Contributors

Clémence Cardon-Quint is associate professor of history at Bordeaux University, and a member of the Centre d’études des mondes moderne et contemporain (University of Bordeaux-Montaigne). In 2021, she was appointed junior member of the Institut universitaire de France. Her previous work on French literature and language teachers and teaching (1946–1981) intersected the curriculum history, the history of the teaching profession and the study of educational policies (Des lettres au français. Une discipline dans la tourmente de la démocratisation (1946–1981), Rennes, Presses universitaires de Rennes, 2015). In 2023, she completed a new research project on the making of the State education budget in France, at the intersection of public finance, political history and educational history. Since 2018 she has been co-editor-in-chief of the journal Histoire de l’éducation.

Carmen Flury is a postgraduate researcher at the Education and Digital Transformation Research Center at the Zurich University of Teacher Education in Switzerland and a doctoral student at the Institute of Education at the University of Zurich. She is part of the research project “Education and the European Digital Agenda”. Her current research focuses on the question of how sociotechnical imaginaries of digital technology have shaped the role of ICT in education. Her doctoral research investigates the introduction of computers and ICT education in East Germany in the 1970s and 1980s.

Michael Geiss is head of the Education and Digital Transformation Research Center at the Zurich University of Teacher Education in Switzerland. From 2016 to 2021 he headed the Education and Work Research Unit at the University of Zurich. His current research focuses on the political economy of education, the historical development of educational media and technologies, and the role of private actors in education.

Rosalía Guerrero Cantarell is a postdoctoral researcher in the project Education and the European Digital Agenda at the Centre for Education and Digital Transformation of the Zurich University of Teacher Education in Switzerland. She received a PhD in economic history from Uppsala University in Sweden. She is interested in the history of digital technology and education and the intertwined practices of gender and technology.

Barbara Hof is a postdoctoral researcher in the project “Towards Computational Historiographical Modeling” at the University of Lausanne. Her research activities are in the history of cybernetics, AI, computing, educational technologies, and digital humanities. She is currently also preparing a monograph, demonstrating how high government funding of nuclear technosciences after 1945 increased the demand for knowledge and how knowledge became an important commodity in international relations.

Gábor Képes is the marketing director of John von Neumann Computer Society, Hungary. He is a former curator and former Head of Department of Technological Museology of the Hungarian Museum for Science, Technology and Transport. In 2014, he received the János Kemény (John Kemeny) award for his research and publications on the history of information technology in Hungary. His current research focuses on the early years of home computing in the country.
Iveta Kestere is professor for History of Education at the Faculty of Education, Psychology and Art, University of Latvia. Her current research projects are focusing on the creation and training of the “New Soviet Man”, visual propaganda in education under European totalitarian regimes, and childhood representations within Latvian museums. Her other research work concerns the history of educational sciences and the history of teacher training. She is the author and co-editor of several books, such as the collected volume (co-edited with Ene-Silvia Sarv and Irena Stonkuviene) Pedagogy and Educational Sciences in the Post-Soviet Baltic States, 1990–2004: Changes and Challenges (Riga: University of Latvia Press, 2020).

Karin Priem is professor of Public History and History of Education at the Luxembourg Centre for Contemporary and Digital History (C²DH) at the University of Luxembourg. A former president of the German History of Education Research Association (2007–2011) and the International Standing Conference for the History of Education (ISCHE) (2018–2022) she is currently serving as a co-opted member of the ISCHE Executive Committee. Karin Priem’s research focuses on visual and material history; the history of media and technology; the history of humanitarian organizations; and the history of entrepreneurship and social-educational reform.

Katrina Elizabete Purina-Bieza is a PhD student at the University of Latvia researching the “Development of Pedagogical Digital Competence in Contexts of Digital Transformation in Education”. Her research interests include teacher and student attitudes toward digital technologies as they were first implemented in schools as well as barriers to pedagogical digital competence implementation nowadays, seeking to find approaches to support digitalization in education.

Lajos Somogyvári is a senior lecturer at the University of Pannonia, Veszprém, Hungary, as a member of the Department of Education Sciences. His PhD thesis (2014) was a visual study of Hungarian schools in the 1960s. He is currently working on the educational policies, ideology, and propaganda of the communist party between 1945 and 1960 in Hungary, including Cold War perspectives and the role of mass media on these topics.

Máté Szabó is a lecturer in computing at the University of Greenwich. His research concerns the history and philosophy of computing and mathematical logic. His current work focuses on Max Newman, Alan Turing, László Kalmár and the concept of computability, and the history of computing and knowledge transfer in the Eastern Bloc during the Cold War. Szabó is also interested in the depiction of computing in comic books and in pop culture more broadly.