

Merit | Achievement as a Paradigm – Discourse and Practices in a Historical Perspective

Convened by Kathrin Berdelmann (Research Library of the History of Education, Berlin, Germany), Sabine Reh (Humboldt University Berlin, Germany), and Noah W Sobe (Loyola University Chicago, USA)

Practices of constructing 'achievement': On the (subjectivation)-logic of a pedagogical paradigm, Norbert Ricken (Ruhr-University of Bochum)

Observation of students as shaped by a system of merits in late 18th Century, Kathrin Berdelmann (Research Library of the History of Education)

Transition and Admission. Rites of Passage, Merit and Achievement in Latin Schools in Early Modern Germany, Jens Nagel (Forschungszentrum Gotha der Universität Erfurt)

The German Essay and the Concept of Achievement. Practices in the Abitur-Exam 1883 – 1913, Joachim Scholz (Research Library of the History of Education, Berlin, Germany)

Intelligence Testing: Dutch Debate About the Relationship between Education and Politics, John Exalto (Vrije Universiteit Amsterdam)

Achievement and the loss of effort: How the concept of motivation replaced the human will and fixation with goals, Lukas Held

From cultura general to aptitude. On the production of a test-oriented meritocratic paradigm in Chile (1966-2002), Cristina Alarcon (Humboldt University Berlin)

Merit and Achievement from a Pedagogical Perspective. A Historizing Examination of the Discussion on Alternative Formats of Student Assessment in Germany from 1960 until today, Kerstin Rabenstein & Mark Schäffer (Universität Göttingen)

A Century of Building Bridges: Historicizing the Child, the African, and the Mind, Christopher Kirchgasser (University of Wisconsin-Madison)

Dividing by Capacity: Historicizing Measures of Science Ability and Achievement in U.S. Science Education, Kathryn Kirchgasser (University of Wisconsin-Madison)

'Time' as a lens to problematize the systems of reasoning, Sun Young Lee (University of Wisconsin-Madison)