

ISCHE Standing Working Group

History of Knowledge in the History of Education – Annual Report 2024

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 Joel Barnes (University of Queensland), Jona T. Garz (University of Zurich), Fanny Isensee (Humboldt-Universität zu Berlin), Joakim Landahl (Stockholm University), Björn Lundberg (Lund University), and Daniel Töpper (Humboldt-Universität zu Berlin).

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 45

For ISCHE 45, the SWG received a total of 16 submissions, of which nine papers were selected and six were held on-site in Natal. The SWG convened three panels: The first explored knowledge circulation in modern education and featured papers addressing the circulation of textbooks to knowledge deemed necessary to establish socialist education. The second on-site panel focused on exploring histories of knowledge by discussing the enduring promise of science as an elixir for enabling a just and equitable society, traveling teachers and their knowledge, as well as the global circulation of Immanuel Kant’s “On Pedagogy”. The third panel, which was held online and gathered papers that addressed the transnational circulation of knowledge in the history of education, comprised three presentations. These ranged from a semantic analysis of German and Chinese textbooks between 1794 and 1984, to the diffusion of western knowledge in China and the colonial implications that came along with it, and the circulation of knowledge related to physical education between the Federal Republic of Germany and Argentina.

ISCHE 46

For the upcoming ISCHE conference in Lille, we released a Call for Papers from which we plan to create up to six panels for ISCHE 46. The proposals may either address the thematic section “Knowledge and the Individual” or the open section “Exploring Histories of Knowledge”.

1: Thematic: Knowledge and the Individual

The thematic section invites submissions that explore relations between knowledge and individuals in the history of education, thus asking how dealing with knowledge shapes both knowledge itself

and the individual. These explorations can refer to formalized learning and teaching, but also encompass pedagogical knowledge practices outside of teaching. The highlighted ramifications may relate to the expertise of certain groups and how the (uneven) distribution of knowledge impacts the participants involved in practices of knowledge exchange. Aside from cases of directed knowledge transfer, the effects of competing knowledges embodied in a range of knowledge actors also inform these discussions. For this panel, we invite papers to explore in which ways e.g., experts, intellectuals, artists, identities, and professionals relate to knowledge. In this sense, contributions might address how expertise and specific ways of performing knowledge contribute to subjectivation processes, e.g., by shedding light on the significance and role of knowledge in education.

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.

To continue working on the edited volume with the preliminary title “The History of Knowledge and Education: Sources and Methods”, the SWG organized an authors’ workshop, which took place at the University of Zurich from September 12 to 14, 2024. Funded by the Swiss National Science Foundation and organized by Jona Garz on site, the workshop discussed the individual chapters of the volume with the authors and allowed for more in-depth conversations concerning the fundamental question *What does the history of knowledge add to the history of education?* The event gathered 25 participants from Argentina, Austria, Czech Republic, Germany, Sweden, Switzerland, and the UK, who attended in person and hybrid form. A detailed report of the workshop is available on ISCHE’s website: https://www.ische.org/wp-content/uploads/2024/10/Workshop-Report-HoK-in-Zurich_for-ISCHE_updated.pdf

The chapters of the edited volume will add to a wider 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 at large. By zooming in on a more specific question on how sources and methods can be deployed in the field, this volume will provide readers with a variety of topics ranging from education in concentration camps and kindergartens to the production of scientific knowledge about education while also showcasing examples that cover broader issues regarding the use of different categories of sources and specific methods in the history of knowledge and education. Currently, the book proposal is undergoing a review process with a publisher. Ideally, we would like to publish the edited volume in the summer or fall of 2025.

3. Publications

Fanny Isensee and Daniel Töpfer published a contribution that explores how practices, concepts, and ideas concerned with the inclusion and exclusion of pupils are connected to different arenas of knowledge and how their inter-connectedness produced specific subject positions for pupils:

Töpfer, Daniel, and Fanny Isensee (2024). "Subjectivation through Structural Coupling – The Emergence of School Laggards and Deficient Pupils," *Historia scholastica* 1/2024, 123-55. <http://www.historiascholastica.com/sites/historiascholastica.com/files/HS/6.pdf>

Other contributions from the working group in Berlin focused on various elements of teacher knowledge in the 19th and 20th century:

Töpfer, Daniel, Fanny Isensee, and Marcelo Caruso (2024). "Pastor und Mutter - Pastorale Sorge und Rollenerwartungen an Elementarschullehrerinnen im transatlantischen Vergleich im 19. Jahrhundert." In: Cornelia Dietrich, Niels Uhlendorf, Jeannette Windheuser (eds.) *Sorge – Bildung – Erziehung*. Weilerswist: Velbrück Wissenschaft, 207-19.

Töpfer, Daniel, Marcelo Caruso, and Fanny Isensee (2024). "Gruppen- und Individualführung in der Schule. Die pastorale Verfasstheit der Schulklasse zwischen Verwaltung und Pädagogik." In: Kerstin Rabenstein and Lars Wicke (eds.) *Die Schulklasse – Kein Gegenstand qualitativer Forschung?* Bad Heilbrunn: Verlag Julius Klinkhardt, 25-42.

Isensee, Fanny, and Daniel Töpfer (2024). "Von der charismatisch-ambulierenden zur technisch-seminaristischen Fachlichkeit – das Beispiel des Lese- und Schreibverständnisses um 1800." In: Josefine Wähler, Marco Lorenz, Sabine Reh and Joachim Scholz (eds.) *Fachunterrichtsgeschichten - Studien zur Geschichte der Praxis des Fachunterrichts*. Bad Heilbrunn: Verlag Julius Klinkhardt, 165-81.

Daniel Töpfer also traced the circulation of sexuality-related knowledge in the field of sexual education:

Töpfer, Daniel (2024). "Socialist Sex Education and Its Transnational Entanglements: Monika Krause and the Effort to 'Teach Tenderness' to the People." *History of Education Quarterly* 64, no. 2 (2024): 164-192. DOI: <https://doi.org/10.1017/heq.2024.1>

Töpfer, Daniel, and Lena Staab (2024). "'Love yourself this Valentine's Day' – Sexuelle Bildung und geschlechtliche Subjektivierung in der digitalen Arena des Wissens von Instagram." In: Tanja Mayer, Lars Meyer-Jenßen, Daniel Töpfer, Niels Uhlendorf (eds.) *Interdisziplinäre Beiträge zur Bildungsforschung 2024*. Berlin: Berlin Universities Publishing, 177-202.

Jona Garz published a chapter on knowledge circulation between different academic disciplines concerned with diagnosing and treating deviant children:

Garz, Jona T., and Daniel Deplazes (2024). "Symbiose der Fallbearbeitung – Psychopathologie und Pädagogik in der Heimerziehung". In *Erziehen, Erfassen, Erforschen. Kontinuität und Wandel der stationären Erziehung im 20. Jahrhundert am Beispiel des Landerziehungsheims Albisbrunn*, edited by Daniel Deplazes, Jona T. Garz, Nives Haymoz, and Lucien Criblez. Zürich: Chronos, 115-46.

He also published a chapter on the epistemic effects of pre-printed forms on learning research:

Garz, Jona T., und Lilli Riettiens (2024). "Format research. On the epistemic effects of changing forms and formats in education research". *Learning, Media and Technology*: 1–10. <https://doi.org/10.1080/17439884.2024.2448547>

Joakim Landahl co-wrote a book about the history of educational research, focusing on the transnational role of Torsten Husén:

Grek, Sotiria; Joakim Landahl, Martin Lawn & Christian Lundahl (2024). *The World as a Laboratory: Torsten Husén and the Internationalization of Educational Research*. Cham: Palgrave. <https://link.springer.com/book/10.1007/978-3-031-68090-8>

Björn Lundberg co-wrote an article on preparedness pedagogy and public education in Sweden during the early Cold War:

Johan Samuelsson, Esbjörn Larsson & Björn Lundberg, ”Beredskapspedagogik och folkbildning under kalla kriget 1945–1960: Mellan uppfordrande information och demokratiska samtal”, *Vägval i skolans historia* 1 (2024).

<https://undervisningshistoria.se/beredskapspedagogik-och-folkbildning-under-kalla-kriget-1945-1960-mellan-uppfordrande-information-och-demokratiska-samtal/>