

## Response-able Pedagogy as an Approach to Quality in Teaching

Høegh, Tina; Slot, Marie Falkesgaard; Jensen, Michael Peter; Svabo, Connie; Eich-Høy, Amalie Thorup

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Conference paper

Response-able Pedagogy as an Approach to Quality in Teaching

Affiliated authors with institutions: Marie Falkegaard Slot, University College Capital; Michael Peter Jensen, University College Lillebaelt; Connie Svabo, University of Southern Denmark; Amalie Thorup Eich-Høy, University of Southern Denmark; Tina Høegh, University of Southern Denmark.

Abstract (300 words)

In the Danish QUINT sub-project Connected Classroom Nordic (CCN), we focus on students' and the teacher's initiatives within the use and understanding of technologies and the materials in the classroom.

The aim of the paper is to explore and discuss the benefits and drawbacks of studying quality from a student perspective. By following the students' explanations of quality in a situation we discuss whether subject specific pedagogies and general didactics combined with posthuman approach conceptualize quality in teaching.

The paper introduce how quality may be conceptualized in posthuman terms and applying this to empirical vignettes from video-ethnography of teaching in Danish and Mathematics to examine how response-able pedagogies offer operable standards for determining qualities of (socially just) teaching. The conference paper explores ways of describing teaching quality by bridging approaches of subject specific pedagogy and general didactics with the approach of posthuman philosophy which works from and with ontologies of becoming, process, relationality and performativity. The paper also examines to what extent the posthuman philosophical approach allows inquiry into quality from perspectives of student engagement and the interaction between students, teachers, subject matter from Danish and Mathematics, learning media and educational technologies. Hence, the paper contributes to the QUINT ambition of researching and conceptualizing instructional practices and repertoires in Nordic classrooms by inquiring into quality as an emergent phenomenon, and by including the perspective of the students. The empirical basis for this student perspective is the longitudinal, video-based ethnography of teaching Danish and Mathematics from the CCN-project, which forms the basis of both analysis and discussion.