CALL FOR PAPERS
Knowledge and subject-specialist teaching
A special feature edited by DAVID LAMBERT
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There has been a surge in interest in the knowledge contents of the school curriculum. In England, the Department for Education has been reforming the National Curriculum to restore ‘rigour’ to public examinations taken at age 16 and 18, while the publication of What Should Schools Teach? (Standish & Sehgal Cuthbert, 2017) and Knowledge, Curriculum and Equity (Barratt et al., 2018, forthcoming) illustrate aspects of this interest in arresting ‘the corrosive impact of naïve post-modernist thought on curriculum theory’ (Oates, 2018, forthcoming). A situation where the quality of what is taught can be valued less than pedagogic techniques oriented around generic learning outcomes could be characterized as the ‘curriculum in crisis’. Such a crisis has been discussed by Michael Young (2013), who introduced the concept of ‘powerful knowledge’ and the ‘Future 3’ curriculum, and Gert Biesta (2017), who has described the ‘learnification’ of education and the need to rediscover teaching. Meanwhile, Brian Hudson (2016) has usefully sought to engage curriculum thinking with European perspectives arising from Bildung and Didaktik.

This special feature aims to:

- consider what the northern European tradition of subject didactics can offer to academic discourse and research studies on curriculum, pedagogy and assessment
- problematize current understandings of knowledge in relation to teaching, and offer a range of different perspectives on what is often unproductively reduced to a knowledge-vs-skills debate
- explore the implications for equality and equity of the above (and in particular the notion of ‘curriculum in crisis’), with reference – mainly, but not exclusively – to state-funded education systems.

Key ideas to address
curriculum; knowledge; Powerful (disciplinary) Knowledge and social justice; subject specialist teaching; subject specialist didactics; general didactics; progressive pedagogies; textbooks and teaching materials; assessment in subject-specialist contexts; initial teacher education and teacher preparation.

Submission of abstracts
We invite original articles of around 6,000 words based on empirical and conceptual research. We particularly welcome papers and reports of research that reveal links between research, policy and practice, and which analyse key themes in education, including public goals and policies, pedagogy, curriculum, organization, resources and technology, and institutional effectiveness.

The deadline for receipt of abstracts is 31 October 2017. They should be submitted by email to the managing editor, Pat Gordon-Smith: p.gordon-smith@ucl.ac.uk. The deadline for draft articles is 15 February 2018. Please see notes for authors on the journal’s page at UCL IOE Press.

See over for References
References