

Josefine Wähler, M.A. (BBF | Research Library for the History of Education at the DIPF | Leibniz Institute for Research and Information in Education, Berlin / Humboldt University of Berlin)

Maria-Annabel Hanke, M.A. (BBF | Research Library for the History of Education at the DIPF | Leibniz Institute for Research and Information in Education, Berlin)

### **“Pacemakers Report“– The Unique Collection of “Pädagogische Lesungen” [pedagogical lectures] in the Research Library for the History of Education (BBF) in Berlin**

Subject of the paper is the characterisation of a collection containing about 9,000 titles of pedagogical lectures (PL) – compiled and centrally awarded in the GDR from 1961 to 1989. The source material, which was previously unnoticed by research, is part of the special collections at the Research Library for the History of Education (BBF) of the DIPF in Berlin.

Pedagogical lectures were written reports documenting teachers' experiences to be used by their colleagues. Across subjects, school years, school types and stages of the educational process, the lectures highlighted solution-oriented methods, problems and innovations from the perspective of school and instructional practice. From a school political perspective, the lectures were regarded as relevant means not only for intensifying self-study and the centrally organized exchange of experiences but also for teachers' further education and professionalisation.

To begin with, we would like to give an introductory outline of the origin and systematic constitution of the collection by the Central Pedagogical Library of the GDR, which then is followed by a detailed look at historical specificity as well as function and use of the PL within the centrally organised system of teacher training in the GDR.

Since the lectures were individually compiled, their formal design and orientation of content will be considered as well as their production processes. Furthermore, the rich material variety of attachments such as audio-visual documents and individually created teaching materials are of particular interest.

Due to the heterogeneous structure of the collection specific challenges regarding its safekeeping and accessibility for research have to be met in the long run. Nevertheless, the uniqueness, coherence and research relevance require the preservation of the original object but at the same time demand the development of a sustainable digital strategy, which allows the depiction of every aspect of this varied collection.

In perspective we aim at providing for searchable and editable full text and its embedding into a portal enhanced by context materials. Further, an incorporation of Digital Humanities tools, which allow a thematic and qualitative content analysis – such as the visualisation of networks (mapping) – are aimed at. We would like to introduce and to discuss first steps as well as additional digital options providing useful tools for handling complex collections, thus paving their way into a digital future.

From an educational and contemporary historical perspective the scientific analysis of the collection is highly profitable. In addition, the expansive material offers diverse approaches to

research for a wide range of disciplines such as linguistic and cultural sciences, historical and political sciences, information and media sciences as well as subject-related didactics.

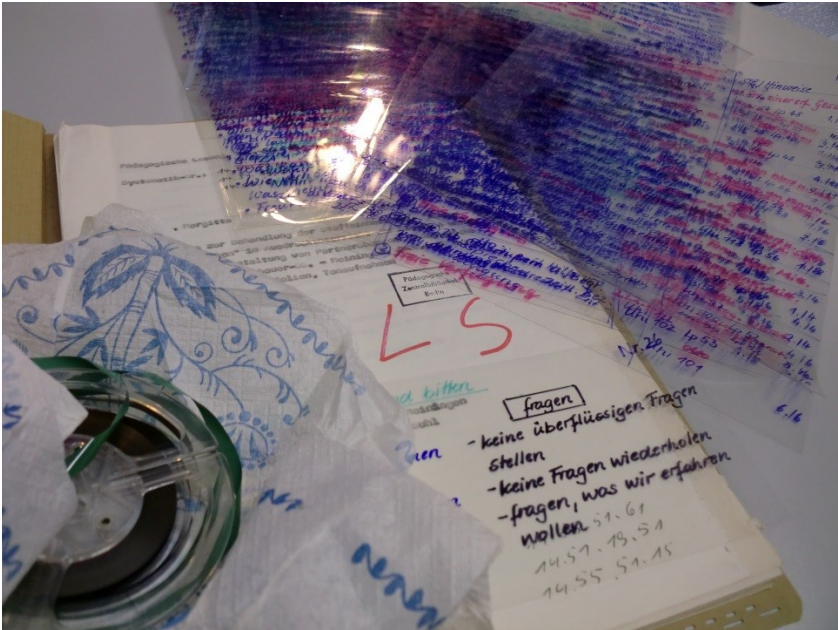


Image 1: Example of a pedagogical lecture with audio-visual attachments



Image 2: Storage of pedagogical lectures in the repositories of the BBF