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Approaches to Representing School History Using School Artifacts

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Abstract

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In our study, we examined how teachers and students identify, preserve and use artifacts in schools' interiors and everyday studying life. Our research methods include in-depth interviews, focus groups, survey and expert discussions. Students and teachers interact with artifacts related to educational routine, history, traditions, and values of the school, architectural and interior features of the building. Schools can represent their history by: considering the whole building itself as a historical artifact, preserving interior artifacts, developing new ones, creating school museums, pseudo museums, exhibition spaces, spaces for self-expression, using artifacts in the educational process. Recommendations for representing different artifacts: preservation (historical parts of the building can be fused into a modern interior, emphasizing the value of the historical heritage); representation (historical elements can be used as art objects); demonstration (old stationery, diaries, notebooks, awards, personal belongings and the like in the public review); accumulation and integration; creation.

Keywords: Representation; Observation; Life histories; Organizational culture; Pedagogical approaches.

1. Introduction

In response to the challenges stated in 2022 at the UN summit (United Nations) on global education, the UNESCO initiative "Happy School" (UNESCO, 2024) has been implemented. The basis of basic school happiness experts named people, processes, places and principles within which 12 criteria are proposed to assess and develop the child's right to a happy education. Happiness is understood in different ways but always - in the interaction of people and cultures. The section "place" is distinguished by transformation and rethinking of physical and digital educational space in all its aspects, including inclusion and social role in the lives of surrounding people. In Russia, the initiatives to improve and humanize the modern educational environment are entrusted to the National Project "Education", which launched 8 federal projects, two of which should radically change the appearance of the modern school (The Ministry of Education of the Russian Federation Federal project "Modern School" (The Ministry of Education of the Russian Federation, a) and "Digital Educational Environment" (The Ministry of Education of the Russian Federation, b)) and ensure the implementation of digital transformation of the education system through equipping schools with modern equipment, development of digital services and visual content for educational activities.

In the context of the incessant informational flow that contemporary children encounter and process, visual tools play a crucial role in facilitating the rapid perception and assimilation of this information. Visual media enhance the comprehension of material, the formation of images and phenomena, as well as the development of essential skills and competencies, including the ability to handle large datasets and substantial volumes of information, visual thinking, and the visual representation of information.

The purpose of this study is to identify approaches to the visual representation of everyday studying life artifacts in the educational environment, as well as to categorize these artifacts for educational purposes.

The study objectives were to analyse existing approaches to visual representation of artifacts in educational practice, conducting a questionnaire with the aim of collecting data on perception and use of artifacts through a developed questionnaire, focus group research, in-depth interviews, identification of the categories of artifacts with which modern schoolchildren interact, modelling approaches to visual representation of artifacts in the school's educational environment based on analysis of the data obtained.

The author's team attempted classification. Artifacts that are related to everyday learning were selected. Recommendations on the representation of artifacts in the school educational environment are proposed. The introduction of the study results will allow to develop new algorithms for actions when working with everyday studying life artifacts, including them in the educational process and presentation in the educational environment of the organization.

An everyday studying life artifact (Rozhdestvenskaia, 2014) does not immediately become such. Initially it can be a product of educational activities created on any lesson, extracurricular and recreational activities and absorbing the emotion of ownership and interaction with it.

The problem of classifying artifacts, in a broad sense being any product of human activity, is raised by E.A. Belov, called "studying artificial objects in terms of their hidden meanings, functions, signs and other aspects... one of the most important areas of cultural studies, anthropology, archaeology, art history, museums and other humanities" and calls artifacts, objects created by people and for people, "some functional continuation of man" (Babazadeh-Asbagh, N. (2018). The Adaptive Reuse of Cibali Tobacco Factory, Kadir Has University. *Tourism Graduate Students Research Congress*, 9, 203-210. Famagusta, Northern Cyprus. <https://dx.doi.org/10.2139/ssrn.5119737> Belov, 2014, pp. 43-44).

In the article "Algorithm of interpretation of cultural artifacts in education" A. Flier talks about the historical-cultural event-situational context of the artifact's emergence and the complexity of its correlation with modern ideologies but at the same time practices of stimulating self-identification of the student through interaction with the artifact, self-determination "who he is, where and when he lives", which appears to be one of the most important socializing tasks of education (Flier, 2018).

M. Wartofsky offers a three-level model of artifacts in his work: "primary, ie. secondary instruments; those that include primary and modes of action in their use (prescriptions, norms, customs); tertiary, or derivatives of abstractions (categories, symbols, their meanings)" (Wartofsky, 1988, pp. 198-199).

Thus, we will define the concept of "everyday studying life artifact" as a certain entity, material or abstract, created by people earlier (having historical value) or created by participants in the educational process at a moment of activity in the school environment, able to give a certain experience, product, impression, form traditions that are defined by the participants of school life as important, valuable, interesting, and socially significant. As part of the work, we will focus on material and abstract artifacts and symbols in the subject-space environment of the school. Gudrun M. König notes that "museums, universities and educational collections are places where things on which a veto is imposed are accumulated, stacked and displayed; they represent a collection of objections. Not only museums, but also schools are institutions closely related to tangible practices and tangible lessons... Museum exhibits are educational objects in the classical sense. The quality of their presentation makes them the main characters of the presentation" (König, 2012). In the classroom, objects and items of educational activity are displayed and demonstrated, organized and sorted. These ways of learning and appropriation are built into the practice and context. From a pedagogical point of view, the ambiguity of things also corresponds to the complexity of contexts that can change and overlap depending on the situation.

"Student newspapers -... are artifacts of the first kind, "fabrications". Student newspapers, if we consider them as artifacts in the spirit of Shkatsky, are not just an expression of school order, school culture. Rather, in school they participate in creating individual school order, school culture; they are part of the order established in practice - a practice in which certain, e.g. something is created in the technical conditions, and this, in turn, has a material effect. The school culture is constantly being shaped and transformed by the creation process and distribution among the students of school newspapers, their communication and communication with them" (Reh & Scholz, 2012).

As noted by G.M. König, H.P. Hahn in the field of interpretation studies, especially from the point of view of anthropology education, methodological proposals for adequate interpretation of artifacts are still insufficient, although the ethnographic tradition of working with materiality, with material culture, has been around for quite a long time. The artifacts of everyday learning are important not only in the school context. In terms of civilization development, Dr König agrees with the architectural theorist and analyst of things Siegfried Gidion that for historical research there can not be banal things. Any object in the school space has its creator and someone is honoured, emotionally lived and appropriated. In studies of educational biography, artifacts are considered as an expression of social belonging, as a reason and memory carrier. They are, so to speak, symptoms of cultural-educational processes (König, 2003;Hahn, 2005).

The schools work with the everyday studying life artifacts and their representation to some extent. It is either the conservation and preservation of artifacts, which display occurs both in the interior of the educational organization and in the museum environment. Another approach involves representation through preserved "historical elements as art objects in a modern interior (such can be, for example, pieces of ceiling moulding, heavy wooden entrance door, mosaic panel elements, etc.). Through the symbolism of the interior artifacts it will be possible to represent the character of the era, the peculiarities of the state's attitude towards education, the tasks that society set before the school" (Ivanova et al, 2024, pp. 74-75).

The third approach works through the demonstration of historical objects of everyday life, education and activities, which are placed in open access or museum space. The following approach is related to accumulation and integration, when everyday studying life artifacts are constantly generated by the process of educational activity: among hundreds of notebooks there will be one with a unique design, the symbol of school unnoticed by traditions, the old chair in the corridor has a legend – by sitting on it before the test, you will get an A grade (Ivanova & Ter-Grigorian, 2023). A new school or school with a small history begins to work on the creation of pseudo-artifacts, builds up new traditions and symbols. Therefore, there are traditions, rituals associated with symbolic objects or

student artifacts (beaver whose nose must be rubbed to get an A grade; go the right way to accompany luck on the test; touch the favourite teacher, etc.). Such media elements and traditions can eventually become full-fledged everyday studying life artifacts, assuming the function of broadcasting the continuity and historical value of the educational institution (Ivanova et al., 2024).

2. Material and Methods

Our study started in January 2023 and lasted for two years, until December 2024. In our study, we examined how teachers and students identify, preserve and use artifacts in schools' interiors and their everyday school life.

Our research methods included:

- Analysis of theoretical sources and existing practices of interaction with everyday studying life artifacts in foreign and Russian educational organizations.
- Observation.
- In-depth interview as a qualitative research method, involving a face-to-face conversation with the respondent on pre-formulated questions, but with possible deviations from the scenario if the topic of discussion is of research interest.

Interviews were conducted with the administration and teachers of schools in face-to-face and online format. The list of questions for the in-depth interview was interested in how a representative school history is formed, what school artifacts are stored or used in the educational process, how historical events of schools are represented, how artifacts have changed over the last few generations and what is of interest to modern children. In the deep interview there were also departures regarding the context of each educational organization individually - the contingent, the location and school tradition, the succession of generations of teachers, the administrative team, parents and children.

- Focus groups.

This research method allowed us to obtain semi-structured information on the use of everyday studying life artifacts through moderated group interviews with a limited number of similarities by the selected parameters participants (students in 5th, 8th and 10th grades). The focus-group study script is developed in the logic of anthropological practices, "...that is to say human actions where man is the subject of action, active actor, cause and basis of action" (Gurin, 2014, p. 244). The focus group study was conducted in two stages, involving students in 5th, 8th and 10th grades of one of the schools - members of our work, occupying a historic building in the city centre. The participants were presented with a presentation defining the concept of "everyday studying life artifacts", after which they were given the task to choose: 1. Design "Museum named after me", in which you would exhibit school artifacts related to your life or that would interest you. Prepare a story about interacting with it. 2. Write a script for the lesson/class hour with application/creation of everyday studying life artifacts, interaction with artifacts. Participants presented the result of their work individually or in a small group. The reflexive analysis was based on the presentations' results.

- Survey.

To solve the problem of the study, 163 students and 106 teachers were interviewed. In the course of the study we developed a questionnaire "Everyday studying life artifacts" separately for students and teachers. The questionnaire consists of eleven closed and open type questions, to which students answer by reflecting on their attitude towards the problem being studied, and teachers analyse the school artifacts they work with in class, and how they are selected, stored and represented. The majority of respondents were students from grades 5-9 (123 people, 75.5%). Among the respondents, the percentage of girls and boys was: 96 (58.9%) - girls, 67 (41.1%) - boys. Among the teachers, most have pedagogical experience from 10 to 25 years and are teachers of the humanitarian area.

Questions for students:

1. Your school (selected from the list of educational institutions)
2. In which class are you studying?
3. Your gender.
4. Are you familiar with the concept of "artifact"?
5. What everyday studying life artifacts are you interested in for study/ research?
6. How do you interact with artifacts (see them in the museum, take pictures, study in class, learn by example etc.)?
7. What would you like the school to keep in memory of your learning?
8. Do you use artifacts in class with teachers? Tell me what and how?
9. Do you have anything in your family that is stored from the school years of your parents and grandparents?
10. Do you or your parents keep everyday studying life artifacts (cups, certificates, drawings, crafts, notebooks)?
11. What is it? Please list.

Questions for teachers:

1. Your school (selected from the list of educational organizations).
2. Your age.
3. Teaching experience.
4. What subject do you teach?
5. What artifacts in your school can you remember?
6. What everyday studying life artifacts do you use in your classes?

7. What everyday studying life artifacts do you keep in the school (by yourself or as directed by the guide)?
8. Do you think that you are creating your own or together with students/colleagues/parents everyday studying life artifacts?
9. Do you have anything in your family that is stored from the school years of your parents, grandparents?
10. Do you keep artifacts from your children's/grandchildren's school life (cups, certificates, drawings, crafts, notebooks, etc.)?
11. Which ones? Please list.

- Expert discussions.

Presentation of the research results at the international symposium and lecture "10 years of RSF", dedicated to the anniversary of the Russian Science Foundation.

Our geography: Moscow, Moscow Region, Saint-Petersburg, Kaliningrad, Naberezhnye Chelny, Baltiysk.

Our schools: 7 public and 2 private.

The Moscow region was represented by two schools of the Central District and one - Western. School 1 is located in two buildings, the main of which was built on an individual project in 1935 and is a monument. The historical architecture is preserved and restored by an administration that pursues a consistent policy of respect for heritage and everyday studying life artifacts. School 2 is a small private educational organization, working according to the principles of Waldorf Education, actively works with the daily results of child labour. The school has been in existence since 1993, during which time it has changed its rented premises three times, each of which was originally an office space not intended for educational activities. Every time after the move, the school team together with parents and high school students created a subject-spatial environment in a joint, co-participating process.

Another school in Moscow is located in the Western Administrative District and joined the study of the latter, therefore has number 7. It is a private primary school founded in 2020, occupying a new (2019-2020 construction years) innovative author building, using "smart house" technology, rich in the latest engineering systems of BIM-type technologies. The school is designed for 96 students from 1st to 4th grade.

The following group of educational organizations represents the Kaliningrad region and Kaliningrad, Russia. This school 3 is located in Baltiysk, Kaliningrad region, and has its history since 1945. It is located in a historic building with the cultural heritage status, is working on its conservation and restoration. It is a state organization, as well as School 6, which is located in Kaliningrad. The organization occupies two buildings: the primary classes are taught in the 1896 building, and the rest - in the 1960-61 building brought to operation. In the immediate vicinity of the school there is an Orthodox temple, with the bell used to begin and end the lessons for primary classes.

School 4 is a state educational organization, one of the oldest educational institutions in Saint Petersburg, founded in 1858. It occupies a renovated historic building built at the turn of the 19th and 20th centuries. The pedagogical team of the school conducts a focused work on preserving the traditions and material artifacts of the classical Saint Petersburg education. School 5 is also a state institution and located in Naberezhnye Chelny, the Republic of Tatarstan, Russia, occupies a typical building from 1972 but the administration and teachers, rethinking everyday reality, work on creating new traditions and symbols. The school has a museum dedicated to various subjects and testimonies of the daily life of its visitors, as well as pseudo-artifacts imitating the elements of the everyday studying life of the Imperial Lyceum in Tsarskoye Selo.

The study design is developed within an interdisciplinary approach, combining visual sociology that covers different facets of social life, including identity, material culture, social groups, institutional analysis, focused on the study of museum practices, semiotic approach, decoding language of visual symbols, medium, and anthropological approaches (Shalyutina, 2016).

3. Results

Classification of artifacts based on the results of the survey of students

The results showed that the overwhelming number of respondents among students (68.7%) are familiar with the concept of "artifact". It can be concluded that the very concept of "artifact" is familiar to students, and even if they learned about it during the survey, they understand what is being discussed.

Based on the analysis of data obtained, we offer the following classification of everyday studying life artifacts in the educational environment of schools.

1. Artifacts, related to the **psychophysiological characteristics of their age (992 mentions)**

Primary school students show a high interest in everyday studying life artifacts. They are particularly interested in drawings, photos, newspaper stands, and classroom decorations. Thus, the article by S. Reh and E. Scholz confirms that "student newspapers, if they are considered as artifacts, are not simply an expression of school orders, school culture. Rather, in the school they themselves participate in creating individual school order, school culture. The school culture is constantly being formed and transformed in the process of creation and distribution among students of school newspapers, communication and interaction with them" (Reh & Scholz, 2012).

Secondary school students, are interested in the teaching aids, school supplies that are used in lessons, including antique: "artifacts related to mathematics lessons: old accounts, abacus, formulas", "microscope", "old textbooks". The survey also showed that the respondents of this age group are interested in historical artifacts: "mummies", "ancient things", "world war", "notebooks and found objects that were lost".

High school students highlight historical artifacts: items from the Great Patriotic War, historical objects, students' old notes; artifacts that were created by students. High school students consider the school history as an artifact.

2. Artifacts, related to **everyday mundane school life (811 mentions)**

Primary school students highlight artifacts related to everyday studying life: results of creative works (drawings, crafts), often mention photographs and personal achievements (diplomas, certificates).

Secondary school students highlight photos, creative work results, achievements (diplomas, medals, grades). To a lesser extent - school supplies (notebooks) and intangible artifacts related to biographies, stories from school life, for example: "good memories", "all commemorative events that happened to us in school years", "memoirs of memories" etc. 16 respondents showed a negative attitude towards everyday studying life artifacts, indicating either difficulties with study, communication with peers or other school problems and characteristics of adolescence.

High school students mark artifacts that are school stories and photographs associated with them. We can note that at an older age, it becomes important for students to keep their memories of school events with their participation.

3. Artifacts, related to the **history of the educational institution**, traditions and school **values (25 mentions)**

Primary school students highlight historical, old objects kept in the school: "old letters, old tablets, medals", "letter from the time of war, look at what was written there and study how old he is about", "antique thing - a line, catch and so on".

Secondary school students highlight artifacts related to the school, its history and traditions: "In labour class we use an old teacher's notebook. Using this notebook, she shows how she drew in it and learned from it", "at the History of Arts class the teacher brings once a year the school artifacts and tells the school story".

High school students identify as artifacts related to the school history, subjects studied during the educational process, as well as subjects around which school traditions have developed: "gramophone", "globe". The school history is also listed here.

4. Artifacts, related to the **architectural and interior features** of the building **(16 mentions)**

Primary school students show special interest in the interior elements of the building, as well as individual furniture (tables, chairs, desks).

Secondary school students highlight interior items that were obscured/sealed and later found during the renovation of the building. Also, students are interested in the school architecture.

High school students note the planning and structural features of the building (brick masonry, windows/ doors, their shape, size etc.), historical interior elements - columns, stairs, etc.

The interest and value of artifacts is confirmed by the answers to the question about the preservation of everyday studying life artifacts in the family. Out of all 163 respondents answered "Yes" - 89% (145 students), "No" - 11% (18 students).

Thus, 29 primary school students responded that the home holds everyday studying life artifacts of family members. These are school supplies (notebooks, props); trophies, certificates, medals; photographs and evidence of education.

The majority of secondary school students (82 students) emphasized that the family keeps artifacts, but not all respondents listed which ones. Among the listed: photos and photo albums; school supplies (notebooks, textbooks, diaries, and others), medals, certificates, and trophies.

This data can be interpreted within a problem-oriented approach that encompasses the processes of symbolization, social significance of things and answers the question "How are kinship and family relationships created and represented through images and things?" (Timm).

High school students' responses also show that artifacts are used during the educational process as subjects to be studied. The artifacts here include both the school history and the subjects around which school traditions and practices have developed.

Classification of artifacts based on the results of the survey of teachers

The survey was conducted with 106 teachers and representatives of the administration: teachers of humanities (35); teachers of Natural and Applied Sciences (+ information technologies, design technology, robotics) (26); physical culture teachers and Fundamentals of Security and Defense of the Homeland teachers (6); primary school teachers, and technology teachers (21); administration representatives, teacher-organizers, counsellors of the director of education, social pedagogues, psychologists etc. (18). The majority of respondents are under 35 years (31.1%), most (36.8%) have work experience from 10 to 25 years.

For teachers, value is represented by emotionally coloured artifacts related to educational events, personalities and characteristics of the character of students, vivid creative works that have left their mark in the school space.

Classification of artifacts based on the results of the survey of teachers:

- Related to the everyday studying life as an educational process - paintings from art lessons, photographs from classroom activities, written explanations by fifth-grade students, notebooks, assignments, and crafts created by children currently or previously attending the school, among others (344 mentions).
- Related to the architectural and interior features of the building - ceramics from different years, literary quotations on the school walls, the library as a separate artifact, etc. (95 mentions).
- Associated with teachers' pedagogical domain include various models (as a model of a chemical molecule), posters, collections, and other similar materials (94 mentions).
- Associated with project-based, research, and extracurricular activities—such as photographs, posters, and videos of student projects, costumes, and set designs for student performances, etc. (63 mentions).

Focus groups results: "The museum named after me"

The task was to draw (design) a "Museum named after me", which would exhibit school artifacts related to students' life or would be of interest to them. Prepare a story about the interaction with it.

Focus group study was organized and conducted on the basis of School 1 with 51 students from 5th, 8th and 10th grades. The works of 10th grade students are entirely dedicated to the "Museum named after me". Out of 8 works, 2 were marked "not at school" and "as far as possible from school". Students from 8 "K" grade submitted 9 works, of which

two are devoted to the lesson scenario, and 7 - the museum (Figure 1). Three out of seven participants wanted to create the museum outside the school.

Students from 8 "A" grade worked in groups of 3-4 people and presented 6 drawings, only 4 of which were meaningful, and two - rather an attempt to get out of participation. All students chose the museum theme.

The results from a group of students from 5 "B" grade were the most difficult to interpret, most of the works are not related to the task and only two of them can be considered as corresponding to the study topic. These students drew mostly in pairs. Their museums are filled with a lot of random objects and images, pictures of forbidden objects that have no relevance to the topic of focus group study. The result, or rather its absence, is evident in the context of the age of students - 11-12 years, when anthropological experience has not yet been worked out and children are just emerging from the family into the peer community, trying to form anthropological boundaries. We have not been able to interpret the results obtained with this group of students qualitatively and further this age category is not recommended for carrying out this kind of focus group studies.



Figure 1. "The museum named after me", the work of a 8 "K" student.

In their museums, the participants demonstrated (in descending order):

- Objects from their **personal and creative lives** (camera, clothes, alarm clock, etc.)
- **Intangible artifacts and feelings** (music, love, dream, silence, dance, faith, etc.)
- Evidence of **travel** and other experiences that go **beyond everyday life**
- The **educational process** as such (music, algebra, lesson schedules, etc.)
- **Art objects** (images of cats, just drawings, a cemetery of unfinished paintings, etc.)
- **Awards and achievements** (diplomas, cups, certificates, etc.)
- **Urban objects** related to everyday life (metro, tram, etc.).

Thus, we can conclude that high school students consciously create their identity within the school walls, defend their spatial and personal boundaries, and demand attention to themselves, demonstrating personal achievements and their own everyday life through the transmission of artifacts in the "Museum named after me". But not all of them are ready to open up to the adults from outside in the school walls even as part of this seemingly harmless anthropological practice. Some students tried to hide their personalities behind the facade of formal exhibits and creative works expected from them by organizers (as it may seem). If students want to leave artifacts related to their everyday lives in the school interiors and also show their values and present narratives, it means that they feel their involvement with what is happening in the school, and share established ways and traditions.

Schools, in response, can provide opportunities for reflection and identity-building for the students they serve by providing space for exhibiting and discussing artifacts while supporting and appreciating their contribution to the representation of school and personal history.

In-depth interviews results

An everyday studying life artifact is a material object that:

- **Influences** the daily educational process (or at least is noticeable in this process)

- Is important for the **socio-cultural life** of the school
- Is **interactive** (various interactions with students and teachers are possible)
- Has **historical value** (optional)
- Has a **representative function** (optional).

We can describe the overall result of data interpretation from in-depth interviews as anthropological practices of work and interaction between teachers and students with everyday studying life artifacts depending on the context of the school itself.

1. A sense of belonging to the school history as well as values of material heritage are formed through interaction with architecture (Schools 1, 3, 4). The old school building is an artifact itself, a bearer of historical knowledge.

"Schools were once thought of as important civic landmarks built to last a century. They represented community investments that inspired civic pride and participation in public life" - says in the article "Old School Buildings: Prehistoric or Worth Preserving?". People should value the characteristics of old school and its place in the community - notes Richard Mo, president of NTHP (Old School Buildings, 2013). In addition, as B. Parker notes in his paper that "Schools tell stories...As student populations and educational goals have shifted over the decades since the Progressive Era, it is imperative that researchers deconstruct the intended and unintended messages conveyed by the inanimate artifacts that make up modern schooling environments" (Parker, 2016, p. 76). Indeed, old school buildings tell stories about public values, ideals, educational goals, and educational expectations.

2. Intergenerational emotional connection is constructed through interaction with everyday studying life artifacts from the past and real time with its digital technologies and virtual student "classes" and "traces" (Schools 3, 4, 6). Students are interested in knowing what kind of schedule their predecessors had, which subjects they studied, were tests difficult or not, what kind of problems schoolchildren were worried about 50 years ago and more. This practice is typical for schools with museums, where culture and narratives of the everyday studying life of the past are transmitted through the design and aesthetics of artifacts.

3. Creating pseudo-artifacts and symbols to maintain their own importance in an educational environment without history (School 2, 5, 7) is typical for new schools or schools with an unremarkable history. In this case, a symbol becomes content because the message of symbols is so deeply rooted in visual representation that they are inextricably linked. As an example - the reconstruction of a historical desk at School 5.

4. Educational work and educational process are built in direct interaction with the artifacts of the past and modern products of children's activities during everyday studying life (projects, crafts, drawings, newspaper stands, notebooks), as well as through acquaintance with heroic and legendary artifacts - witnesses of the school history or its students (Schools 1, 3, 6).

5. Building a sense of own personality, own importance, and self-identity formation. It comes through reflecting on oneself in subjects of everyday learning, emotional involvement through the creation and exhibition of modern artifacts, especially - the results of the students' creative activity (for teachers - their mentoring activities results through the work of their students, objects of their pride - trophies, medals, diplomas) (Schools 2, 3, 4, 6, 7).

At the same time, teachers interact with artifacts through their preservation, conservation, and further representation in the educational process of school life. They use students' works, projects, research and extracurricular activities, creative products, models, and historical learning tools. Primary school teachers preserve and represent children's crafts, projects, research, drawings and photos of significant events in the educational environment.

Teachers also mentioned the possibility of using artifacts in lessons as teaching aids. The importance of learning tools created by students themselves was particularly emphasised.

For teachers, value is represented by emotionally coloured artifacts related to educational events, personalities and students' characteristics, and vivid creative works that left their mark in the school space.

4. Discussions

Schools can visually represent their history by:

- Considering **the whole building** itself as a historical artifact
- Preserving **interior** artifacts (historical parts of the building can be fusion into a modern interior)
- Creating school museums, pseudo museums, exhibition spaces, spaces for self-expression
- Developing new ones
- Using artifacts in the educational process.

We modelled approaches for visual representation of everyday studying life artifacts in the educational environment. These approaches were developed on the basis of the survey and selected classifications of educational everyday studying life artifacts.

1. Museum space.

The everyday studying life artifacts become school museum exhibits displayed in a specific space at school. The change of its exhibitions is based on the theme, time-historical events, school traditions and settings. It also can become genealogy: dynasties of teachers, students and parents, family pedigrees and family relics.

G.M. König distinguishes a conservation-historical approach to working with museum artifacts, the methods of which sort, compare, catalogue, date and require certain material and technical knowledge. In this process of research and systematization, questions arise: where did the object come from? Who did use it? How was it been produced? Is this typical for social class, region, and time? (König, 2012).

2. Pseudo-museum space (permanent or temporary exhibition)

Unlike the museum, the pseudo-museum exhibits are distributed in the school open spaces with free access. Visual representation is carried out through the visualization of traditions that are annually recreated in the school space in preparation for thematic holidays, beginning and end of the school year: decoration, collective photos, posters, commemorative paintings, installations. It can be an intangible everyday studying life artifact, such as school anthem, song, film, or graduation script.

3. Exhibition space (students' activities results).

This approach involves working with the students' daily results of the activities in the school exhibition space: conducting project exhibitions and mini-presentations where the exhibits are presented - the results of the students' creative work, their posters, photos, video. A variety of locations and interior elements, such as ceilings, countertops window sills, and window openings can be used as exhibition spaces.

4. Self-expression

The artifacts appear in the moment: it can be inscriptions on chalk walls and boards, glass with chalk markers writings, etc. It is the spontaneous students' creativity, almost not controlled by adults and space given to them for self-expression, self-presentation. Thus, everyday studying life artifacts can become a significant inscription on the school wall, around which the legend is built, told to new generations of students.

It is possible to allocate such a space that will be moderated exclusively by students and then historical artifacts and other traces of children's activities will necessarily appear in the educational environment of the school.

5. Interior presentation (artifact as part of the interior)

The everyday studying life artifacts are presented as objects of the school building interior. They can be historical, for example, preserved furniture of the past years and decor elements, fittings, architectural and artistic decoration of the building and used in the educational process, become the object of design and research activities. Also, artifacts can be created in the process of educational activities - paintings, photos, installations, students' design work that have become part of the school building interior.

6. Didactic view (artifact as teaching aids)

The artifacts are intended to be used as teaching aids in the educational process: in lessons, excursions, creative events, group work, etc. For example, the project work of 4 grade students «Geographical world map» (Figure 2) can be a visual aid for primary school students. The student notebooks of previous years can be used as an example for completing assignments, or the teacher can give a task to work with them (for example, finding and analysing mistakes of past students in Russian language, Mathematics, etc.). The educational process can include the preserved outdated technical training tools (slide projectors, codoscopes etc.) for demonstration and comparison with modern ones, analyse similarity of schedules and teaching subjects, complexity of test assignments, and handwriting peers.

Using artifacts as visual aids creates parallels in science, museum culture and teaching. However, the materiality of education refers not only to things as historical sources (Heese, 2008), but also to systemically important aspects of the pedagogical process: teaching and learning require subjects.

The combination of our proposed approaches allows us to create a super-saturated educational environment - combining in one room exhibition systems of different formats, museum exhibits, information stands and other exhibited objects of various subjects, that creates a single visual and semantic system of symbols and meanings, becoming the heart of creative life.



Figure 2. Geographical world map created by 4th grade students.

5. Conclusions

The study results allow us to speak about the importance of representing everyday studying life artifacts in the educational environment of the school, in particular its subject-spatial component.

Everyday studying life artifacts are actively used in lessons, which confirms their role as a tool for in-depth study of educational material. Students interact with artifacts through various formats - from studying to participating in competitions and exhibitions. Representation of everyday studying life artifacts in the educational space of the school contributes to the involvement of students in educational and event processes and the formation of their identity through interaction with the school history. It seems that it is necessary to work on defining the value and preserving the everyday studying life artifacts in order to maintain the emotional connection of modern students with the historical heritage of the school, its traditions, way of life, and identity. Through the symbolism of artifacts, new meanings are formed, and then memory and emerging legends and myths. Gradually, the objectification of the artifact occurs, acquiring its own history and independent life, then its typing - the removal of numerous features and the replacement of individual experience with a generalized one, and subsequently anonymization - the elimination of traces of personal identity. The representation of the school history is adapted to the needs of the new school community, selecting and displaying for public viewing those artifacts that not only reflect its development but also its identity.

The article makes a significant contribution to the study of everyday studying life artifacts, their role in the educational process and approaches to their visual representation. The article offers practical recommendations for the visual representation of artifacts in the educational environment, including the creation of thematic exhibitions, museum and pseudo-museum spaces, interior and didactic presentation. It contributes to the involvement of students and the formation of their identity through interaction with the school history.

The study results highlight the importance of integrating everyday studying life artifacts into the educational process to create a rich and diverse educational environment, as well as to form a connection between students and the history and culture of the school.

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Conflict of Interests

The Authors declare that there is no conflict of interest.

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