



## Powerful Knowledge in Social Studies Subjects—Challenges and Possibilities: A Problematizing Approach

Guest Editors:

**Prof. Dr. Olof Franck**

Department of Pedagogical,  
Curricular and Professional  
Studies, University of  
Gothenburg, 405 30 Gothenburg,  
Sweden

**Prof. Dr. Christina Osbeck**

Department of Pedagogical,  
Curricular and Professional  
Studies, University of  
Gothenburg, 405 30 Gothenburg,  
Sweden

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### Message from the Guest Editors

Dear Colleagues,

The powerful knowledge discourse raises conceptual as well as theoretical and methodological issues of great interest for discussions on knowledge-based education with regard to the contemporary situation, where epistemic and democratic worry seems to take shape in many contexts and in varying ways. The contributions this discourse could make to how a strong scientifically and democratically founded teaching in social studies subjects can be deepened and broadened can inspire new thinking and progressive development, but also critical considerations and analyses.

The aim of this Special Issue is to make room for constructive contributions to a discussion around how powerful knowledge discourse can offer substantial guidance in the development of knowledge-based education in social studies subjects—as well as how it can be challenged and re-interpreted—in a time where the concepts of knowledge and democracy seem to be subject to questioning and relativization.





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**Emeritus Prof. Nigel Parton**  
School of Human and Health  
Sciences, University of  
Huddersfield, Huddersfield HD1  
3DH, UK

## Message from the Editor-in-Chief

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*Social Sciences* Editorial Office  
MDPI, Grosspeteranlage 5  
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