

OPEN SUBMISSION · INTERNATIONAL PERSPECTIVES WELCOME

Didaktik and *Assessment*

*Conceptual Reconfigurations, Governance Transformations,
and Pedagogical Practices — From a Nordic Point of View*

Edited by Tobias Werler & Eline Wiese (University of Oslo)

This volume examines whether the growing entanglement of **Didaktik** and **assessment** constitutes marginalization, reconfiguration, or theoretical merger. As PISA benchmarking, outcome-based curricula, and performance-driven accountability reshape educational governance at every level, the Didaktik tradition — rooted in **Bildung**, **content justification**, and **professional pedagogical judgment** — faces critical repositioning. The central Didaktik question "*Why this content?*" risks subordination to "*How can this be measured?*"

CENTRAL RESEARCH THEMES

- | | |
|--|--|
| ◆ Didaktik under New Public Management and accountability regimes | ◆ Can summative assessment coexist with Bildung-oriented aims? |
| ◆ Formative assessment — Didaktik ally or continuous monitoring paradox? | ◆ PISA, governance logics, and the Nordic education model |
| ◆ Assessment as a driver of the enacted curriculum | ◆ Conceptual integration of Didaktik and assessment theory |

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