

Mapping the Discipline of History of Education – Standing Working Group (SWG) – ISCHE

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Connecting the Entangled History of Education via Scientific Journals

Collective Publication: Rita Hofstetter, Eckhardt Fuchs, Antonella Cagnolati (Ed.)

Rationale of the SWG

The growth, increasing complexity and internationalization of higher education and research inspired the founding of this Standing Working Group in order to map the history of education since the early 1990s. Our goal is to create a current and retrospective assessment of the discipline's institutional grounding and of the knowledge produced by its practitioners, reaching beyond national and cultural borders. Ultimately, our program will further inspire interaction among scholars and facilitate the creation of collaborative research agendas, thus augmenting the standing and visibility of the discipline. It also aims to describe the recent evolution of History of Education in order to render it more visible and to reinforce its foundation and legitimacy via in-depth knowledge and reflection. Our program may also serve as a reference for future projects and in establishing a research agenda.

The SWG has already organized nine symposia: in London in 2014, in Istanbul in 2015 and in Chicago in 2016. Their focus was on historiographical assessment in specific cultural areas, on the evolution of doctoral theses, and on the transformation of scientific journals.¹ Three publications on these topics are envisaged; the publication detailed in this proposal focuses on scientific journals.

Call for Papers

Journals specializing in the History of Education constitute one of the main sources that document the development of our discipline from a comparative and international perspective; hence the envisaged volume dedicated to the analysis of academic journals in our field. Essays to be published in this volume will be based on a transnational, interconnected approach:

- The SWG purposefully seeks to investigate the *international* evolution of the discipline.
- Scientific journals aim in their principal mission to *synergize, diffuse* and *collectively discuss* research results.
- The process of *globalization* that characterizes the academic world – one effect being new forms of evaluation of research and researchers – heavily influences journals that have to comply with these forms in order to be recognized.
- History of Education itself also participates in the *transcultural turn* and in the movement of *entangled history*. It offers a particularly interesting contribution since education is anchored in specific contexts that are situated on *several levels*. It is therefore a particularly interesting domain in order to study *phenomena of circulation* (of theories, models, populations) and the *dialectics* of *local, regional, national and international* “pressures”, impulses, prescriptions, evaluations, and so on.

Based on these different perspectives and taking into account the existing literature on this topic, each contribution to the volume will focus on one or several international journals of History of Education or engage in comparison between more than one regional or national journal. Each contribution will treat one of the following axes:

¹ See the rationale of the SWG and descriptions of the various symposia : <http://rhe.ish-lyon.cnrs.fr/?q=mapping> and <http://www.ische.org/about-ische/standing-working-groups/>

1. Positioning of the scholarly editors of the journal with regard to the internationalization of research and the globalization of the editorial market

Since they are confronted with new standards of research evaluation, the editors of History of Education journals must position themselves in order to stand out on the globalized education market. What strategies do the editorial committees adopt and which adjustments are realized (presentation, concept, language, infrastructure, etc.) in order to enlarge their networks and influence? How do they select and evaluate the articles? How do they manage their internet presence? What are their reactions towards the new forms of performance measurement beyond the quantitative criteria (hierarchy of publication type, indices of visibility, impact factors and other “webometric” modes)?

We welcome contributions by journal editors as well as by historians who analyse such processes.

2. Historiographical assessments of histories of education concerning globalization and the transnational turn

Social and human sciences are themselves involved in the process called “globalization”. They are also particularly solicited to study it; historians will subject it to reflection from the historiographical perspective.

How do the authors of academic journals approach these evolution processes in order to renew their historiographical assessments and to theorize these phenomena? Are there convergent or divergent shifts in the functions of cultural areas and/or of scholarly journals? Are there new methods, other networks, or other scales of analysis for such historiographical assessment?

We welcome synthetic presentations of historiographical evolutions concerning the transnational turn.

3. Connected history at work in the education historian’s atelier: scales of analysis used in the published articles

Historians of education benefit from a particularly interesting terrain in order to question the processes of transfer and circulation and the multiple points of anchorage (local, regional, national, international) of the educational phenomena they study.

What traces of the transnational turn are visible in History of Education journals? Do the authors adapt their research questions? Do the theoretical and conceptual frameworks take it into account? Can one observe an enlargement of references (diverse cultural areas, impact of Anglo-Saxon references, etc.)? What are the privileged contexts of analysis?

We welcome critical analyses of the ways in which publications of education histories mirror these evolutions.

The authors propose an abstract of no more than 800 words, with the complete address of the author and a short CV. Abstracts must

1. treat the question detailed in one of the axes presented above
2. analyse one or several international journals of history of education or to contrast several regional or national journals; the journals must be clearly presented
3. state precisely the objectives, the research questions, the methodology, the sources, and the theoretical framework of the research.

Deadline for abstract submission: November 15, 2016 (please send to: Rita.Hofstetter@unige.ch, fuchs@gei.de)

Response: By January 31, 2017 at the latest.

Informations for accepted paper:

Details for chapter contributions: length max. 8000 words; submission date: August 30, 2017. Submissions will be evaluated by two expert reviewers Envisaged publication in 2018-2019, possibly in the Ische book series: *Global Histories of Education*.