S-93 – Specificities of scientific or scholarly documents as a reflection of curricula

Science Education

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Abstract:
This symposium focuses on a specific modality of transmission of knowledge at the local, regional or global scale: the curricula, or programs of teaching. In conjunction with the congress interest in the “situatedness of knowledge and practices”, the symposium aims to examine which features of scientific, scholarly or technical texts could reflect, and derive from, their connection with curricula. The goal is to identify ways in which historians can correlate features of various types of documents (a text, a group of texts or a multiple text manuscript) with an educational or exam program. The contributors will try to understand how historical actors or agents situated the knowledge that is embodied in the texts we now study in relation to concrete curricular practices in schools or other educational settings. The symposium will examine cases in a specific local, regional or global environments; the case studies may come from any period, any part of the world and any field of knowledge. Key issues include: how were scholarly traditions or classics established or reconfigured in conjunction with their introduction into a curriculum? How were textbooks or other kind of teaching material produced by compilation, and how did they enter into new compilations? The participants will show how detecting hidden curricular structures could help to better understand the organization and circulation of knowledge in various scales. The sources examined are not necessarily limited to scientific, technical or scholarly texts, but may include other kinds of documents or para-texts, such as prefaces, colophons, commentaries, tables of contents, catalogues of libraries, personal notes, administrative texts or university rules, which make apparent the curricular structures.

Keywords: Curriculum – Transmission of knowledge – Circulation of knowledge – Teaching – Textbook.

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