

The Standing Working Group “History of Knowledge in the History of Education” was adopted by the General Assembly during the ISCHE 43 general assembly held in Milan on September 2, 2022. The convenors are Jona T. Garz (University of Zurich), Fanny Isensee (Humboldt-Universität zu Berlin), Joakim Landahl (Stockholm University), Björn Lundberg (Lund University), and Daniel Töpfer (Humboldt-Universität zu Berlin).

1. General Purpose of the SWG

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 the knowledge(s) and their intersections. With this plan in mind, the proposed SWG could further allow to question established hierarchies and spaces of knowledge and education. Moreover, the SWG could as well be very valuable to the study of circulation or communication of knowledge in society by shifting the attention from scientific discovery or production of knowledge to arenas where knowledge is taught and used.

Ultimately, the SWG would like to open up and discuss further avenues for histories of knowledge, advance the interest in this approach within ISCHE, raise awareness for known and unknown structures of knowledge, and connect ISCHE with other disciplinary discussions and actants as well as its own subaltern past and present.

2. Activities

For the upcoming ISCHE conference, we submitted a Call for Papers from which we plan to create two panels for ISCHE 44. The proposals may either address the thematic section “Sources for History of Knowledge in History of Education”, or the open section “Exploring Histories of Knowledge”.

1: Thematic: Educational Sources for a History of Knowledge Approach

This thematic section welcomes proposals that address various sources, archives, and collections that can enrich research in the history of knowledge and education. We welcome papers that present audiovisual sources, objects, archival material or published sources while focusing on their empirical value and the methodological challenges they pose for histories of knowledge.

2: Open: Exploring Histories of Knowledge

This open section welcomes proposals that discuss theories, new methodological approaches, or empirical cases of knowledge circulation 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.

In the future, we would like to organize one or two pre-conference workshop(s) on theoretical and methodological aspects of the approach and plan a publication based on these workshop(s). History of knowledge – understood as an approach interested in the role of knowledge in society and human life – also asks for means and ideas to spread and integrate knowledge from outside of academia. Thus, this involves questions on interconnections between academic, popular, activist, practical and other types of educational knowledge. Therefore, we suggest implementing third mission activities on Twitter and the usage of popular media such as podcasts (e.g., FreshEd, HistEdOnAir). If possible, we would also be interested in adding to ISCHE’s blog, aim for follow-up publications and attempt collections on articles and special issues on case studies within the framework of the perspective.

Another possible outcome is to establish history of knowledge as a new methodological frame within history of education by inviting historians of science, media historians and book historians to our discussion. This in turn could foster new interdisciplinary cooperation, connecting ISCHE to a larger academic discourse, possibly even making it a core arena for research on histories of knowledge.

3. Publications

A special issue of the *Nordic Journal of Educational History* (edited by Björn Lundberg) was published in late December 2022, featuring contributions by Jona T. Garz, Fanny Isensee, Joakim Landahl, and Daniel Töpper. The issue addresses the role of the emerging history of knowledge perspective for the history of education: <https://journals.ub.umu.se/index.php/njedh/issue/view/33>