

## Call for Papers: SWG – History of Knowledge in the History of Education

Deadline: January 5, 2025

### History of Knowledge in the History of Education

#### About the SWG

In recent years, the *history of knowledge* has emerged as a new and vital scholarly field examining the production, mediation, circulation and contestation of different forms of knowledge in society. From a disciplinary perspective, the history of knowledge has primarily developed in relation to the history of science and ideas, but issues concerning the distribution of different forms of knowledge, as well as the institutions and actors that shape knowledge, have long been of interest for educational historians.

The ISCHE Standing Working Group (SWG) **History of Knowledge in the History of Education** (HKHE) explores how history of knowledge can inform new research practices of educational history. By bringing researchers from these subfields of historical inquiry together, our aim is to develop the growing research in the history of knowledge and education and to encourage new perspectives that may enhance our understanding of knowledge and education in the past.

In particular, the Standing Working Group seeks to integrate new sources, new methodological approaches and theories into the history of education. Thereby, the SWG can add to a wider theoretical discussion on where history of knowledge, cultural and material histories of education, discourse history, history of ideas, history of science or learning differ and in turn clarify the specifics of all these perspectives. Further, we suggest that histories of knowledge may work to broaden the scope of research on institutions, teaching and learning structures outside of academia to include less formal arenas of education, actants of teaching and forms of instruction and knowledge outside of academia.

We want to ask and continuously work on the question “What does history of education have to offer for the history of knowledge and vice versa?” and specifically focus on knowledge practices (the emergence, usage, and distribution/circulation/transfer of educational and institutional knowledge) in different settings. We further want to attempt to assemble methods and methodologies of history of knowledge, clarify underlying beliefs and popularize this approach in history of education research. What does it mean to write histories of knowledge and in which ways is this a specific approach/methodology?

The Standing Working Group would like to initiate and invite debates and scholarly exchanges on different forms of educational knowledge, their production, dissemination, consumption, application and entanglements as well as the means of analyzing knowledge(s) and their intersections. For the upcoming ISCHE we invite scholars from various disciplines to submit proposals dealing either specifically with contested knowledge or papers exploring histories of knowledge in/and education more generally.

## **Call for Papers for ISCHE 46 in Lille**

The proposals for ISCHE 46 in Lille (2025) may either address the thematic section “Knowledge and the Individual”, or the open section “Exploring Histories of Knowledge”.

### **1. Thematic: Knowledge and the Individual**

The thematic section invites submissions that explore relations between knowledge and individuals in the history of education, thus asking how dealing with knowledge shapes both knowledge itself and the individual. These explorations can refer to formalized learning and teaching, but also encompass pedagogical knowledge practices outside of teaching. The highlighted ramifications may relate to the expertise of certain groups and how the (uneven) distribution of knowledge impacts the participants involved in practices of knowledge exchange. Aside from cases of directed knowledge transfer, the effects of competing knowledges embodied in a range of knowledge actors also inform these discussions. For this panel, we invite papers to explore in which ways e.g., experts, intellectuals, artists, identities, and professionals relate to knowledge. In this sense, contributions might address how expertise and specific ways of performing knowledge contribute to subjectivation processes, e.g., by shedding light on the significance and role of knowledge in education.

### **2. Open: Exploring Histories of Knowledge**

This open section welcomes proposals that discuss theories, new methodological approaches, or empirical cases of knowledge production, circulation, and application within different educational settings and institutions. Contributions may address broader methodological questions concerning the history of knowledge as well as the relationship between knowledge and power in the history of education, the agency of children and other learners, the connection between the production and mediation of knowledge in the history of education, educational spaces important for the circulation of knowledge in society, the mediation of knowledge in textbooks, audiovisual materials, and other formats.

### **Submission process**

Proposals should be no longer than 500 words, excluding bibliography. The deadline for submission of papers to the SWG is January 5<sup>th</sup>, 2025.

**Please submit your proposal through the ISCHE electronic submission system by selecting the respective SWG in the abstracts area.**

Participants will be informed by February 28, 2025.

### **Convenors:**

**Joel Barnes**, Queensland University, Australia

**Jona T. Garz**, Universität Zürich, Switzerland

**Fanny Isensee**, Humboldt-Universität zu Berlin, Germany

**Joakim Landahl**, Stockholm University, Sweden

**Björn Lundberg**, Lund University, Sweden

**Daniel Töpfer**, Humboldt-Universität zu Berlin, Germany