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### **Historical Waves of Oral History: New trends and changing practices**

The practice of history as we conceive of it today began with the transition from orality to literacy, which led to written records and the earliest works we recognize as history. But the utility and validity of written and orally transmitted evidences depends on its user for the particular purpose intended. However, it is the duty of the historian to shift evidences of all nature to draw his own inferences where oral history is no more or no less valuable than other sources. The gradual acceptance and validity of the oral evidences emerged with scientific inventions as tools – portable tape recorders, videotapes, films and CDs – for repository of orally transmitted evidences especially after the Second World War. With gradual waves and changing practices influenced oral historians to continue to favour audio over video as their recording equipment of preference, partly through habit and concerns about the intruding presence of a camera (and camera operator), but also because of cost and skill deficit.

So using this approach of new trends and waves of oral history, we examine the ethical and methodological implications of databasing and indexing software, of putting our interviews on the Web, and of engaging with tech capitalism. We argue that oral history interviewing and interpretation are, ideally, intentionally slow process, while digital technology prides itself on its speed, leading us to ask: How do we reconcile the two?

**Marta Kurkowska-Budzan**

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### **Can oral history be "done", not only "used" by academic historians (in Poland)?**

The success of oral history in Poland measured by the increasing amount of archive and exhibition projects, the rise in the amount of people and the public funding involved in such projects, as well as the widespread reach of the opinion among the public about the high cognitive and ethical value of personal stories have not led to a similarly spectacular success of oral history within the academic historiography.

My paper begins with discussing the following issue (that might not be only specific to Polish academia): oral history departs the domain of academic history, loses its own identity as the field of historical knowledge. On the other hand, oral history has got more attention from other disciplines like the archaeology of contemporary era or the architecture – to name only two sciences interested, as they say, in "using oral history".

Polish academic oral history methodological profile has been profoundly shaped by qualitative sociology. Most influential and discussed projects have been done by sociologists or cultural anthropologists. Nevertheless, that what interests social scientists, does not satisfy colleagues from history departments. Historians' epistemological aspirations generally and basically aim at the conceptualization of human beings in chronographic and chronological dimensions. This refers to the essence of the founding idea of "historical source" as well as its contemporary, practical meaning.

Looking for the answer why oral history is only rarely "used", never is "done" (even occasionally) by academic historians, I raise again the modernistic query of how oral accounts can work as "a historical source". What do historians expect from it? The paper presents the results of the part of the interdisciplinary research project focused on determining procedures and tools for the criticism and analysis of oral sources based on current achievements in the field of cognitive neuroscience, the psychology of memory and linguistics.

**Lívia Barros, Leticia Menezes**

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## **LIFE STORIES OF UNIVERSITY PROFESSORS AND THE MOTIVATIONAL TEACHING PROCESSES**

The present research had as general objective: to understand the relations between life stories of professors and the impacts on the motivational processes in the teaching performance. For this, we used the qualitative method, and narrative interviews, with five professors from a private university in Brazil. The interviews were transcribed and analyzed in light of Discursive Textual Analysis (Moraes & Galiazzi, 2011). The results were divided in two categories: life stories and interpersonal relationships; Principles of the profession and contextual aspects. In the first category, we have identified that teachers start their preparation for teaching in their childhood, in which meanings as parents teachers, teaching their siblings compose the primary motivations for teaching. Another relevant point is that teachers who worked at different levels of educational training have greater motivation when working in universities. Also interpersonal relationships interfere in motivational processes, especially interaction with students, colleagues, educational leaders. When these social relations are productive, they enable an improvement in professional performance, since social bond can help in the improvement of teaching strategies. But if these relationships are constituted in disrespect, they impact the teachers' lack of motivation. In the second category, we highlight the work overload of the teacher, the loss of voice, crowded classrooms and the wage devaluation. These aspects emphasize the lack of motivation for teaching. According to the literature (Ryan & Deci, 2016), what determines the motivation of the subjects is the persistence in the activity carried out. We understand that even with the particularities narrated by each participant, all of them affirmed that when reflecting on teaching, even in the midst of adversities, they do not intend to act in another profession. We hope that these results will be translated into pedagogical practices that will enable a social and psychological well-being for the actors of the educational contexts.

## **Mari Säisä**

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### **Oral narrative binding the community together**

I'm studying how the student community influences on young adults' wellbeing. I have chosen the student nations of the university of Turku for my case study. As a senior member of the student nation, my research has some autoethnographic features, which can be considered either pros or cons.

Before starting my research I edited the most recent history of the Savo Karelian student nation of the university of Turku. Beside the edited histories, web pages and magazines of these communities there are a lot of oral history, which is not yet collected. It can be quite challenging to resolve the background of the quiet information.

The importance of both written and oral history of the community is in the power of binding the community together by shared experiences and nostalgia. What kind of narratives community needs to maintain the sense of belonging?

In my presentation I'm going to discuss how the theories of generation experiences can relate into communities. Generation is normally understood as a human generation, but in this case it refers to the turnover of the active members. What kind of power has the nostalgia uniting the members of the community? How does the unity of the community influence on the wellbeing of the community member?

**Essi Jouhki**

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### **Memories and narratives of student communities in post-war Finland**

For school-aged children and youth the time in and out of classroom with classmates is the most important community and peer-group. The importance of a school community can especially be seen by looking back in time through memories and narratives of the previous student generations. Memories are a part of our life histories and essential for building both our personal and shared identities. Memories of childhood and youth can be placed in the cross-section of personal experiences, and historical and past events. However, the focus of remembering is on the present – memories are always reconstructed and narrated from the politics and point of view of the present.

Until the school reform in the 1970s, the Finnish upper secondary school students had traditionally organized under their own voluntary student bodies. The students would refer to themselves as 'teens' and organize exclusive activities for the members of the student body, such as activity clubs, casual meetings and "teen dances". Student bodies were independent and historically exceptional peer action groups for the Finnish students, and its impact on their lives then and now has been far-reaching and significant. Based on oral history and life interviews collected as a part of my PhD study, this paper explores how the past is constructed from the perspective of the present, and how time and life-experiences shape these reconstructions. These questions are addressed by focusing on how the narrators remember, describe and understand their participation and agency in the student body activity.