In this seminar, Professor Hudson will draw on outcomes of the Joint Action in Didactics in Europe (JADE) project that aimed to address the challenges of UN Sustainable Development Goal 4 to ensure inclusive and equitable quality education for all. In particular, he will draw on outcomes from case studies across school subjects in three different national contexts (Scotland, France and Germany) carried out over recent years. The case studies focused on mathematics, physical education and first language teaching.

With regard to ensuring equitable access to quality education, Professor Hudson will argue that there is a need to consider the ‘epistemic quality’ of what students come to know, make sense of and be able to do in school. Accordingly, the aim is maximise the chances that all pupils will have ‘epistemic access’ to education of high epistemic quality that I will aim to illuminate in the seminar. The studies have been broadly based within the theoretical framework of Joint Action Theory in Didactics (JATD) and associated research questions have focussed on the quality of teacher-student(s) joint action and on the epistemic quality of the content.