

## Dominant knowledge and silenced 'noise' in teacher education in a Danish context

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## Paper 1

### Dominant knowledge and silenced 'noise' in teacher education in a Danish context?

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The aim of teacher education in Denmark is that the teacher students acquire knowledge and skills so they can work professionally, pedagogically, and didactically in accordance with the overall purpose for the Folkeskole (Ministry of Children and Education, 2018). Becoming a teacher is not an easy task. Many teacher students can be overwhelmed by the ambiguity and complexity that are attached to the socio-symbolic teacher position they must 'take up' and 'live up to' (Phelan and Rüsselbæk Hansen, 2018). A position to which different types of knowledge are attached that have influence on the ways in which the teacher students understand what it means, for example, to be a teacher and to prepare the younger generations, for active democratic citizenship, for further education and for the job market etc.

Teacher education has been criticized by politicians, researchers, and practitioners for not preparing the teacher students well enough to handle the above-mentioned tasks. Some critics claim that they lack practical skills and relevant research-based knowledge. Other critics claim that the types of knowledge that teacher students have been introduced for in teacher education do not live up to their promises (Bøje, et.al. 2021; Berlant, 2011). The question is: What types of knowledge are valued, included, silenced and absent in teacher education in a Danish context? This paper takes up this question by drawing on interviews with teachers and by focusing on the term *epistemic injustice* (Pohlhaus, 2017) in relation to political and psychoanalytical theory (Rancière, 2004, Lacan, 2008; Žižek, 1989).

On this basis, the paper discusses what types of knowledge that are important to engage with in teacher education if teachers should be able to conceptualize, problematize and discuss the 'impossibilities' that are an *inherent* part of education and teaching (Brown et al., 2006). What will be argued in this regard is that such 'impossibilities' cannot be overcome by means of standards, national tests and (international) student assessment programs (Krejsler, 2021).

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