



Observing and interpreting quality in social science teaching

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Within QUISST (research group for Quality in Social Science Teaching), the concept of teaching quality, and how to observe it, is central. In a recent article (Christensen 2022) I discuss the question. The purpose of the article is to contribute to a discussion about quality in social science teaching and in continuation hereof to develop a tool for social science classroom observation and interpretation. Classroom teaching is communication. Therefore, it is crucial that an analysis of quality of social science teaching includes a focus on communicative quality. The theoretical basis of the article is therefore threefold. 1) A Bakhtin-inspired communicative approach, 2) sociocultural ethnographic classroom research and 3) social science didactics / social science

teaching discourse. The prime focus is to observe and interpret utterances on cohesion between form, content, and goal/intended function as a marker for quality in teaching. The question is to what extent utterances (verbal or non-verbal) in teaching express a cohesion between a social science goal and form and function applied, or whether there is an unclear coherence to be found here. In this presentation I go a step further and expand the analytical gaze beyond content, form and goal/function also to include time and space (context), and thus turn the attention to other quality-markers, such as accordance with curriculum, relevance to the surrounding society and social sciences and appropriateness in relation to students and teaching context.