

Standing Working Group Reports (2015-2016)

1. Teachers' Critical Thinking, Annual report

The Special Working Group (SWG) on Teachers' Critical Thinking has proposed the theme Critical thinking in the teaching world.

The concept of critical thinking tackled in this standing working group should be understood in a stronger sense that just protests and claims made through the channel of ordinary trade unions and political parties (though unions and parties can sometimes be relays of such a thought). By thought, we understand a kind of discourse that is part of a true intellectual and rational development, giving consistency or even a form of logic system, to arguments and ideas (around operations of conceiving, judging, reasoning) – and not just opinions, even coming from particular individuals or groups. In coordination with this definition, “critical” refers to the tendency of a mind that does not allow any statement without having experienced the rational legitimacy, testing various discursive proposals with discriminating reason (the Greek verb *cringing*, from which comes the verb ‘criticize’ and the noun ‘crisis’, meaning originally to sort). The construction of the distance and externality, provided they comply with the requirements of rational argument, is thus the foundation of critical thought, in the sense meant by Theodor Adorno: “When the culture is accepted in its entirety, it has lost the ferment of its truth, which is negation” (Adorno, 1955, 1986).

Although it does not have a monopoly (a reactionary and undemocratic critical thinking can be envisaged), it is nevertheless in a movement that can be designated as ‘progressive’ (with its variants) that critical thinking is traditionally located in the 20th century; it is precisely this progressive perspective that this standing working group will take into account, which in educational matters induces material possibilities of alternatives claimed as democratic, more or less related to emancipation. Critical thinking in the teaching world will be considered in several senses: thinking from teachers and/or educationalists as unique individuals; thinking coming from teachers organizations, networks, think tanks or groups operating as “collective intellectual” (Bourdieu, 2001); thinking from outside personalities influencing the world of teachers in one way or another; educational thought in a more generic sense, impacting the teaching practice. It will consider original examples of critical thinking, justified along the previous guidelines, or at least revisited at an original

We have anticipated papers responding to or framed by the considerations outlined above. Our general focus will be “thinking schools differently”, reviewing effective experiments or plausible perspectives of change in educational systems, or in the design and practice of schools.

Sessions:

Amsterdam 2010: 8 presentations in the presence of Thérèse Hamel

San Luis Potosi 2011: 4 official presentations (with a large audience)

Geneva 2012: 10 presentations

Riga 2013: 10 presentations

London 2014: 9 presentations

Istanbul 2015: 7 presentations, 9 contributors.

Publications issued of the SWG:

ROBERT André y ESPINOSA Julieta, coordinators, *Pensar la educación de otra manera: epistemología social y pensamiento crítico*, Juan Pablos Editor, México, 2014.

Seven contributions in Spanish stemming from ISCHE 2010-2013 (Robert, Kerlan, Kahn, Naouar, Monin, Garnier, Riondet). This publication has been submitted in London in July 2014.

ROBERT André et GARNIER Bruno (dir.), *La pensée critique des enseignants, Eléments d'histoire et de théorisation*, PURH, Presses Universitaires Rouen/Le Havre, 2015.

2. Gender, Power Relations and Education in a Transnational World

GENDER, POWER RELATIONS AND EDUCATION IN A TRANSNATIONAL WORLD STANDING WORKING GROUP (2012-2016) REPORT July 2016

Convenors: Christine Mayer and Adelina Arredondo

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ANTECEDENTS

The *Gender Group* was founded around 1994 to integrate gender issues into the ISCHE conferences. In 2005 group activities stopped because the task of successfully integrating gender into the general ISCHE conference was thought to have been accomplished. It was found, however, that there was a notable lack of gender issues addressed at the following conference, which led to the group reorganising to continue its activities.

PURPOSE

In 2011 the group reorganized and oriented to the theme “Gender, power relations and education in a transnational world” for the next conferences, started in 2012. The purposes were: 1) To study *the significance of transnationalism as an organising concept in gender and education history*, 2) *to enrich the critique of gendered historical terms, language and symbols and exploration of how they are transferred, transformed, imposed or resisted in their passage across borders and in different times and contexts*. 3) *To share methodologies and theoretical approaches for exploring the interrelation of transnationalism, gender and power in gender and education history*.

ACTIVITIES IN 2015:

PANELS PRESENTED AT ISCHE 37, Istanbul.

They were very interesting and of a very good academic level. They were an average of 35 attendants from many countries. The panels presented were:

PANEL 1: WOMEN'S EDUCATION: IDEAS, DEBATES AND CHOICES

Chair: Christine Mayer, University of Hamburg.

JOYCE GOODMAN; University of Winchester; UK.	COMPARATIVENESS AND THE TRANSNATIONAL CIRCULATION OF THE 'IDEA' OF 'WOMEN'S EDUCATION' IN IMPERIAL CONTEXTS.
ATTILA NÓVIK University of Szeged, Institute of Education; Hungary.	FEMALE TEACHERS IN PROFESSIONAL DISCUSSIONS IN HUNGARIAN EDUCATIONAL JOURNALS (1887-1891)
MARIANA I. GARCÍA University of Illinois at Urbana-Champaign; USA.	TODAY SOME OF US HAVE A FOURTH CHOICE: ENTERING THE WORLD BY WAY OF EDUCATION

PANEL 3: WOMAN TEACHERS AND GIRLS IN A TRANSNATIONAL WORLD

Chair: Adelina Arredondo; Autonomous University of the State of Morelos, Mexico.

ANNMARIE VALDES Loyola University Chicago; USA. University of Illinois at Urbana-Champaign; USA.	"I BEGAN TO KEEP SCHOOL WHEN I WAS SIXTEEN YEARS OLD [AND] HAD TWO SCHOLARS OLDER THAN MYSELF": THE ADOLESCENT TEACHER-HISTORIAN AND THE CREATION OF AN 'AMERICAN' CULTURE IN ANTEBELLUM AMERICA
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BÉATRICE HAENGGELI-JENNI, University of Geneva; Switzerland.	THE TRANSNATIONAL QUAKER NETWORK AMONG THE PROGRESSIVE EDUCATION MOVEMENT: PORTRAIT OF TWO WOMEN EDUCATORS (1910-1950)
POLLY THANAILAKI; GREECE.	THE GREEK GIRLS' SCHOOL ARSAKEION AS A CASE STUDY IN ITS NATIONAL ROLE DURING THE BALKAN WARS (1912-1914)

PANEL 2: MAKING THE MODERN WOMAN TEACHER, MOTHER & CHILD

Chair: Kate Rousmaniere; Miami University, Ohio; USA

KATE ROUSMANIERE; Miami University, Ohio; USA	DOROTHY'S WARS: EDUCATION AND GENDER DURING THE BIRMINGHAM BLITZ
KAY WHITEHEAD; Flinders University; AUSTRALIA	LIVING AND LEARNING AT GIPSY HILL TRAINING COLLEGE
KARI DEHLI; University of Toronto; CANADA	"AN ENTERPRISE TO DRAW CLOSER THE BONDS OF EMPIRE": TRANSNATIONAL REPRESENTATIONS OF BIRMINGHAM CHILDREN BY CANADIAN PSYCHOLOGISTS DURING WW2

A BALANCE OF THE GENDER PERSPECTIVE IN ISCHE 37.

In Istanbul besides de three panels of the SWG about Gender, there were 7 panels with a gender perspective with 24 papers. And besides the panels they were 9 more papers in other panels, including the pre-conference workshop. We have to count as well one of the three main keynote speakers, and three of the four presentations of the opening Round Table. In total, we may count at least 46 papers on gender issues in the 37th ISCHE. It is interesting that the word "gender" had appeared in most of the titles, followed by the word "women", "girls" and just once the word "boys". However the word "men" as a subject with a gender perspective did not appear. That situation shows us that there is still a long road to cross.

MEETING OF THE REGULAR MEMBERS AFTER THE LAST PANEL

In the meetings of this SWG in the last four years, we registered 102 participants with their emails, but not everybody had presented papers in our sessions. Twelve members stayed for the last meeting in Istanbul. According to the ISCHE Bylaws, the SWG has to come to its end. We made a balance and we found that the goals of the group had been accomplished, recognising that they are always in a process of improvement. The topic and goals were proposed in Mexico 2011 and started in Geneva in 2012. Every year we have had an average of three panels in each conference with the presence of 35 colleagues interested on the topics. In addition, we can see that our goal of contributing to the strengthening of the gender perspective in history of education was increased in the last five years, since besides the SWG they are always several papers with that perspective.

NEXT ACTIVITY

We have proposed to the ISCHE EC a book from this SWG for Book Series. All the presentations at ISCHE between 2012 and 2015 would have the same opportunity for being received and should pass by a double peer reviewing. The best scored would be edited for Christian Mayer y Adelina Arredondo by ISCHE.

ABOUT THE FINAL REPORT

Before the celebration of 38th ISCHE, we are going to deliver our 2016 report with a general balance of the past years (2011-2016). This SWG would be closed by August 2016 but we hope new proposals will be presented for a new SWG with a gender perspective.

Adelina Arredondo

3. Mapping the Discipline History of Education

SWG Mapping the Discipline History of Education ISCHE

Current convenors (2015): Eckhardt Fuchs, Rita Hofstetter, Emmanuelle Picard

Main objectives of the research program **Mapping of the discipline "history of education"**

In the context of the growth, complexification and internationalization of higher education and research, it had seemed to be fruitful to map the history of education since the early nineties. Our goal is to create a current and retrospective assessment of the discipline's institutional grounding and of the knowledge produced by its practitioners, stretching across national and cultural borders. Ultimately, the program will help to increase interactions among scholars and facilitate the creation of collaborative research agendas, thereby augmenting the standing and visibility of the discipline. It aims to describe the recent evolution of History of Education in order to make it more visible and, in knowing it and in reflecting on it, to reinforce its foundation and legitimacy. It may also serve as reference for prospective planning and for establishing a research agenda.

This mapping will focus on the emblematic traits that characterize any discipline: its institutional foundation (Institutes, departments, posts), communication networks (associations, scientific events, means for publication), the structures of socialization and education of the new generation (curriculum, diploma, summer schools, doctoral theses) and, of course, the ongoing renewing of knowledge produced by the discipline (historiographical states of the art in certain cultural areas of the world, literature reviews on some topics, epistemological foundations, research methods). Transcending internal debates and defying boundaries of all types, our research program seeks to further the self-reflexive study of the discipline through the creation of collectively built databases. Via a shared virtual platform, such databases will provide common access to a catalogue of researchers and institutions, media outlets and studies on the history of education, irrespective of their institutional and geographic moorings. Collective discussion of the data and analyses produced will contribute to create synergies between historians of education in order to elaborate a common research agenda and to reinforce the base of the discipline.

- The research project "History of Education: Mapping the Discipline" has been developed further in a *Pedagogica Historica* paper: Rita HOFSTETTER, Emmanuelle PICARD, Alexandre FONTAINE, Solenn HUITRIC, « Mapping the discipline history of

education », *Paedagogica Historica. International Journal of the History of Education*, 50/6, 2014, p. 871-880. DOI: 10.1080/00309230.2014.948017

- French database on doctoral dissertation can be visited at this address : <http://rhe.ish-lyon.cnrs.fr/?q=carto-theses-list>

- The whole concept can also be consulted on line, with additional bibliographical material : <http://rhe.ish-lyon.cnrs.fr/?q=mapping> (previously : <http://kartografy.wordpress.com/about/>)

1. Pre-workshop, ISCHE 2014, London

The pre-Workshop for ISCHE London, which took place on the 22nd of July 2014, aimed at discussing and enlarging the research project "History of Education: Mapping the Discipline" that was initiated by a Swiss and French research group and which will be conducted in close cooperation with ISCHE.

The mapping of the discipline focuses on its institutional foundation, communication networks, structures of socialization and the evolution and content of the knowledge produced by the historians of education. The goal is to describe the recent evolution of the discipline. The project will not only benefit from the numerous existing reports (see: <http://kartografy.wordpress.com/bibliography-1980-2014>) but may also serve as a reference for prospective planning and future research agendas.

The workshop has addressed three topics:

1. *Networks and institutions*. The history of education constitutes a disciplinary field that exists and develops through specialized networks and institutions, whose practical modalities of institutionalization will constitute the core of the inquiry.

2. *Journals* constitute a privileged resource from which to browse research outcomes in the history of education on different levels. An inventory of journals totally or partially dedicated to the history of education will be established; on this basis, a panorama of the main inquiries that have contributed to the discipline will be produced.

3. *Doctoral theses* look like a pertinent resource for analyzing the past, present and future of the discipline. The way the discipline structures doctoral studies will be analyzed (graduate schools, directors, disciplinary anchoring) as well as topics and methodologies

14:00 Introduction	Rita Hofstetter (University of Geneva) - Emmanuelle Picard (ENS Lyon) - Eckhardt Fuchs (GEI)
Session 1: Journals 14:30 – 15:20 Discussant : Rebecca Rogers	<ul style="list-style-type: none"> • Italian Journals and the History of Education (Gianfranco Bandini - University of Florence) • Journals of History of Education at a global scale (Eckhardt Fuchs - GEI)
Session 2: Doctoral Thesis 15:20 - 16:35 Discussant : André Robert	<ul style="list-style-type: none"> • Thesis in Portugal (2009-2013) (Joaquim Pintassilgo & Carlos Beato – University of Lisbon) • Research in the History of Education in the Post-Soviet Space (Iveta Kestere – University of Latvia) • Thesis in Francophony (Alexandre Fontaine - University of Geneva & Solenn Huitric – ENS-Lyon)
Break 16:35 – 17:00	
Session 3: Networks and Institutions 17:00 – 18:30 Discussant : Thérèse Hamel	<ul style="list-style-type: none"> • History of Education in Brazil (Diana Vidal & Marta Carvalho - University of São Paulo) • Mapping the Discipline of the History of Education: the Greek case (1970-2013) (Katarina Dalakoura - University of Crete) • History of Education in Italy (Roberto Sani – University of Macerata) • Network History of Adult Education & Training in Europe (Françoise Laot – University of Reims & Kirsi Ahonen – University of Tampere)
18:30 – 19:00	Next steps - Agenda

This Workshop helped to discuss the design and specific areas of this large-scale research program that includes scholars from all continents. Collective discussion of the data and analyses produced have contributed to create synergies between historians of education in order to elaborate a common research agenda and to reinforce the base of the discipline. The Workshop have also launch an ISCHE Standing Working Group dedicated to this topic, co-organized by the present signatories.

Alexandre Fontaine, Eckhardt Fuchs, Rita Hofstetter,
Solenn Huitric, Emmanuelle Picard

2. Symposium in ISCHE 2015 in Istanbul

To continue the investigation, the SWG « Mapping a Discipline » has proposed a new symposium in ISCHE 2015 in Istanbul with two panels and a roundtable.

Convenors: Eckhardt Fuchs, Rita Hofstetter, Emmanuelle Picard & Solenn Huitric

Thursday (25th June) Morning and Afternoon – Programm

http://2015.ische.org/wp-content/uploads/2015/06/Final-Programme_22.06.2015.pdf

General Introduction to the SWG sessions *Eckhardt Fuchs, Rita Hofstetter, Emmanuelle Picard*

PANEL 1: Historiography in specific cultural, regional or national contexts (9h-11h30)

Chair and discussant: Joëlle Droux

The changing status of history of education in Hungary from 1990 to 2015 Attila Nóbik, University of Szeged, Hungary

«*O campo da História da Educação no Quebec e no Brasil: buscando similaridades*» Thérèse Hamel, Université Laval (Quebec)/Marisa Bittar (Universidade Federal de São Carlos/Brazil)

Mapping the History of Education as a Study Subject: Experience of Post-Socialist Countries in Europe Iveta Kestere and Iveta Ozola, University of Latvia

History of education in the Middle East Chantal Verdeil (INALCO, Paris)

ROUNDTABLE : Institutions of the Field: Discussing scientific journals (15h30-17h)

Chair and discussant: Antonella Cagnolati & Eckhardt Fuchs

History of Education (UK). M. Freeman (Institute of Education, London)

The Nordic Journal of Educational History (Sweden). B. Norlin (University of Umeå)

History of Education and Children's Literature (Italy). R.Sani (University of Macerata)

Espacio, Tiempo y Educación (Spain). J.L. Hernández Huerta (University of Valladolid); A. Cagnolati (University of Foggia); A. Diestro Fernández (UNED)

Themata storiastis Ekpaidefsis. K. Dalakoura (University of Crete)

História da Educação/ASPHE. M.H. Camara Bastos (PPGE-PUCRS Porto Alegre /RS–Brasil)

PANEL 2 : Collecting and Harmonizing Data about the Field (17h30-19h)

Chair and discussant: Emmanuelle Picard & Solenn Huitric

Mapping the discipline history of education without map ? Mathias Gardet, Paris 8, Vincennes-Saint-Denis, France

Mapping Italian doctoral Theses in History of Education. First Data and Results Lucia Cappelli, University of Florence, Italia

Portuguese Production Balance in History of education: the example of Doctoral Theses (2005-2014) Joaquim Pintassilgo & Carlos Beato, University of Lisbon, Portugal

Conclusion and Perspectives

Reflection on the methodological framework for unified database. Emmanuelle Picard (Lyon)

4. Objects, Senses and the Material World of Schooling

Standing Working Group:

“Objects, Senses and the Material World of Schooling”

Convenors:

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2015-2016 REPORT

The Object, Senses and Material World of Schooling SWG was approved by the ISCHE GA in Istanbul in June 2015. Our inaugural activity is to organize a panel at the 2016 ISCHE conference that serves as an initial mapping of the issues and dynamic our SWG will explore.

Participants (2016)

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General Description of SWG

The “object lesson” or the “intuitive method” was a significant nineteenth and early twentieth century pedagogical innovation in many settings around the globe yet it has generally speaking not yet received systematic, concerted history of education research attention. Of particular significance are the ways that ideas and practices related to teaching through/with objects and in relation to the senses circulated trans-nationally. Many were the ways that information about this set of innovations circulated, including for example the reports of C. Hippeau (1803-1883) and F. Buisson (1841-1932) who, like others either on their own initiative or commissioned by various governments, produced detailed reports on new developments in the educational field in America and in Europe. Object teaching could be praised for its modernizing qualities, its alignment with the child’s nature, as well as for its effectiveness in improving teaching practice. Moreover, it is our contention that this pedagogical movement reorganized pedagogical practice in in depth and breadth that historians of education have only begun to explore.

We find it convenient to refer to the concept of “object teaching” in order to emphasize that what we are grappling with was often represented and named as a system that reorganized pedagogical practice. Through object teaching one could draw a new institutional configuration, a new orientation for teaching procedures, and new learning conditions. Properly managed, object teaching also promised to give rise to a new relationship between adults and children, as well as between them and the surrounding world.

In order to systematically examine the authors, concepts, works and models that were mobilized to build, in different cultural contexts, nineteenth and early-twentieth century pedagogical reforms oriented around “objects,” the material world, and alleged movement from the specific to the general and vice-versa, we propose to convene an ISCHE Standing Working Group that explores these issues as a set of historical events in the long process of educating the senses, sensibilities and the sensible.

5. Touching Bodies report (2015)

The Standing Working Group “Touching Bodies” was created in July 2014, by the General Assembly, during the ISCHE 36 held in London. The convenors are Diana Vidal (Brazil, USP), Ines Dussel (Mexico, Cinvestav) and Marcelo Caruso (Germany, Humboldt University).

General Purpose of the SWG

In contemporary schools, it is almost impossible that bodies touch other bodies without being questioned or put under suspicion. School regulations, moral orders, and pedagogical discourses have established that teachers and students have to keep their distance. Also, students’ peer relationships are similarly scrutinized. It is not only old punishment practices that are forbidden; bodily expressions of kind and care are practically vanishing from the time-space of schooling. These changes are related to shifts in our understanding of violence; what passed as rituals of initiation in the past may now fall into the category of bullying, and what was perceived as caress and warmth may now be read as sexual harassment or assault. It seems that we have never talked so much about bodies in school. We have never given so much attention to teachers and students as individuals, subjects of desire, anger, sadness or happiness. There was never so much fear of touching each other, hurting each other, affecting each other.

Or was there? How was the contact between bodies theorized and practiced in schools in the past? Which languages were used to talk about it? Which strategies and devices were designed to deal with this touching? When did ‘hurting’ become a pedagogical problem? When did rights and protection enter this space? What other transformations are we seeing today?

ISCHE 37 in Istanbul 2015:

In order to discuss these questions from a historical perspective, all researchers were invited to a first meeting that took place during 2015 ISCHE Conference in Istanbul. We organized three panels with the participation of eleven researchers and three invited professors as discussants:

Panel 1: Discussant: Julie McLeod (University of Melbourne)

- 1) The doctors and the student’s body - Anabela Amaral (Centro de Investigação e Intervenção Educativas, Faculdade de Psicologia e Ciências da Educação da Universidade do Porto) and Margarida Louro Felgueiras (Centro de Investigação e Intervenção Educativas, Faculdade de Psicologia e Ciências da Educação da Universidade do Porto)
- 2) Touching bodies appropriately: sexual behaviour and sexual orientation in schools (Rio de Janeiro, 1930) - Diana Vidal (University of São Paulo)
- 3) The Mutation of Educational Rituals: Case of Turkey - Filiz Meşeci Giorgetti (Istanbul University, Educational Sciences Department)

Panel 2: Discussant: Noah Sobe (Loyola University)

- 1) Scouting and representations on body in Brazilian education (1910-1941) - Carlos Herold Junior (State University of Maringá – UEM)
- 2) Touching Bodies during and after School: Dynamics of Self-Restraint in Early Monitorial Pedagogy (ca. 1800-1815) - Marcelo Caruso (Humboldt University)
- 3) School bathrooms as spaces for public and private interaction: A history of school design and technologies for (un)touching bodies, 1870-1940 - Inés Dussel (DIE-CINVESTAV)

Panel 3: Discussant: Gary McCollough (IoE, University of London)

1) Education for personal adjustment: a proposal to treat and prevent mental disorders in Brazilian schools - Antônio Basílio N. T. de Menezes; Juliana da Rocha Silva (Rio Grande do Norte Federal University)

2) Bodies expressing national emotions: Continuities and critical nuances on discourse about the students' bodies and nationalism in Chilean secondary education (c.1870-c.1960) -Pablo Toro (Universidad Alberto Hurtado).

3) Exploring Girls' Education in China (1840-1912): A Foucaultian Approach to the Education of Girls' Bodies - Zhou Na Hongyu Zhou (School of Education, Central China Normal University -China)

So far, our mailing list has 29 addresses of history of education researchers from many countries. We made a call for papers for ISCHE 37 in 2016. We are planning to publish a book with the texts presented in the panels.