



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Εθνικόν και Καποδιστριακόν
Πανεπιστήμιον Αθηνών
— ΙΔΡΥΘΕΝ ΤΟ 1837 —



ΕΛΛΗΝΙΚΗ ΕΤΑΙΡΕΙΑ
ΙΣΤΟΡΙΚΩΝ ΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ



Pre-Conference Seminars:

History of Education Perspectives on Knowledge, Ignorance, and Truth

Tuesday, 14 JULY 2026

10:00-13.00 EEST & 14.00-17.00 EEST

ISCHE 47
ATHENS
2026





History of Education Perspectives on Knowledge, Ignorance, and Truth (Part I)

Time: Tuesday, 14 July / 10:00 - 13:00 EEST | **Location:** Auditorium 547 | 5th floor * **Lang:** Eng

Session Chair: Jona T. Garz, University of Zurich

Session Chair: Andrea De Vincenti, Zurich University of Teacher Education

Session Chair: Fanny Isensee, Humboldt-Universität zu Berlin

Opening / Introduction

Session 1: Indigenous Knowledge and Ignorance

- **Matthew R. Keynes**

Education After the Voice Referendum:

Affect, Disorientation, and the Recursive Production of Ignorance.

- **Brit Marie Hovland**

TRC Challenges to Historical Truth:

Norwegianization, Oblivion, and the Deferred Narratological Refiguration of the Sámi in Norway.

- **Q&A / Discussion**

Session 2: Production of Ignorance

- **Daniel Töpper**

A Delicate 'Little Opinion Poll' in a School Magazine — Knowledge Production, Public Contestation, and the Politics of Sexual Ignorance in Postwar West Germany.

- **Alina Horta Méndez**

“Teaching the backward and underdeveloped: the co-production of ignorance in the early stages of UNESCO’s Fundamental Education Programme (1947-1948)”.

- **Q&A / Discussion**

Pre-Conference Seminar: History of Education Perspectives on Knowledge, Ignorance, and Truth (Part I)

Jona T. Garz¹, Fanny Isensee², Björn Lundberg³, Daniel Töpper², Andrea De Vincenti⁴

1. University of Zurich, Switzerland; **2.** Humboldt-Universität zu Berlin, Germany; **3.** Lund University, Sweden; **4.** Zurich University of Teacher Education, Switzerland

The seminar seeks to examine how knowledge became accepted, problematized, politicized, or emotionalized in educational contexts. We invite contributions that historicize contemporary anxieties about truth from history of education perspectives by examining how schools, universities, and informal educational spaces have shaped and have been shaped by evolving understandings of different knowledges such as scientific and popular, professional and implicit everyday-knowledge or expertise, and public knowledge.

The contemporary discourse on ‘post-truth’ politics has positioned our current moment as characterized by the erosion of shared epistemic foundations and the proliferation of competing truth claims from the question of the effectiveness of vaccines to the danger of Tylenol (Harsin, 2015; McIntyre, 2018). However, our predicament may be less a ‘Crisis of Truth’ than a crisis of institutional authority and social knowledge. ‘Social knowledge’—knowing who knows, which institutions merit trust—has historically been cultivated through educational practices, in schools, universities and beyond. Yet the normalization of scientific knowledge within institutions of power and profit represents both success and crisis: as it became embedded in statecraft and commerce, its claim to disinterested truth became increasingly tenuous (Shapin, 2019). The petroleum industry’s resistance to climate science or tobacco companies’ doubt-mongering about cancer research provide stark examples for how profit motives corrupt the social processes essential to scientific objectivity. When economic or ideological commitments preclude good-faith engagement with evidence, the social processes that generate reliable knowledge are disabled (Oreskes, 2015). In the history of knowledge, concepts such as knowledge and truth were fundamentally questioned, with their dependence on an epistemic community being highlighted (Nilsson Hammar 2018, 111). What can historical examination reveal about the recursive production of ignorance alongside knowledge, the role of education in both processes, and the conditions under which knowledge gains or loses legitimacy?



History of Education Perspectives on Knowledge, Ignorance, and Truth (Part II)

Time: Tuesday, 14 July / 14:00 - 17:00 EEST * **Location:** Auditorium 547 | 5th floor * **Lang:** Eng

Session Chair: Bjorn Lundberg, Lund University

Session Chair: Daniel Toepper, Humboldt Universität

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■ Session Abstract

Session 3: Using Knowledge for Shaping Education

■ Johan Samuelsson

Acquiring and using knowledge in connection with school reforms in Sweden during the 20th century: engineering model or slow trickle and ignorance.

■ Yasser Viliulfo Martínez Tapia

Transitions of hygiene knowledge between professional and educational spaces: Mexico, second half of the nineteenth century.

■ Tim Allender

What justice for colonial India?: educational mechanics and the loss of British legal epistemic validity on the subcontinent, 1788-1919.

■ Q&A / Discussion

■ Closing / Wrap up



Pre-Conference Seminar: History of Education Perspectives on Knowledge, Ignorance, and Truth (Part II)

Jona T. Garz¹, Fanny Isensee², Björn Lundberg³, Daniel Toepper², Andrea De Vincenti⁴

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4. Zurich University of Teacher Education, Switzerland

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