaching and learning would have to be accomplished by the students according to the teacher's expectations. Based on that value system, the traditional teachers may have demanded that their classes would highly limit or eliminate all opportunities for students' interactive initiatives. In the meantime, the teachers of the present, being active participants in this chain of communication, are encouraged to develop evaluative attitudes, to rediscover new 'affordances' and new 'educational ecologies' (Matusov and Smith, 2011).

'Affordances' are the dispositional properties to manifest some other properties in certain (educational) circumstances/ environments, on the grounds that the individual has the capabilities to perceive and use them (Gibson, 1979; Turvey, 1992). They are, also, relations of possibility between individuals and their environments (ecologies), which are immersed gradually as the learner acts within and with the educational environment. Action, perception and interpretation, in a continuous cycle of mutual reinforcement, are preconditions for the emergence of meaning (van Lier 2004, 92; Stoffregen, 2003, 115). Eventually, affordances are relations between the abilities of the individual, the features of the educational environment and the different ways in which the individual re-discovers and re-contextualizes them each time she/he enacts with and within her/his environment (ecology).

Similarly, we recognize that our Lab provides mutual pedagogical and technological affordances founded in past and present chronotopes. Once individuals enter into new dialogues within and across these chronotopes and reflect upon them, new perceptions may foster, which will generate the development of new individual-environment relationships. By listening to the voices of the past, as these

Museum of Education of the University of Crete - Xeniseum, student visit. (https://www.kemeiede.org/en, accessed 10. 10. 2019)

are envisioned in the Lab's exhibits and sections, the students will explore, negotiate, reflect upon, re-define and re-establish new educational ideas and pedagogies, and therefore extend their knowledge of teaching. Throughout these infinite dialogical processes between the participants and the different chronotopes, the good practices of the future will generate. Specifically, they will discover new affordances, which will be consistent elements of their new chronotopes. These will be their new interactive learning spaces, their new educational ecologies.

Following our discussion above, within the Bakhtinian conceptualization of concepts, we maintain that the intersection of different chronotopes is grounded on pedagogical practices which include a return "back to the books" combined with the use of new technologies. This educational ecology endorses a school of the present, which is a non-digital school, a school that is not merely technology oriented, but one which will be run by teachers who are capable of negotiating and re-establishing the relationships between three components: Technology, Pedagogy and Content (Koehler and Mishra, 2008). It is vital that in this school, the content of "dialogic" pedagogical practices aim to develop critical thinking, a wide range of skills, embodiment and generally speaking all these involved in order to bring back to school its human dimension.

Obviously, we consider crucial that teacher training should involve a dialogical process that would take into account the history of their profession by developing an active and reflective relationship with the educational past. Being historians of education, we cannot live and work without the tangible material remains of the school culture. Thus, we have gathered in this place, the educational affordances of the past chronotopes which embrace the history of Greek schools dating back to the first half of the 19th century until the eighties and secondly the history of the teaching profession. The history of education and in particular the "dialogical" study of school and educational experiences referring to school, to curriculum, to textbooks, and their relationship with the environment over time can form the basis and the framework for the development of good practices and innovative educational ecologies.

Our goal is twofold. First, we aim to develop a dialogic relationship with the accumulated ill-defined domains of schooling and education over time, in past chronotopes and further, reflect upon them so as to investigate whether these have emerged from the improper handling of issues or from the educational policies of the past.

Another dimension of our dialogical perspective is to explore how the school and the school community as originally organised, were scheduled to be aware of any environmental/ecological issues. Specifically, we will study the historical and the contemporary relationship of school with the rural and the urban environment, the agriculture, the rural production, the contact of students with the nature (e.g. courses, school garden, teaching materials, educational tours etc.), with buildings, roads, water, biodiversity, production and all aspects of the country and the society where schools historically are located.

Our key question today is whether and how a University Museum for Education of the future teachers, in our case the Laboratory for the study and research of the history of education and the teaching profession, could foster "journeys" into different chronotopes, in order to educate a modern and effective school teacher, one who could be able to further his knowledge by discovering new affordances and establishing new educational ecologies with a full understanding of the educational past.

3. Pedagogical Implications

The school practice of student teachers consists of a key dimension in their undergraduate education, or during their training after having obtained their degrees. The practice, however, is historically intertwined with the whole system of education and training of future teachers and it is inextricably linked to the dynamic relation between theory and practice, as these are epistemologically and methodologically defined in the pedagogical sciences. It aims to transform the theoretical methodological choices into concrete interdisciplinary actions (Kokkinos and Alexaki, 2002) and educational practices as far as the organization and the accomplishing of the pedagogical process are concerned. By looking into modern psycho-pedagogical concepts and by studying alternative educational practices, we aim to redefine historically the content and the concepts of teacher education in the 21st century.

Our key point of reference is to set aside the passivity of formalistic teaching approaches, the compliance to a techno-bureaucratic context of teaching and the sterile reproductive function of school and class. In addition, to connect action-research with scientific knowledge and to try to mitigate any educational malfunction within its actual social dimensions.

Grounded on the above, in the LSRHETP a number of projects are under their way which will be discussed below as simple examples, aiming to illustrate how we have employed and are planning to employ the University Museum, the

Program of lifelong learning and training at the Museum Education of the University of Crete – Xeniseum. (https://www.kemeiede.org/en, accessed 10. 10. 2019)

exhibits and all the material of this University Collection in the training of the student teachers, the in-service teachers and in the education of the school students, as well.

In the Lab, one's glance stands still in the reading room and in the classroom, both of them full of various and diverse readings. School students who visit the LSRHETP with their teachers are introduced to this philosophy and scope. They are encouraged to develop dialogical processes with the past by sitting at the desks of another school chronotope, by touching the old school books and the notebooks, by browsing through them and by writing on the writing plates. They get to re-negotiate the affordances of these school chronotopes. For example, they consider what teachers from other school eras used in their teaching - the pen, the inkpot and the withe, they reflect upon them in order to elaborate upon new meanings and understandings. These may involve practices of the present spatial-temporal frame, where students collaborate in their groups to create their own riddles with the use of the Lab's exhibits and finally create their own new utterances in the form of visual representations. In this way, not only do they enculturate themselves to the educational ecology of another classroom era, but also they are involved in a dialogical educational process, where they actively participate in that school's pedagogies, in order to advance their knowledge of teaching by exploring the relationships of the affordances in different chronotopes.

More specifically, the textbooks and the reading books, originating from different eras, in conjunction with the literary texts bearing the students' lived memorable experiences – their heroes, act in exemplary ways, subjecting the students to a process of analogical reasoning (Sustar, 2010, 119-120). The students' as well as the teachers' microcosm stemming from a past era, reveals the fears, the dreams, the hopes and the desires of that age and facilitates the deepening in the educational practices. Throughout this micro-historical process, the teacher becomes the facilitator, who helps the students to discover these unknown "facets" of the everyday life of children and the educational system, the contradictions of education and thus the pedagogical and humanist aspects become more intense, more persistent and therefore more efficient.

To this concept, the (future) teacher stands critical also to another important educational section of our Lab and Museum, the maps. The maps are excellent materials. They are touching them and gaining a holistic understanding of the subject they are dealing with. In the case of the geographical maps, the students themselves become "young cartographers", with what it means.

To this point, the use of new technologies proves to be extremely effective when combined with the use of maps. Beyond the demonstration of maps as a complementary teaching material, the students work with interactive whiteboards out of which they can draw data in order to make inferences. The interactive desktop of an interactive whiteboard (e.g. touch pad/special stylus) reinforces the students' inquiry skills, while they search for information on the Internet. In parallel, texts, images, tables, or virtual tours of museums are projected and stored. Then, students select their preferred information to construct their own multimodal texts. They can either make their own videos with their own sounds or further on, demonstrate it to other students, who are involved in this process of creative practice.

Moreover, the children display the maps they have constructed and explain the type of the map they have built; they justify the correctness of their choices and options. Such combined approach re-contextualises the educational process, since it brings the good practices that have already been implemented and reflected upon (use of map-the making of maps from the children themselves) together with the use of new technologies, and therefore it expands the learning opportunities of the students to be more actively involved in the learning process.

Similar activities are taking place with the use of historical maps of the Museum. The students use the maps as a stimulus to further navigate virtually with the computer to other Museum collections of a relative historical period and thus, the students' historical imagination becomes active to ask questions.

Then, the children are organized into groups of young museologists to select certain educational objects in order to compose their own stories (creative writing) that will represent that era. These are followed up by theatrical plays. Moreover, they create a virtual educational museum (with the use of the interactive tools), where each student group can take up a different subject (for example,

An educational program implemented by the museum which concerns university students and pupils of primary education with the aim of revitalizing school gardens. (https://www.kemeiede.org/en, accessed 10. 10. 2019)

religion, daily life), they create descriptive captions for these objects and they make their own descriptive texts of their collections, which serve as a guide for other groups. They even build up the objects which are the central point of their pedagogical stories, they think upon the tools/objects, they have been replaced by today, they even justify the methods and the materials used for construction and articulate which of them still have the same utility or not and finally, speculate about their evolution.

Other thematic maps and images like portraits of history or images of naturalistic sciences etc., are a motivation for the writing of tales. The combination of objects such as the silkworm silk in association with the sewing machine, provide the students with ideas for creative writing. Moreover, the reading of traditional fairytales/stories from the world of kindergarten and the first grades of the elementary school reinforces the concept of hyper-textuality in literature. Whole class examples include the tale of the Little Red Riding Hood, which is studied and then, deconstructed with the use of concept maps in order to be reconstructed into a new story text with one or more new persons in the story. Likewise, students can envision the Little Red Riding Hood' brother, who follows a different path in the woods and is involved in new adventures. With the aid of new technology, students create a hypermedia stories in which the reader interacts with the nodes so as to choose different paths to follow.

The audiovisual media for teaching and learning existed in the school of the past, as well. Children get to know their history, their evolution, and their usefulness so as to combine them all creatively with the newer media technologies. Some educational films of the past times are complemented with sound and subtitles that the students decide upon and then, transcribe into other modern digital media. Still, they can observe these media, like for example, the overhead projectors or the mimeograph, in order to understand their function and further clarify the new media: which has replaced what, for instance.

Texts that are created by the children themselves are replicated in other ways (e.g. image, video). By comparing the two ways of representing the information and by adding notes on the images, the children understand the representational particulars of each mode (image, speech) as well as the choices made by the individual creator. This whole process enhances the students' critical reading and understanding of multimodal texts as well as the complexities of the semiotic world which plays a key role in the shaping of our/theirs contemporary reality.

A cross-curricular and interdisciplinary innovative approach to knowledge (Kokkinos and Alexaki, 2002) is the basket-weaving workshop. This aims to the development of students' knowledge of local traditional art of basket weaving through the interaction with local artists, so as to appreciate the uniqueness of the art of craft, to realize the man's immediate contact with his environment, to comprehend that traditional art is fundamental to the educational, the environmental and the societal prosperity of local communities.

Another workshop that takes place in the Laboratory and Museum concerns the Art Education in the Greek curriculum as it involves the enactment with it within the period 1834-1979. This workshop aims to the comparative investigation of the terms, used to introduce the Art Education in the Greek Education as well as their position in the Greek curricula. In parallel, all the workshop material is digitized for future demonstration in the laboratory. Also, there is a creative processing of the material to be used as souvenir gifts.

Needless to discuss one of our current museum projects aiming to train the 'eco-teacher': a teacher who knows the school context as a legacy combined with the educational history at an environmental and ecological level; One who is sensible to environmental issues as these are routed in his cultural heritage and further on, is able to exploit them dialogically throughout the different chronotopes in order to make himself and his/her students efficient for the environment's present, future and continuous protection.

Within the framework of the 'eco-teacher', teacher training is upgraded and modernised to include issues of study of and respect for the environment, and therefore they are able to sensitize their students to issues concerning the environment and its protection. They get their students to know over time about many of today's so-called 'green jobs', many of which have, however, been registered in time and historically speaking, we know that they have been included in the programmes of study for the career guidance in schools but within different socio-economical contexts. Some of these jobs, however, have been character-

ized as outdated or lower manually, resulting in being rejected due to shortage in manpower, whereas some others, the so called modern ones, (photovoltaic, environmental engineers, nanotechnology, etc.) develop environmental awareness within them in order to prepare future citizens, who are friendly to the culture, to education, to the environment, to the natural and cultural history. Eventually, the proper information for citizens at individual and professional level help to protect the quality of the environment and improve the living conditions and the health of the citizens.

4. Some Final Thoughts ...

The study of education within the LSRHETP – Museum acquires features of historical "anatomy", aiming to reveal the "educational pathology". Meanwhile, we hope to be able to make propositions for extended possible solutions. We trust that 'good practices' do not occur in a historical vacuum. Rather they occur by critically reflecting upon the history of education with one foot and while looking into the present, we will be winking in the future, with the other. Without lightly skipping the problems that museum education faces, we believe that the institution of educational programs at the museum can contribute positively in the thematic and didactic view of our modern school reality (Pitman-Gelles, Bonnie, 1981, Mouratian, 1995).

The setting of this Lab necessitates the orchestration of diverse challenges and their creative deployment in order to develop a new school perspective, the pedagogical school, one which will endorse a dialogical approach to teacher education in order to promote the active involvement of the students and not the monotony of the classroom.

All mentioned so far suggests that the combination of various teaching environments, media (old and new) and tools (from pencil to tablet) are expected to generate new affordances by the participants themselves and therefore, set new standards in the educational process.

Moreover, furthering the view of advancing the historical and pedagogical knowledge in the field, we are determined to make useful international comparisons and studies, as well. We will explore and study the teacher-school background and the history of the teaching profession in the modern period of the European history. We will analyse scientifically all existing documents and their connection with the current European and international educational and school reality through time in order to trace findings for the presence or absence of environmental issues in them and to develop an environmental discourse as an important historical parameter for the school of today and for modern education, in general.

Some of the key questions that we will try to ask are the following:

Which are the aims and purposes of current schooling?

How far does it bring the expected results?

To what extent has the State included, within its educational policy and philosophy of curriculum development, the historical political and the natural environment?

How has the school as an institution moved diachronically into issues related to the development of environmental/ecological conscience and the morality of the pupils?

How can we train the future teachers into new ways of knowledge acquisition? Most importantly, how can we develop the human perspective in the education of boys and girls so as they do not end up to be mere digits in a virtual environment?

How can we resist to the storm of Information and Communication Technologies (ICT) in order to keep the balances between the concepts of Technology, Pedagogy and Education?

How far do we benefit from the use of the students' audiovisual media and how far have the school books and all kinds of teaching aids (maps, tables, physics instrumentation, geometric bodies, episcope, slides, etc.) contributed to education?

Having in mind the questions above, we will be able to identify good practices and we will propose changes to the existing basic education of school pre-service teachers in order for them to develop educational and cultural-environmental consciousness that will assist them to prepare future citizens, who are friendly towards culture, education, environment and the green occupations.

The elaboration of good practices that come from the past, in combination with the demystification of new technologies, will provide us with the citizens, who will be more creative, more critical, and more human. In this context, we can "dream" of a new "pedagogic school", for pupils, teachers, parents, citizens, and modern researchers, ones, who will be involved in the history of education and will instruct school professionals at universities, institutes and archives of the 21st century.

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Summary

School history museums & collections and teachers' profession: the example of the Laboratory for the study and research of the history of education and teachers' profession (LSRHETP) at the University of Crete, Greece

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This paper presents briefly the Laboratory of Study and Research of the History of Education and Teachers Profession at the University of Crete: aims, scopes, collections, archives, museum material and library.

Emphasis is given to the contribution of LSRHETP to the development of a new concept of school, a school called a "school of pedagogy" and a non "digital school", school oriented solely on technology. The main purpose of Laboratory is to give opportunities to teachers and future teachers to 'use' the past in order to rebuilt our return "to books" (whatever that means: critical thinking, development of a wide range of skills, practicing the eye, the hand, and the body, bringing back to school the human dimension with the best terms which start eliminates dangerously, etc.).

Especially, the key-question is whether today a museum of education, and in our case a laboratory, through its continuous and interactive museum exhibition material, could help to educate a modern and effective school teacher, building on past through the rich educational residues but without fetishists them. Other key-questions we try to put forward are: did we use efficiently to benefit students the available audiovisual media in the past, how schoolbooks and all kinds of teaching supports contributed to pupils' education? And if they finally brought the expected results? How can we bring, relying on the knowledge and experience of educational heritage, a new way of knowledge acquisition that aims at developing the human capital of pupils, without children to end up the same digits in a virtual environment, etc.? So, active rather than passive knowledge of the educational past will help teachers and administrators to avoid repeating errors on the teaching content and teaching methodology.