

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). In the fall of 2023, we welcomed Joel Barnes (University of Queensland) and Tamson Pietsch (University of Technology Sydney) to the group of the SWG’s convenors.

1. General Purpose of the SWG

In recent years, the *history of knowledge* has emerged as a new and vital scholarly field examining the production, mediation, circulation and contestation of different forms of knowledge in society. From a disciplinary perspective, the history of knowledge has primarily developed in relation to the history of science and ideas, but issues concerning the distribution of different forms of knowledge, as well as the institutions and actors that shape knowledge, have long been of interest for educational historians.

The ISCHE Standing Working Group (SWG) **History of Knowledge in the History of Education** (HKHE) explores how history of knowledge can inform new research practices of educational history. By bringing researchers from these subfields of historical inquiry together, our aim is to develop the growing research in the history of knowledge and education and to encourage new perspectives that may enhance our understanding of knowledge and education in the past.

2. Activities

ISCHE 44

For ISCHE 44, the SWG received a total of 17 submissions, of which eight papers were selected and six held on-site in Budapest. The SWG convened two panels: The first explored histories of knowledge in different educational settings and institutions. This panel featured three presentations that ranged from children’s drawings and their impact on a history of knowledge of “abnormal” children to the influence of socio-technocratic knowledge on educational reforms and language teaching between informal and institutional knowledge. The second panel was dedicated to the topic “Educational Sources for a History of Knowledge Approach” and comprised three papers. These centered on letters to parents, digital newspaper archives, and statistics as educational sources and discussed their potential for a history of knowledge perspective.

ISCHE 45

For the upcoming ISCHE conference, we submitted a Call for Papers from which we plan to create two panels for ISCHE 45. The proposals may either address the thematic section “Contested Knowledge in the History of Education”, or the open section “Exploring Histories of Knowledge”.

1: Thematic: Contested Knowledge in the History of Education

This thematic section invites submissions that explore forms of contested knowledge. We are interested in papers negotiating “everyday, popular, indigenous, practical and implicit” knowledge on the one hand – knowledge previously deemed unscientific or irrelevant for historical inquiry (Burke 2020). On the other hand, contestations of knowledge also find expression in fugitive, threatened, marginalized, and precarious (Mulsow 2022) forms of knowledge. In the context of colonization, these knowledges might be found in vernacular classifications which are embedded in center-periphery relations and hierarchies. Submissions in this panel may highlight informal

knowledge and its forms and processes of circulation and entanglement as well as discussing the effects of institutions and power structures on said knowledge.

2: Open: Exploring Histories of Knowledge

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

At the moment, we are compiling an edited volume with the preliminary title “The History of Knowledge in the History of Education”. This publication will consist of contributions by the authors involved in the SWG panels held at ISCHE 44 in Budapest and will also feature additional papers authored by researchers active in the field of history of knowledge and history of education. The vantage point of this edited volume is that theoretical perspectives and analytical tools developed within the history of knowledge framework can enrich history of education research in several ways. The chapters of this edited volume will add to a broader discussion on sources and methodologies that historians of education can use to bring attention to how the production and circulation of knowledge have influenced educational institutions and society.

To discuss the manuscripts and provide feedback to the authors, we are planning a workshop in mid-September 2024, for which we are applying for funding.

3. Publications

Joakim Landahl published a contribution in the online journal *on_education. Journal for Research and Debate* that discusses the movement of data and precarious knowledge in light of international large-scale assessment: https://www.oneducation.net/no-18_december-2023/data-friction-and-precarious-knowledge-ica-and-the-movement-of-data-in-the-1960s-and-1970s/

Jona T. Garz published a contribution on the history of knowledge circulation concerning psychological testing in an edited volume on schooling and pathologization: https://content-select.com/media/moz_viewer/63f499a0-5ed8-4157-8403-427dac1b000f#chapter=9532197&page=1

In the same volume, Daniel Töpper and Fanny Isensee published a contribution on the interwovenness of pedagogical and psychological knowledge regarding students’ difficulties with reading and writing: https://content-select.com/media/moz_viewer/63f499a0-5ed8-4157-8403-427dac1b000f#chapter=9532197&page=1