Memory studies, as a growing interdisciplinary field, has tended to focus its attention on the 3Ms – museums, monuments and memorials – as sites where memories are communicated, constructed, and contested. Where education is identified as a site for memory production, the focus is often very narrowly on what is or is not communicated within educational curriculum or textbooks, assuming that schools simply pass on messages that have been agreed or struggled over elsewhere.

This presentation explores possibilities that are opened up when schools are not taken as stable and authoritative sites for transmitting social and political ideals or historical narratives, but instead as spaces of contestation, negotiation and cultural production. It also considers the learning and pedagogic practices, messages, duties, and expectations that are associated with the ‘traditional’ sites of memory production (the 3Ms). In doing so it attempts to set out a research agenda for a richer engagement between memory studies and education.

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