



Transnational and Interdisciplinary Perspectives on Subject Didactics

14 May – 16 May 2024

University of Trier, Germany

Call for Papers

This conference arises from co-operation through the KOSS network (Knowledge and Quality across Schools and Teacher Education). This has been funded by the Swedish Research Council (2019-2023) as a network in Subject Didactics (Ämnesdidaktik) within the wider field of Educational Sciences. The core of the network has involved research groups in subject-specific education in Sweden, Finland and England and has stimulated links internationally. As a result, we now wish to extend the reach of the network and to invite discussion of traditions and contemporary trends in subject didactics more widely. This implies reflection on the history and current relation between general didactics and subject didactics and on specific developments in subject didactic research, highlighting the importance of transnational, interdisciplinary research that has been developed in the last years. The conference also places an emphasis on research regarding professional development and teacher education, on teachers and students as reflective and active participants in teaching and learning in times of societal change and challenges, as well as on curricula, their development and studies in this research field. Thus, the conference focuses on four major aspects:

- Subject didactic research: The conference aims at comparing and reflecting on the broad approaches and contents of subject didactic research in Europe and beyond, and it aims at fostering transnational and interdisciplinary research in subject didactics, e.g., research on powerful knowledge (Young, 2013), knowledge transformations (Gericke et al., 2018) and epistemic quality (Hudson et al., 2023).
- Professional development and teacher education: Research on professional development and teacher education remains a core focus of educational research and is often linked with subject didactics. Current research in this field will be discussed to highlight the importance of teachers' subjective theories, beliefs and agency when it is up to understand what constitutes classroom interaction, enabling *Bildung* and e.g., transforming powerful knowledge.
- Subject teaching and learning from the perspectives of students: The students' perspectives on teaching and learning, on *Bildung*, their own interests, needs and developmental tasks has been a research field in many ways, e.g., in *Bildungsgangforschung* in the German speaking countries. The conference aims to discuss and promote research on student learning and their role as creators of their own development/*Bildung*.

- Curriculum development and comparative curriculum studies: Societal changes and contemporary societal pressure impose the need to rethink curricula in every school subject and at all stages of schooling. The conference therefore highlights research in curriculum studies and especially on comparative curriculum studies to learn from specific contexts and outlooks in other countries.

The conference aims to bring together researchers at an international level who are active and interested in subject didactic research. Contributions in relation to theoretical approaches as well as empirical studies and from doctoral students are welcome. Papers may be submitted for presentations of 30 minutes duration (plus 20 minutes for subsequent discussion) as well as workshop contributions (with approximately 20 minutes of presentation and 30 minutes of joint work phase). To submit a paper, please email an abstract (1 page, approx. 2,500 characters including spaces) to Anke Wegner (wegner@uni-trier.de) by October 31, 2023. The conference will be held in English.

Preliminary selected bibliography:

Gericke, N., Hudson, B., Olin-Scheller, C. and Stolare, M. (2018): Powerful Knowledge, Transformations and the Need for Empirical Studies across School Subjects, *London Review of Education: Special Issue on Knowledge and Subject Specialist Teaching*, Vol. 16, Issue 3, 428-444. UCL IOE Press. <https://doi.org/10.18546/LRE.16.3.06>

Hudson, B., Gericke, N., Olin-Scheller, C. and Stolare, M. (2023): Trajectories of powerful knowledge and epistemic quality: analysing the transformations from disciplines across school subjects, *Journal of Curriculum Studies*. <https://doi.org/10.1080/00220272.2023.2182164>

Wegner, A., Hudson, B., Loquet, M. (2022): Epistemic Quality of Language Learning in a Primary Classroom in Germany. In: Hudson, B., Gericke, N., Olin-Scheller, Ch., Stolare, M. (eds.): *International Perspectives on Knowledge and Curriculum: Epistemic Quality across School Subjects*. London: Bloomsbury, 53-78. <https://doi.org/10.5040/9781350167124.ch-004>

Young, M. (2013): Overcoming the crisis in curriculum theory: a knowledge-based approach, *Journal of Curriculum Studies*, 45, 2, 101-118. <https://doi.org/10.1080/00220272.2013.764505>

We are looking forward to your contributions!

Yours sincerely,

Cosette Crisan, Niklas Gericke, Brian Hudson, Yvonne Liljekvist, Christina Olin-Scheller, Mikko Puustinen, Martin Stolare, Anke Wegner