Call for Papers

“Navigating in a Measurable Epistemic Landscape”

For this special issue on *Navigating in a Measurable Epistemic Landscape* we welcome contributions from scholars with various disciplinary backgrounds to debate the measurable epistemic values, logics and practices of educational systems and institutions, such as school and university.

For this special issue of Confero, we further the discussion of Confero’s first issue *Managing by measuring: Academic knowledge production under the ranks* (Volume 1, Issue 1, 2013), by encouraging contributions about the measurable epistemic landscape of the broader educational system. During the last decades, educational institutions have moved towards an epistemic landscape where measurability has become a governing element of what kind of knowledge is valued. Consequently, results, performance and effectiveness are placed at the forefront of educational objectives. In academia, researchers are apt to institutional practices of minimizing and displaying their research in as short and clear way possible, leaving little or no space to philosophical underpinnings to the research conducted. Whilst for school, when results from PISA are displayed, the public holds its breath awaiting the future of our children’s knowledge production – displaying visually agreeable measurements on matters that are truly complex.

In other terms, connecting a certain kind of knowledge and epistemic value along with practices that underpin this knowledge are testimony to a change in institutional logics. Several questions arise along with these institutional logics: What are the implications of these institutional practices and logics on the epistemic beliefs of the educational institutions? Is the measurable epistemic landscape a sign of a new epistemic regime connecting institutional practices to a certain kind of preferred knowledge? In what way can people, as part of these practices, navigate in this epistemic regime?

This special issue of *Confero* encourages contributions that approach and analyse the measurable epistemic landscape in educational institutions. Topics suitable for this special issue could include, but are not limited to, the following:

- Meritocratic principles in institutional practices
- Meritocracy as the new aristocracy
- Performativities and fabrications in a measurable epistemic regime
- Norms and counter norms in institutional logics
- Measuring into a new academic ideal
- Selecting, organizing and transforming knowledge - heading towards new epistemic beliefs

A first draft of the essay should be submitted to our website or sent to confero@liu.se by December 15th. We look forward to your submission!

The Editorial team
About Confero

*Confero* is an interdisciplinary journal focusing on issues related to education and social criticism. The journal provides a space for essayistic writing and especially encourages discussions of philosophical and political nature. *Confero* welcomes articles/essays that are not only stringent and systematic, but also beautiful, esoteric and profound.

Notes for Contributors

The submission language is English. Contributions from non-Scandinavian and non-English-speaking countries are particularly welcomed. We encourage authors to use the APA referencing system. To give the essay form and improve its readability, we ask that the essay has a clearly defined topic or theme that is laid out in the introduction of the piece. We also encourage the writer to divide the text into sections, using headings to promote its readability. Authors are encouraged to refrain from self-references. The text should be proofread before submission. Contributions within the scope of the journal and potentially possessing the qualities for publication will be sent out for peer-review. We encourage authors to visit our homepage at [www.confero.ep.liu.se](http://www.confero.ep.liu.se) for further instructions and information. Authors are welcome to contact the editorial group at confero@liu.se when planning your contribution.

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