# SWG Mapping the Discipline History of Education

# Report 2016

## Current convenors

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## Originating impetus, mission statement, purpose

The growth, increasing complexity and internationalization of higher education and research inspired the founding of this Standing Working Group (in London, 2014, Ische36) 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.

This mapping 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, doctoral theses) and the ongoing renewing of knowledge produced by the discipline (research, epistemological foundation, 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 developped further in a Peadagogica 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

## Website dedicated to the Mapping project : http://rhe.ish-lyon.cnrs.fr/?q=mapping

Our website is our forum for discussion and a means of communication in the group. We also use mailing lists (mention the main lists ; cf. network Larha). The ISCHE website also allows us to integrate new members that are invited to participate in our work : <http://www.ische.org/about-ische/standing-working-groups/>

Our own website give all necessary information on the activities the SWG has realized (passed, current and future) and the list of all SWG members. Since we also intend to make our historiographical analyses available, a bibliography is given that each historian can complete. In order to offer data that allow comparable internationals research, a database (for the moment on doctoral these) has been elaborated.

## Research activities, conference presentations, publications

The SWG has already organized nine symposia with 39 presentations: 3 symposia in London in 2014, 3 in Istanbul in 2015 and 3 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. The three successive Ische’s Conferences gave us the opportunity to test and increase the reflection stemming from our initial concept. From different panels, a wide range of questions emerged, such as how can be measured the impact of academic affiliations on the construction of the field «history of education »? To what extent can be specified boundaries for this field? How does the internationalization of academic work affect the research orientation? Thus, at ISCHE 39 in Buenos Aires, our panels will stress on the question of how to define a scientific discipline, from the same three main points of view.

• **Investigating discipline matters by studying doctoral dissertations.** The previous presentations on the phd subjects, on the periods or countries concerned, on the field of study, have left aside the question of institutional factors in doctoral path: the profile of the advisors and their link to the field (or discipline) history of education; the institutional distribution of candidates; and the evolutions of these aspects during the last twenty years. Other suggestions that address the question of institutional factors are also welcome. We will also continue collecting material on doctoral dissertations. Indeed, to assure the comparatist aim of our project, we propose to collect data in a standardized format. In this perspective, we suggest volunteering to collect data at a national or regional level, using a formal grid which be available on our web site. Contributor can fill the file, send it back to us and we will take in charge its online publication, as we did for the French doctoral dissertation <http://rhe.ishlyon>. cnrs.fr/?q=carto-theses-list

• **Investigating discipline networks around the journals topic.** Journals are among the scientific community’s most powerful way of disseminating research outputs. Therefore, they constitute a privileged space in the effort to assess research on the history of education :

- We wish to question the presence of research in history of education in journals that are not only directly linked to this field. In this perspective, we welcome submissions that develop considerations on topics or scholars published in journals outside history of education. We will specially welcome papers based on an empirical study.

- One panel could focus on the contributions that currently are being prepared for the collective volume *Connecting the Entangled History of Education via Scientific Journals* (cf. Call for papers on our website). Three axes are privileged : 1. Positioning of the scholarly editors of the journal with regard to the internationalization of research and the globalization of the editorial market ; 2. Historiographical assessments of histories of education concerning globalization and the transnational turn ; 3. Connected history at work in the education historian’s atelier: scales of analysis used in the published articles.

• **Historiographical synthesis at different scales**, such as cultural, regional or national and collaboration in completing an international bibliography on the subject of historiography of the history of education in different contexts. At the beginning of Summer 2017, we will diffuse a Call for papers for a collective publication that contains such historiographical syntheses. This publication aims at taking into account different cultural areas.

# January 2017, Eckhardt Fuchs, Rita Hofstetter, Solenn Huitric & Emmanuelle Picard