

KOSS (Knowledge and Quality across School Subjects)
KOSS IV network meeting 6th-7th October 2020 Karlstad

This is the fourth meeting of the KOSS network consisting of the following groups:

- The research group **ROSE**, Research on Subject-specific Education, Karlstad University
- **SSRG**, Subject Specialism Research Group, UCL Institute of Education, London
- **HuSoEd**, Research Community for Humanities and Social Sciences Education, University of Helsinki

Three themes – powerful knowledge, epistemic quality and transformation processes form the conceptual framework of KOSS network collaboration, with implications for teacher education, for policy and for practice.

The meetings so far:

KOSS I network meeting 15-17 May 2019, Stockholm

Knowledge and Quality across School Subjects and Teacher Education – focus on powerful knowledge

KOSS II network meeting 16–18 October 2019, Helsinki

Knowledge and Quality across School Subjects and Teacher Education - focus on epistemic quality

KOSS III network meeting 4-6 March 2020, London

Knowledge and Quality across School Subjects and Teacher Education - focus on transformation

KOSS IV network meeting 6-7 October 2020 Karlstad

Researching the enactment of powerful knowledge

Programme KOSS IV-network meeting

6th of October 2020

Zoom link: <https://kau-se.zoom.us/j/66250242120>

Notice – Swedish time!

09.30-09.45	Introduction of the day
09.45-10.30	Keynote Larissa McLean Davies, University of Melbourne
10.30-10.45	Discussion (in breakout rooms)
10.45-11.00	Feedback to Larissa in whole group
11.00-11.45	Work in the thematic groups Subgroup: <i>Nature of knowledge. Teaching and teacher education</i> Zoom link: https://kau-se.zoom.us/j/67372884346 Subgroup: <i>Teaching and Transformation</i> Zoom link: https://kau-se.zoom.us/j/66501322372 Subgroup: <i>Teacher education.</i> Zoom link: https://helsinki.zoom.us/j/67895038456
11.45-12.45	Lunch
12.45-13.45	Work in thematic groups continues (separate zoom-links, above)
13.45-14.30	Keynote Ellen Krogh, University of Southern Denmark
14.30-14.45	Discussion (in breakout rooms)
14.45-15.00	Feedback to Ellen in whole group
15.00-16.00	The subgroups share about today's discussions and what's going on. What are the subgroups' ideas? Milestones etc

Meeting for KOSS members 7th of October

Zoom link: <https://kau-se.zoom.us/j/66250242120>

10.00-12.00	Setting an agenda for future plans, bids etc. Updating the process about Bloomsbury books Updating the process about the book series (up-coming events in relation to the launching) Next meeting in Helsinki Meeting in London autumn 2021
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Keynotes:

Assistant Professor Larissa Mclean Davies, University of Melbourne

Investigating powerful literary knowledge

This presentation takes up two key questions of the KOSS research program in the context of the teaching of literature in English:

- How can the nature of powerful knowledge and epistemic quality in different school subjects be characterised?
- How can the nature of teachers' powerful professional knowledge be characterised and what are the implications for teacher education policy and practice? (Hudson et al 2019)

Drawing on an empirical, longitudinal study of early career English teachers funded by the Australian Research Council, this Keynote will address ongoing debates about whether literature is a knowledge, or knowing subject; consider the ways in which teachers implicitly and explicitly articulate concepts of powerful knowledge over time; and, discuss findings which show literary knowledge is characterized by both high and low epistemic qualities, and a blurring of distinctions between knowledge and skills. The implications for this new way of framing knowledge in the context of literature teaching will then be considered with regard to pre-service and in-service teacher education.

Professor Ellen Krogh, University of Southern Denmark

Researching comparative disciplinary didactics

My presentation opens with a discussion of the contemporary field of comparative disciplinary didactics. How is the field conceptualized and organized? What are the aims and research interests? Whereas a comprehensive German project aims at developing disciplinary didactics as a meta-field of educational science, the KOSS project aims at improving education by supporting the development of powerful disciplinary knowledge in schools. Core notions of both projects may, however, be actualized in the Danish ethnographic project *Writing to learn, learning to write* where student writers were followed through upper secondary school. Jens' struggles with interdisciplinary writing projects illuminate issues of epistemic quality as well as of Bildung.