KOSS Network Meeting – Karlstad and Online 15-17 March 2022
Theme: Comparative Subject Didactics

Welcome to the 7th network meeting of the KOSS network - Knowledge and Quality across School Subjects and Teacher Education, bringing together academics from, Karlstad, London and Helsinki. We welcome people who have yet to engage with the group as well as those who have been doing so for a few years now.

The focus of the network is to produce new knowledge that has the potential to develop teacher education in an international context. The research idea is to study how content knowledge in different school subjects is defined and transformed, taking a comparative perspective across education systems in three national contexts: Sweden, England and Finland. By using the theoretical concepts of powerful knowledge, epistemic quality and transformation, we study how these concepts form knowledge of importance for subject didactics and how this can be developed within teacher education. A central issue for the network is to explore how transformation processes can enable knowledge of high epistemic quality to be taught in school classrooms. These questions will form the point of departure for what can be regarded as teachers’ powerful professional knowledge.

The comparative approach is thus central to the work within KOSS; comparisons related to different education systems and subjects. The comparison creates opportunities to see patterns, common and divergent lines of development. A comparative subject didactics perspective means that the interaction between subjects is examined by considering the specific knowledge cultures that different subjects represent, but also recognizing that there are dimensions in the specific that unites. A comparative approach makes it also possible to address the question of transfer between subjects.

The theme of the upcoming KOSS meeting 15-17 March 2022 will be comparative subject didactics. It is of interest to mirror the different knowledge traditions of the school subjects. By discussing the comparative approach in the light of curriculum theory and didactic traditions, issues regarding how the content of different school subjects is defined and transformed, will be elaborated on and deepened.