



Supporting the development of teachers' powerful professional knowledge for these times of global pandemic

Brian Hudson, *University of Sussex, UK*

Niklas Gericke, *Karlstad University, Sweden*

Christina Olin-Scheller, *Karlstad University, Sweden*

Martin Stolare, *Karlstad University, Sweden*

Abstract

This proposal for a Panel Discussion builds on earlier symposia at recent ECER and NOFA conferences (Hudson, 2018; 2019; Olin-Scheller, 2019). These addressed questions related to powerful knowledge, epistemic quality and transformations across school subjects and the implications for teacher education policy and practice from perspectives rooted in the traditions of continental European didactics. The associated papers arose from the research activities of the KOSS Network: "Knowledge and Quality across School Subjects and Teacher Education " funded by the Swedish Research Council (2019-22). The network brings together cross-disciplinary educational research groups from Sweden, England and Finland specialising in different school subjects. The aim of the research programme is to study how content knowledge in different school subjects is defined and transformed, taking a comparative perspective across different school subjects and education systems. By using the theoretical concepts of "powerful knowledge" (Young, 2015; Young and Muller, 2010), "epistemic quality" (Hudson, 2018) and "transformation" (Gericke et al., 2018) we study how these concepts form knowledge of importance for subject didactics and how this can be developed within teacher education. These issues form the point of departure for what can be regarded as teachers' 'powerful professional knowledge'. A key research question that has been addressed by the network relates to how the nature of teachers' powerful professional knowledge can be characterized and what the implications are for teacher education policy and practice. Outputs from these symposia have formed the core contributions to two forthcoming books (Hudson et al., 2022a; 2022b). The second of these addresses the implications for innovation in teacher education policy and practice arising from the consideration of questions related to the development of 'powerful professional knowledge' especially. In this session we will draw on outcomes from a range of cross-disciplinary studies and give consideration to integrative themes arising from the analysis of associated key issues. We will conclude by developing a focus on the key challenges related to supporting the development of teachers' powerful professional knowledge in relation to the didactical design of technology enhanced teaching and learning environments (Nilsberth et al., 2021; Hudson, 2011) that are appropriate for these times of global pandemic.

References

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