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Paper presentation
1. Adult learning – at work, in education and everyday life
Lifelong Learning's [De]-Govermentalization: Critical Educational Gerontology Wellbeing and Socio-Political Empowerment

1. Adult learning – at work, in education and everyday life

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Abstract: This paper deals with a vital topic in the study of lifelong learning and adult education, namely the education of older adults, whose numbers are increasing in a fast pace, all over the world. Such increases are foreseen to burden welfare, as well as, struggling third world states in terms of health and socio-economic challenges. Policies on lifelong learning and older adult education, inspired by neo-liberal models of successful ageing, are employed to reduce this burden by extending the second age of adults. Through these policies, lifelong learning becomes a consumable product and a building block in today’s neo-liberal governmentality (Fejes, 2008).

In this paper, I will present my PhD-project that aims at examining how lifelong learning can serve older adults in the fight to gain or preserve their socio-economic rights, as well as, in the struggle to maintain their mundane wellbeing. The research questions address, older adult learning philosophies and their impact on the well-being of older adults. In that respect, my PhD is also a part of an effort at mobilizing older adult learners to better understand lifelong learning agendas, and demonstrate informed resistance when needed.

These questions will be addressed mainly through quantitative studies. In a natural quasi-experimental intervention, wellbeing, motivation, process of empowerment and its outcomes will be studied through a control and an experimental group from a third age university.

On a general level, this paper builds on Fejes’ (2008) Foucauldian understanding of lifelong learning and mirrors it on older adult education. More specifically, this paper is based on educational gerontology, also known as older adult education. This line of research is dominated by a humanist philosophy of learning, occupied with learners’ psychological wellbeing. The latter finds resistance from a critical philosophy of learning which advocates for empowerment (Glendenning & Battersby, 1990). Using self-determination (Ryan & Deci, 2014) and psychological empowerment (Zimmerman, 1995) theories, this study puts to test the claims that these two learning philosophies in older age are mutually exclusive.

Although this project has recently been initiated, hypotheses may already at this point be formulated on the basis of the theoretical perspectives presented above. In relation to a Foucauldian understanding of lifelong learning, and educational gerontology, it is expected that critical educational gerontology can, simultaneously, play a role towards self-fulfilment and socio-political empowerment of older adult learners. This, and other hypotheses, will be further elaborated in my paper.

References


Developing Learning Analytic Tools for Engineering and Technology Education: Measuring the Impact of Kista Mentorspace

1. Adult learning – at work, in education and everyday life

Dagmar Hedman

1 Stockholm University

Abstract: Engineering and technology education demands a shift in teaching philosophies as twenty-first century knowledge economies call for improved practical skills and critical thinking from students (Fox-Turnbull, 2018). In 2015, the Kista Mentorspace was created at Sweden’s Royal Institute of Technology (KTH) to address this need. The Mentorspace fosters peer-learning via mentorship in a free ‘makerspace’ environment open to KTH students and local youth interested in STEM activities. Despite the perception that the Mentorspace has a positive impact on its users’ learning and efficacy, no formal educational study or research into the learning environment has been done. A pilot study conducted in 2018 found a concatenation of learning and environmental variables and that the impact of the Mentorspace could not be measured using standard educational assessment tools and methods. This study will apply social learning theories based on agency and social interaction to gain deeper understanding of the learning phenomena taking place in the Mentorspace (Vygotsky, 1978; Wenger, 1998). Also, environmental complexity and collaborative learning practices require the additional development of analytical tools, which can best capture, conceptualize and quantify the nature of the Mentorspace’s impact (Saqr, 2018). For this reason, educational design research (EDR) methods will be employed to iteratively create these analytical tools in the form of learning artefacts specific to engineering and technology education (McKenney & Reeves, 2012). These artefacts will be enacted via an online-learning platform to be used in collaboration with the Mentorspace learning environment in order to promote and measure learning and efficacy in its users. The aim of this study is threefold: 1) to apply learning theories to the Mentorspace environment to conceptualize how the setting and its ethos impacts users; 2) to create artefacts that can collect learning analytics data related to this impact; and 3) to use data analysis to develop a metric for quantifying the impact of the Mentorspace as regards learning and efficacy in its users. It is anticipated that these artefacts will improve learning in the Kista Mentorspace while also serving as analytical tools for ongoing data analysis as the Mentorspace grows and its model is exported to other educational settings. This study will contribute to the improvement of learning within the Kista Mentorspace, which will compliment traditional education at KTH while also inspiring new generations of students to engage in Sweden’s growing knowledge economy.

References:


Thesis.


From process to a changed practice - How research questions are processed in a collaborative project

1. Adult learning – at work, in education and everyday life

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¹ Halmstad Högskola

Abstract: Research topic/aim

In 2017, a regional cooperation project was initiated with four municipalities and Halmstad University, called From Great to Excellence (FGTE), that aimed at reducing the gap between children/pupils capacity and performance. The project is planned to run for five years, and participants are persons active in schools and preschools at different levels within the school practice. Within the FGTE project, the participants perform different development projects in cooperation across the municipal boundaries, where they act as critical friends for each other in order to drive each project forward. Parallel with these activities, follow-up research on the project is conducted that focuses on different parts of the collaborative process. In this study we have concentrated on the participants' work with their respective research processes. The overall aim is to investigate the way in which research questions- and the ability to answer these - are developed by the participants through collaborative projects across municipal boundaries. The question we ask is "How does a (research-) question change through a collaborative process?". School development projects are carried out both at national and international level (e. g. Sales, Moliner & Amat, 2017; Adolfsson & Håkansson, 2015). In this study, the focus is both on regional cooperation and more specifically on the research questions of the participating groups.

Theoretical framework
The theoretical framework in this study is situated within the socio-cultural field, since much of the focus is around the collaboration between the participantsConversation is an arena for developing knowledge and by supporting and challenging each other's pronounced thoughts, prerequisites for development of knowledge are given (Vygotsky, 1978).

Methodological design
The empirical material for the present study consists partly of the work material from a workshop where the participants' research questions were processed, partly by the participants' final products at the end of their development projects, which was a project report and a poster per project group. The material has mainly been analyzed based on a content analysis perspective (Danielsson, 2017; Denzin & Lincoln, 2003).

Expected conclusions/findings
The analysis is not yet complete, but preliminary results show that the research questions in the projects are not fully answered by the participants. On the other hand, the research questions seems to become more sharp when people from other municipalities are involved in working with the them. It also appears to be problematic to relate to overall, relatively abstract questions, and to make them
tangible to their own school practice.

Relevance to Nordic educational research
Through this study, we want to highlight the potential for improvement work in preschool and school practice which lies in developing school activities through a regional cooperation project. This, we mean, are of utmost relevance to Swedish/Nordic as well as international research fields within education.
Information Technology in Work-based education of Salespersons - A retrospective study of retail checkout education

1. Adult learning – at work, in education and everyday life

Charlotte Arkenback-Sundström¹
¹ Charlotte Arkenback-Sundström, Department of Applied IT, University of Gothenburg

Abstract: Work-based learning is a central part of vocational programs within adult education and the upper secondary school. The aim is that it shall help students to develop vocational skills and a vocational identity as well as to understand the professional culture and become part of the professional community in a workplace (Lvux12, Gy11). After completing a vocational program, the student is expected to have acquired the knowledge and skills required to work in the specific branch. However, the ongoing digitalization of working life and industrial branches challenges the relevance, content, and the implementation of traditional vocational educations. The intensive development of digital technology and technological systems makes it difficult for formal education systems to foresee what knowledge and skills demanded in the labor market; or predict how digitalization will change traditional occupations and industries. Therefore, it is essential to increase the knowledge of digitalized vocational practices, asking what can be taught and learned in work-based education and learning. This paper presents partial results from a doctoral study with the overall aim to explore adult education and learning for unqualified work within a digitalized workplace. Focusing on what makes an engaged salesperson in the digitalized checkout practice.

The retail sector is one of the industries that are undergoing profound changes; digitalization is not only streamlining the production of goods, it also changes the way in which trade in goods and services is organized and implemented (AL-Khourí, 2014). The development of Internet-based business systems that can connect various information systems has enabled retailers to compete with the growing e-commerce. Investing in a mobile point of sale system enables integration of physical stores with an e-store which can streamline the organization, as a consequence, it also transforms salespersons vocational practices in physical stores.

The aim with this paper is, from a retrospective view, to explore and enlighten what values technology and information technology is attributed to in work-based education and learning, focusing on retail checkout practices. The theory of practices architectures (Kemmis et al., 2014) is used as a theoretical lens and analyzing tool. The methodological design is based on analyses of data from an empirical study including 32 cashier and salesperson training videos (retrieved from the Internet) produced between 1917 – 2018.

Some preliminary results show that the training of salespersons at checkout focus on developing the right working methods and routines, communication and customer service skills, and a "good behavior". All activities evolve from the POS system, the "backbone" of the checkout practice, but the introduction to POS is restricted to a brief instruction of which buttons to push. The learner is expected to "stir himself" into the technology that has evolved to be interactive with multiple choices to perform the same functions.

Professional learning by user involvement

1. Adult learning – at work, in education and everyday life

Olof Wiedel¹
¹ University West

Abstract: Professional learning by user involvement (paper)

Daniel Olof Wiedel, University West, olof.wiedel@hv.se

It is usually said that professional knowledge consists of a knowledge base consisting of different resources. It can be knowledge acquired through education, following the rules, and laws that the practice consists of, through best practices and results from research, but also using user-related and situational knowledge. Social government (Socialstyrelsen) says that professional knowledge consists of a combination of evidence-based knowledge and local conditions and the wishes and beliefs of the user. My intention is to understand the practices that are shaped, how it affects the professional knowledge base and possibly also the organization of welfare work in relation to the user/user's wishes, experiences and needs.

It is a case study where a municipal labor market policy measure for young people and young adults between 16-29 years who neither study nor work is at the center. The organization is located in a smaller city. About 10 professionals (social workers and pedagogies) work there and approximately 200 young people are involved every year. The young people involved in the organization are a heterogeneous group and they have contact with the activities in different ways. The organization has a one-way-in idea and has a “life-first” approach point of departure (unlike work-first approach) (Jacobsson, Hollertz & Garsten, 2017). The activities consist of both individual and group discussions, collaboration with other actors, partly, outreach work.

The data material gathering for the study (which is ongoing) is both interviews and ethnographic methods to participate in everyday practice, both backstage (work-meetings) and frontstage (with the youth) work. Preliminary results are that the way of organizing work, the practices it creates affects how the professionals develop and use their knowledge. Through the organization as "one way in" and that several external actors are invited to weekly meetings, there is an increased understanding of each other's skills and organizations. It creates an internship where young people can navigate in the expectations and demands that actors, they come into contact with have young unemployed. But the various actors also get other information and opportunities for decision-making. The staff develops the purpose of the activity (to be a one way in, collaborate around young people, get young ones to come to and remain in activities) by developing forms of collaboration and relational work that can be said to create Educational Trust (Görlich and Katzenlons, 2015) in the relationship with young people. Questions that remain, are to more closely study what type of practices (Gherardi, 2012) are shaped when professionals (and the organization) use young people's experience and what knowledge professional develop.

Preferred network: 1. Adult learning - at work, in education and everyday life
Alternative network: Social pedagogy

Presentation language: English Word count: 455
The new potential function of non-formal education in Nordic countries: a case of Daghøjskole in Denmark

1. Adult learning – at work, in education and everyday life

Midori Sakaguchi Nozaki
1 Meiji Gakuin University

Abstract: Everyone would agree that non-formal education in Nordic countries has unique aspects and has been one of the models to promote how to integrate the marginalized people. But we do not know much about how each institution in non-formal education function in today’s globalized educational world, which emphasizes economization of education, corporatization of education, and realizing the audit state (Joel Spring, 2014). How each institution in non-formal education function to promote social integration in today’s society? How do they collaborate with municipalities, state, and EU? What kind of role they play in an educational world globally as well as locally? In this presentation, I would like to describe the function of Daghøjskole, which are established uniquely in Denmark in 1970’s, with comparative theoretical approach, including 10 interviews with school principals out of 15 Daghøjskole where I could have reached in three years; how Daghøjskole in Denmark, as an example in non-formal education, stay as one of the key sectors despite of constant governmental educational reforms, and what the specific feature of social integration policy is in Denmark compared with France and Germany. Results will show the new potential function of Daghøjskole or other non-formal education in Nordic countries, where social integration and social inclusiveness are one of the key challenges.
When: Wednesday 14.00-14.25, Where: 24:103, Blåsenhus

To Become the One You Are Meant to Be - A study of how vocational identity is formed in municipal adult education.

1. Adult learning – at work, in education and everyday life

Tobias Karlsson¹
¹ Linköpings universitet

Abstract: This paper presents the focus and theoretical outline of a PhD dissertation which aims to examine the formation and development of vocational identities in the upper-secondary vocational education programs in Swedish municipal adult education.

Within the Swedish municipal adult education it is the local municipality that provides possibilities for the citizens to study, both regarding to theoretical courses and to vocational education. The range of courses and programs offered differs between the municipalities and the larger municipalities usually have more to offer than the smaller ones and the most common and widespread program is the Health and social care-program where students become assistant nurses. The students-to-be can apply for a course or program somewhere outside their home-municipality although that application needs to first be approved by the municipality where the student lives.

Prior to, during and after the studies the student is in a constant process of forming a professional identity and in conjunction with this process is the students will and motivation to learn what is needed, to become what the student is studying to be. The professional identity can be of great or less importance for the individual, it can have an instrumental or intrinsic value, but it is never nothing and always something that the individual can relate to.

My goal is to understand how vocational identity is formed, the theoretical outline is based in Lave and Wenger’s theory of Situated Learning and Communities of Practice and the plan is to conduct a series of case studies where I interview students at two different programs; the first program is the Health and social care-program and the other a craftsman-program (preferably a program that leads toward profession with required apprenticeship). The interviews are to be placed so that I meet the students at the start of their program, in the middle, at the time of their graduation and one year after. The Health and social care-program spans three semesters and I plan to start interviewing in January 2019. During their third, and last, semester they choose a specialization within the programs framework and prior to that I will meet them for the second time and the third time will be just before graduation, may 2020. The craftsman-programs are mostly two semesters long and I will start interviewing them august 2019 and their mid- and final points will follow the Health and social care-program.

Studying the process of appropriating a vocational or professional identity is something that has been done before. Although in my experience there is seldom an outspoken focus on identity coupled with vocational education based in the municipality adult education, mostly it is identity coupled with professions stemming from higher education programs.
Keywords: Vocational identity, identity formation, adult education,
2. Arts Culture and Education
Abstract: Research topic/aim

The objective of this article is to draw attention to the use of smart devices in the arts. Due to the increased use of smart devices in schools and the importance of creative thinking, the aim was to shed light on the purpose of smart devices in the arts, focusing on visual art education.

Methodological design

The study used a qualitative research method and conducted semi-structured interviews with four visual art teachers and one multimedia teacher working in elementary schools in Reykjavík. All the teachers were experienced visual art teachers with over ten years of teaching practices. Data was gathered through conversation and interviews with all five teachers. The purpose was to answer the following research question: Can smart devices affect creative thinking of children and young people? What is the purpose of smart devices in the visual arts and how do teachers use these devices in teaching?

Expected conclusions/findings

The results revealed that smart devices are used as specific tools in visual art education and they assist students in information retrieval, conceptual work and material acquisition. The use of smart devices does not replace traditional methods in the visual arts, but their main purpose is to support the work processes and tasks of students. Furthermore, the findings revealed that the World Wide Web *smart devices can be a certain learning platform to students in art education. Despite the limited use of smart devices in the visual arts and different viewpoints of teachers towards the use of technology in the profession, the results indicate that information technology and interactive media can enhance the creative thinking of students.

Relevance to Nordic educational research

Students' skills for creativity and their knowledge of technology plays an important role. In the visual arts, opportunities can be created for teachers to change their teaching practices by actively using smart devices in new projects that would otherwise be unthinkable. Thus, technology can support traditional methods in all the Nordic countries.

Reference


Aesthetic Experience and Ethical Responsibility in Education – Dancing with the Other

2. Arts Culture and Education

Paul Moerman¹
¹ Paul Moerman

Abstract: Viewing education as well as dance as acts of transgression and change, and as efforts to enter into dialogue with the social and material world, this paper probes the relevance and potential of creative dance in education, as a mode of aesthetic experiencing in everyday school life, and as a way of building ethically charged relationships facing otherness, thus attending to issues of plurality and coexistence in an urging global society.

The theoretical line of argument is informed by John Dewey’s and Maxine Greene’s thinking on art as experience and aesthetic literacy in education, in dialogue with Gert Biesta’s thinking on art as teaching and on subjective-ness and democracy in education, along with the stances of postmodern dancer Merce Cunningham and contemporary dance creators and educators.

An ethnographic field study is reviewed, where pre-service teachers describe their creative dance activities in a designed experiment. Results, discursively analyzed using Wetherell and Potter’s interpretative repertoire tool, indicate that the participants, making use of a variety of linguistic tools and metaphors, construct meaning in dancing primarily in relational terms of doing, characterized by presence and concentration, intense perception and imagination, proximity, trust, communication, risk-taking and receptiveness for the unforeseen. Creating dance appears to be done and undergone in Dewey’s sense of aesthetic experience, and the relations described may be understood as ethical in line with Hannah Arendt’s and Emmanuel Levinas’ thinking on freedom and otherness, applied to education, fundamental in Biesta’s and Greene’s visions of education as a space for new beginnings.

Conclusions regarding intertwining aesthetic and ethical aspects of education, suggest that children, pupils, students, dancing together in daily educational settings, make meaning and find specific modes of knowledge, skills and attitudes while exploring individual and joint expression, attending to one another’s imagination, abilities to take action and differences.

The study urges, on the one hand, for further ontological and epistemological discussion on how artistic and pedagogical theory and practice may animate and challenge one another. From the perspective of everyday school life, questions arise about what specific teaching competences may be required to initiate and facilitate creative dance as a powerful feature of education for a future already present – to open spaces for dance in education, and learn what it means to be in the world with others.

Keywords: Dance, art as experience, art as education, aesthetic literacy, aesthetics in education, ethics in education, teacher education.
When: Wednesday 14.00-14.30, Where: 11:128, Blåsenhus

**Arts and Craft, Education, Learning and Sustainability**

2. Arts Culture and Education

Marie Debora Koch¹
**Eva Ahlskog-Björkman²**
¹ Copenhagen Institute of Interaction Design
² Åbo Akademi University

**Abstract:** Sustainability is an important global issue that both preserves and develops human intercultural understanding. Sustainability can be understood as a traditional background for the professional fields of art and craft even though sustainability is a relatively new term in education curriculum. Today, education within the subjects of art and craft in the Nordic region is on a high professional level. Researchers within the fields of art and craft have an important task to strengthen sustainability in the Nordic regions. Through development and research within the fields of art and craft and sustainable development, we wish to promote the position of art and craft in a larger educational context.

The aim is to emphasize the relation between the subjects of art and craft with sustainable development through research - a research field that is lacking and hence cutting edge. We will analyze personal characteristics that angles how sustainability is understood theoretically and practically in Nordic countries.

The theoretical framework in the study refers to socio-cultural theory (Vygotsky, 1978), discourse analysis (Foucault, 1993), sloyd didactic (Suojanen, 2000) and cultural analysis (Bal, 2013). The empirical findings are highlighted from the relational context of the informants, as does the informant’s discursive references and their didactic understanding. Finally, the study will be concluded through inspirational perspective given from Bal’s cultural analysis.

The data material consists of qualitative interviews, visualization processes of visualization and video observation. Participants are Nordic representatives of teachers and students who participate in SELAS a research project under NordFo. We will analyze personal characteristics that angles how sustainability are understood theoretically and practically in Nordic countries. We will create a dialogue between the UN’s 17 global goals for sustainable development (SDG) and the fields of art and craft education (sloyd science/education???) with the aim of being a driving force in shaping a future where art, craft, design, materials, processes and production become valuable knowledge producers in today’s society. The ambition is that a focus on art, craft and sustainable innovation will rejuvenate the subjects’ traditions, and hopefully the sustainable dimension will connect these fields together in the Nordic regions, along with the Arctic.

The ambition is that a focus on art, craft and sustainable innovation will rejuvenate the subjects’ traditions, and will connect the sustainable dimension in the Nordic regions, along with the Arctic.
Career Teachers in Sloyd – Assignment, Contradictions and Dilemmas

2. Arts Culture and Education

Stina Westerlund

Abstract: To increase teachers’ professional status and attract skilful teachers’ development of career pathways has been stressed by Swedish policy (Gov. bill. 2012/2013, 136) and the OECD (2005) as well. In 2013 a new teacher position, career teacher (förstelärare), was introduced in Sweden suggested to be crucial to overcome schools’ declining result in international tests. In 2017 the career reform was expected to include 17,000 teacher services in compulsory school (Swedish National Agency for Education, 2016). Sloyd teachers as career teachers exists in schools, to what extent is unknown. Statistics on subject affiliation are missing but it’s known that teachers in f. e. mathematics or mother tongue to a greater extent have received career teacher positions at schools (ibid). The career reform also seems to challenge the horizontal organisation in schools and traditional forms of pedagogical leadership (Alvunger, 2015).

The overall aim is to map relationship between policy and practice by exploring career teachers in Sloyd’s perspectives om career reform in relation to their assignments and development of teaching practice. Research questions are as follows:
1 How is meaning and professional identity constructed by teachers in Sloyd in relation to their assignments as career teachers?
2 What contradictions and dilemmas related to career teachers’ assignments and development work becomes visible?

An activity theoretical understanding and the concept “shared objects” (Engeström, 2009) is used to get grips with meaning constructed in activities as well as contradictions and dilemmas arising when policy and practice meet in ongoing activities. Local context and discourses are central in how meaning is negotiated and what professional identity becomes possible (Sachs, 2001). Englund & Solbrekkes (2015) identified tensions (accountability versus professional responsibility) in teacher professionalism is used to deepen the understanding of career teachers positions and strivings.

The study is empirically founded in qualitative interviews with seven first teachers in Sloyd in primary to secondary school. Meaning condensation is used for analysis and Hardings (1990) strong reflexivity is planned to be used to get professionals, career teachers’, reflections on preliminary results.

Expected results could be related to the somewhat marginalized position in schools of “tacit” knowledge carried by handling/action, which characterizes knowledge and teaching in Sloyd. Career teachers are dependent on school leaders and their understanding of Sloyd when it comes to room to maneuver and direction of teachers’ assignments. Some school leaders prefer development work strongly connected to certain “lifts” initiated by Swedish National Agency for Education (f. e. Läslyftet), not always in line with career teachers’ strivings and could narrow the space for their own meaning making.

Result will eventually be compared to another study of 20 career teachers in a wide range of school subjects to understand what dilemmas that are specific for the Sloyd context. The study is relevant to widen the understanding of how global tendencies and policy is made in local Sloyd practice, which is sparsely investigated. Study also puts light on what organisational structures that could be necessary to scaffold career teachers future work.
Creativity and play through drama, music and visual art.

2. Arts Culture and Education

Rannveig Thorkelsdóttir
Hanna Ólafsdóttir, Ása Ragnarsdóttir
1 University of Iceland, School of Education

Abstract: The study
Over the past two years, a pilot study has been carried out in connection with the integration of arts at the University of Iceland, School of Education. A new course (5 Ects.) was created that integrate music, drama and visual art in the same course. Student teachers that take part in the course focus on combining artistic expression through music, drama and visual art.

Aim
The pilot study aims to breaking down the boundaries of the subjects by integrating all the arts. The benefits of integrating the arts overpowers any other particular method of teaching because it actually calls for diverse teaching methods and it creates various opportunities for the active involvement of students in planning and carrying out individual projects.

Background
According to the Icelandic curriculum arts should be integrated for all students in compulsory education. Through art people are able to express and enrich their feelings and acquire understanding and experience that cannot be expressed in words. Creation of art opens up for the individual’s various ways to work on ideas, ask questions, reflect and interpret their experience and that of others. Thus pupils develop their talent and ability to evaluate their actions and their environment in a critical manner. (The Ministry of Education, Science and Culture, 2014)
Democratic culture does not spread like influenza!

2. Arts Culture and Education

Hanna Olafsdottir
Rannveig B. Thorkelsdottir

Abstract: Innovative and sustainable aesthetic methods for citizenship education. Through the years TEN, (teacher education network with a special focus on the aesthetic subjects in the teacher education) has organized several interdisciplinary projects. The project for 2016 – 2019 is addressing the concepts of Freedom, Equality and Brotherhood, inspired by the French revolution under the theme of CITIZENSHIP; a. formal rights - citizen (legal rights / obligations) and b. personal role - (identity, integrity, social participation). Around sixty teachers/students from Norway, Finland, Sweden, Iceland, Denmark, Estonia, Latvia, Lithuania and Belgium participate in this intensive week each spring. The aim is to draw attention on how the aesthetic subjects contribute to the understanding of the challenges related to citizenship (identity, loyalty, participation) and to bring light on how we can develop skills and competencies related to citizenship; such as the capacity for communication and dialogue, the capacity to live with others, to recognize and accept differences, critical thinking, and participation by working in an aesthetical collaborative learning approach. Students addresses each theme through; music, drama, dance and visual arts. The pre study shows among else that the students have embarked on a journey of exploring different aspects of freedom in relation to citizenship and together they have developed new approaches to cross-curricular didactics. A study of the project is based on interviews, reports and questionnaires submitted to students at the end of each course.
How teachers apply the concept Sustainable Development in the subject Sloyd

2. Arts Culture and Education

Ingrid Bergqvist

1 Department for creative studies, Umeå University

Abstract: In 2015 United Nations declared seventeen Global Goals for a better world 2030. One of the goal says: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (United nations). Since 1994, the concept of sustainable development has been included as an overall perspective in the Swedish curriculum. The subject sloyd is quite unique as compulsory subject in the education systems in the Nordic countries compare to the rest of the world. The subject sloyd has a long tradition regarding to sustainability, yet there are results and discussions which show how the potential of the subject sloyd is not used as expected in this area. In the latest syllabus - Lgr 2011, the goals are more clearly described but teachers in sloyd still feel uncertain about the area Sloyd in society and there are students who not have practiced environment and resource management which are parts of the syllabus.

This research plan presents the beginning of a study focusing on teachers planning and teaching in sloyd practices with perspective on sustainable development. The aim of the study is to develop knowledge about the subject sloyd and the teacher’s education about sustainable development, based on how sloyd teachers define and implement the concept of sustainable development in their teaching. How do sloyd teachers handle the changes in the policy documents that deal with sustainable development and how do the teachers contribute to the mission of our politicians? What will they address in their teaching, what are they planning to teach students, how do they communicate it to their students and how do teachers relate it to didactic questions when, why, how and what?

In the initial phase of the study the aim is to describe the research field about sustainability and sloyd. Further I will investigate what’s interpreted about sustainability in the curriculum of sloyd. Teaching is based on the didactic choices teachers make based on how they interpret and use policy documents. The plan of theoretical framework of this study’s purpose is to use didactic theory and curriculum theory.

The topic will be investigated by qualitative methods including interviews with teachers, as well as observations of sloyd education in the area of textil and wood/metal. How the material is to be analyzed is not yet decided, conceivable tools are discourse analysis or thematic analysis. Finally, the aim of the study will provide what factors are important to what content and methods sloyd teachers use in communicating with students about sustainable development. Can the results show how sloyd education further can adding to the important questions about global challenges?

Keywords: Sloyd, Craft, Education for Sustainability, Teaching, Curriculum
How to learn to live together? Innovative and sustainable aesthetic methods for citizenship education

2. Arts Culture and Education

Hanna Olafsdottir

Abstract: Innovative and sustainable aesthetic methods for citizenship education. Through the years TEN, Teacher Education Network with a special focus on the aesthetic subjects in the teacher education has organized several interdisciplinary projects in the Nordic and Baltic countries. The title of the project for 2016 – 2019 is Freedom (Copenhagen 2017, April) / Equality (Iceland 2018, April) / Brotherhoods – Sisterhoods / Solidarity (Stockholm, 2019, April)

Research topic/aim is to draw attention on how the aesthetic subjects contribute to the understanding of the challenges related to citizenship (identity, loyalty, participation). How can we develop skills and competencies related to citizenship; such as the capacity for communication and dialogue, the capacity to live with others, to recognize and accept differences, critical thinking, and participation by working in an aesthetical collaborative learning approach.

Theoretical framework How to learn to live together? This question is now becoming very actual under the pressure of various factors such as the global and European economic, cultural, and political integration process, the ongoing migration process, and the environmental and ecological challenges. Democratic culture needs to be taught which requires the commitment of citizens, educators and trainers.

Methodological design The work of the course was planned to be transdisciplinary and intercultural. For inspiration, we looked to the contemporary art scene, where especially the visual artists simultaneously draw on many different disciplines as videos and musical genres combined in performance projects. Lecturers of citizenship and art introduced the theme of citizenship guided the student in. The study used a qualitative research method and conducted semi-structured interviews with students and teachers.

Expected conclusions/findings The combination of theoretical introductions and aesthetic methodology has proven to be a very dynamic and inspirational approach for students as well as teachers. Through theoretical input and aesthetic methodology, the intensive course has enhanced a number of skills and competencies related to citizenship: the capacity for communication and dialogue, the capacity to live with others, to recognize and accept differences, and a very intensive sharing of narratives and open questions in an aesthetical collaborative learning approach. The students have embarked on a journey of exploring different aspects of freedom in relation to citizenship and together they have developed new approaches to cross-curricular didactics.

Relevance to Nordic educational research Through the years the Teacher Education Network has organized several interdisciplinary projects with Intensive courses. Most participants are future teachers in primary and lower secondary schools, and their experiences at the course can therefore be
very valuable in their future work as teachers in schools. The performances, evaluations, reports, films as well as articles and presentations from the intensive courses might also provide inspiration and knowledge to other students and teachers.
In drama you have to work with everybody, even if you don’t want to.

2. Arts Culture and Education

Rannveig Thorkelsdóttir

University of Iceland, School of Education

Abstract: Research topic/aim: This paper proposal is based on my Ph.D. study entitled Understanding drama teaching in compulsory education in Iceland: A micro-ethnographic study of the practices of two drama teachers.

Theoretical frameworks: Within a socio-cultural framework of understanding, an ethnographic study of the culture and the context for the implementation of drama was carried out. The ethnographic account is based on thick descriptions and thematic narrative analyses summed up as a cultural portrait of the drama teaching practices in two primary education schools in Iceland.

Methodology/research design: The theory of practice architectures, proposed by Stephen Kemmis and Peter Grootenboer, was used to interpret the findings.

The research project is motivated by the fact that in 2013 drama was included as compulsory subject for all students in primary and lower secondary curricula in Iceland.

There is something special about the art form of drama and how it can work, as a practice aimed at learning in general, and as a subject on its own. In Icelandic school, drama is presented in the curriculum both as a subject and as a method. Through drama the students can learn to interact with one another in a safe space, try out different roles in society, and through role-playing they have the opportunity to explore aspects of what it means to be human. Students who are challenged by reading and writing (including those with Icelandic as a second language) often respond more positively to the imaginative and multisensory learning offered by drama. To include a new subject raises many new questions regarding how drama can contribute to students’ learning within the arts. Why is this art subject obligatory? What is it that can be learned by taking drama? What could be the contribution of this arts subject that may not be easily accomplished in other subjects? Those questions are examples of myriads of questions that must be asked when a new subject is made obligatory at the same time as fundamental changes are presented in the national curriculum. This paper aims to answer the questions from students perspective on drama.

The findings: reveal that the students learn to use drama as cultural resources, and make the invisible influence of the culture visible and discussable through drama.

Relevance to Nordic education educational research: Iceland is the first country in Europe to implement drama. The purpose is thus to contribute to more knowledge and to an increased understanding of drama as a key learning area within the arts in education.


Knots - Crafting a Poetics of Socio-Emotional Issues

2. Arts Culture and Education

Knut Omholt¹
¹ Norwegian University of Life Sciences

Abstract: The topic of this poster is providing young people with a vocabulary of metaphors to reflect on, express and communicate experiences of inner states and outer relations. Using metaphors makes possible a sharing that can be difficult in a literal way. Arts and crafts provide opportunities to open up new sources of metaphors by engaging the imagination. Words connected to knots have connotations that point to aspects of psychological and social conditions as well. The project is a work in progress. It is so far a preparation for teaching in school, by investigating my own experiences with knots. It aims to come up with a proposal for a poetics of socio-emotional issues.

‘Theoretical framework’ must here be taken in a broad sense. In my study, I seek inspiration from four areas: Knots as physical objects, knots in visualized mathematics, knots in poetry, and knots in ornaments. The language and base of these fields span from practical instructions to aesthetics on an advanced level. The study has an aspect of interdisciplinarity, and actualize guidelines of how to proceed in combining different subjects. As I go from tying threads in practice to seeing them as symbols of mental states, models of using visual media in education and therapy come into consideration.

The methodological design is a self-study of arts-based practices. Figuratively I think of my approach as a quadrangle, containing four triangles, each with its baseline along one of the quadrangle’s sides and stretching towards its center. The triangles represent the fields within which I work. I go about knots by tying them, drawing them, and verbalizing them, all the time keeping in mind how the things I make can form a bridge to my inner experiences of lines and twists in my life. In the center is, in the beginning, a question mark, but gradually there appears the sum of having gone through all four means of access.

The focus of the poster will be the quadrangle with the four inscribed triangles. I will tell of the essence that came out of my work in the different fields and their fusion in the center. I will pay attention to questions concerning a metaphoric language: the sources I have chosen, the possibilities as well as the limitations of metaphors concerning the matters, and the consequences of the choice for what might come to consciousness or not. I will sum up by laying out a tentative way of working on this topic in schools.

The project’s relevance to Nordic educational research is that it addresses issues that are of growing importance in school, namely those having to do with developing life skills on the mental plane. It presents an alternative way of communicating about what goes on inside. It avoids conceptualizing problems as collections of symptoms and considers them as a part of life regarded as a poetic process. In a globalizing world it is worth looking for languages that can be understood and used by pupils and students across cultures.
3. Early Childhood Research
When: Wednesday 16.00-16.30, Where: 11:129, Blåsenhus

Bullying (mis)conceptions. Is there at need for consensus in early childhood education?

3. Early Childhood Research

David Lansing Cameron
Velibor Bobo Kovac

University of Agder

Abstract: Research topic/aim
The present study aims to examine the beliefs, attitudes and overall perspectives of parents and preschool workers concerning the phenomenon of bullying in the early childhood and preschool context.

Theoretical framework

While controversial, use of the term “bullying” in early childhood settings is prevalent in the literature. However, it is fair to say that there exists a noticeable hesitation among early childhood researchers to explore the topic of bullying among children under the age of 4-5 years. There are several interrelated reasons for this reluctance. In particular, bullying definitions often include the concepts of intentionality and power (e.g. Olweus, 1994; Randall, 1997). Thus, there may exist an unwillingness to label young children as “bullies” given that views of childhood that reflect premeditation and aggression clash with the perception of children as inherently virtuous beings, needing care and guidance. This line of thought has a strong historical, ideological, and philosophical background originating in enlightenment philosophy and progressive pedagogy.

Methodological design

Approximately 800 parents and 700 preschool workers completed on-line surveys describing their experiences and beliefs about bullying in preschool. Participants were drawn from three urban (1) and suburban (2) municipalities in southern Norway. With the support of municipality leadership, a link to the on-line survey was sent via email and/or posted on password protected on-line platforms used by the preschools. Surveys were designed to cover a range of aspects related to bullying in preschool, including attitudes towards bullying and the children involved, definitional aspects, personal and professional experience with the phenomenon, and approaches to dealing with bullying.

Expected conclusions/findings

The reported occurrence of bullying in preschool appears to be influenced by different conceptualizations of bullying held by adults (Bradshaw et al., 2007; Naylor et al., 2006). For example, research suggest that adults tend to focus on physical bullying that is directly observable compared to more concealed or indirect forms of bullying involving social exclusion (Yoon & Kerber, 2003; Veenstra et al., 2014). This further suggests that there are relevant measurement issues when it comes to establishing the prevalence and types of bullying that occur in the preschool context (Bistrong et al., 2016).
Relevance to Nordic educational research

Considering the existence of potential disagreement in perspectives regarding bullying in early childhood, it is clear that several research questions deserve further attention. This is particularly true in the Nordic countries where investment in early childhood education and care is among the highest in the world. Perhaps the most central of these questions is whether it is meaningful to describe children’s behaviour as bullying at such a young age. This basic question is unavoidably linked to understandings and definitions of bullying that are used by parents and professionals working with children on a daily basis.
When: Wednesday 16:00-16.30, Where: 11:128, Blåsenhus

Capital and Lower Case Letter Use in ECE – Perspectives from Australasia and Sweden

3. Early Childhood Research

Valerie Margrain¹
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Abstract: This research investigates traditions and theories guiding early childhood education (ECE) use of capital and lower-case letters in Australasia and Sweden. Our earlier research (Mellgren & Margrain, 2015) indicated that Swedish preschool teachers commonly write a name in full capitals (ELLA) but Australasian teachers instead use only the first letter as a capital (Ella). Through interviews, this study probed beliefs about modelling writing, young children’s own writing, teacher education, literacy theory and ECE practice.

Nine higher education academics were purposefully recruited and interviewed, amongst known networks of higher education ECE literacy expertise. Five interviews were conducted in Sweden, two in Australia, and two from New Zealand. Semi-structured interviews allowed respondents to discuss aspects of their own interest, expertise and theoretical understanding. Thematic analysis of transcribed interview data uncovered articulated rationale for writing practices, beliefs and theories. Australian National and Swedish Research Council requirements for ethical practice were followed, for example use of pseudonymisation, and approved gained by an Australian university ethics committee.

Findings indicated consistent difference between Australasian and Swedish perspectives, with each group somewhat surprised that there could be any question of how written text was modelled. All Australasian respondents indicated that use of a capital letter was to only be used at the start of a name or start of a sentence, even for and by very young children. They used terms such as ‘appropriate’, ‘conventional’, ‘right’, ‘correct’ and ‘obvious’, taking the view that ECE should follow school traditions to support children’s transition, and written text must follow the model of book-reading. However, Swedish participants all indicated that the full use of capitals was the more common way text was used in Swedish preschools, both as modelled by teachers and used by children. Rationale included that it is physically easier for children to write in block strokes, that teachers followed the way preferred by children, and that there were many examples of capital letter word use in wider society, especially in advertising. It was articulated that the preschool could have its own literacy traditions, separate from school. They indicated it was important to take the child’s perspective, with the approach guided by the aim of writing. These contrasting perspectives can be connected to theories of literacy as social practice (Makin, Jones Diaz & McLachlan, 2007), and ECE/school traditions.

The study has relevance to Nordic educational research since it shares information about Swedish preschool writing traditions and the role of ECE. The comparative analysis with countries from the other side of the world is useful as increasing globalisation means that families enter preschools and
schools with culturally diverse literacy traditions.


Children as participants in research. Playful interactions and negotiation of researcher-child relationships

3. Early Childhood Research

Anette Boye Koch

1 VIA University College, Denmark

Abstract: Research topic/aim
Participatory research with children is performed in a variety of ways, as contemporary inquiry methodology interweaves with and emerges from various different disciplines and perspectives. Adults are crucial conducts and mediators within all participatory contexts, but the role of adults in child participation research is complex and calls for further exploration. The aim of the paper is to elucidate some challenges and nuances in professional encounters with children and discuss some implications on future Nordic educational research.

Theoretical framework
The research refers to modern childhood sociology that considers children as active participants and worthy of social study in their own right. Further, it is inspired by CAP (Creative Analytical Practices) ethnography, introduced by Richardson and Pierre (2005) arguing that we are working in a postmodernist climate where a multitude of approaches to knowing and telling exist side by side. I call upon a tradition of child-centered pedagogical practice in Denmark that has evolved from theories and educational methods dating back more than 100 years, e.g. inspired by Montessori (1917), and search to include children as participants in my research as best as possible with reference to Hart (1992) and Shier (2001).

Methodological design
The study was inspired by ethnography (Hammersley & Atkinson 2007), participant observation (Spradley 1980) and improvised child interviews (Warming 2017). Four children, aged 3-5 years, were invited to engage in an improvised interview and tell stories of their adult professionals by expressing themselves through drawings and words. The interview was a follow-up to earlier research investigating child-adult relationships in an ECEC context (Koch 2016) that suggested an analytical repertoire of four different adult roles, which adult professionals typically choose from when approaching a child.

Expected conclusions/findings
The intention was to involve the four children in the research as much as possible. I expected them to share and co-generate narratives of adult-child interactions and hoped to generate a fresh collection of stories that could enhance and nuance my adult understanding. In the process, it became very clear to me, how children communicate via other channels than adults, and that one of their main forms of communication is play. Thus, they started to generate crazy stories, to laugh, and experiment with researcher authority and role and engage in playfulness, and I found myself entangled in a ‘lived’ experiment of what I intended to obtain knowledge of by letting go of my adult control and play along in a playmate role.
Relevance to Nordic educational research
The analysis shows how child-researcher relationships are continuously negotiated in the research, suggesting that the professional adult needs to engage in playful interactions with children in order for true participation and share of control to take place. Play, in general, may help to overcome differences in power in the adult-child relationships, which also applies to researchers, who wish to include children as equal contributors in an inquiry.
Children’s responses to other children’s crying in play conflicts

3. Early Childhood Research

Malva Holm Kvist

Child studies, Linköping University

Abstract: 1. Research topic/aim
This study explores children’s moral and emotional socialisation in a preschool context, with a specific focus on peer responses to children’s crying in play conflicts. Crying in preschool context signals some kind of problem (Bateman, 2015). In present study I focus on how children respond to peers crying in conflicts and what the different responses accomplish in the social interaction. Previous studies, mostly from psychological perspective have shown that children usually keep distance or ignore the crying peer (Phinney, et al, 1986, Caplan & Hay, 1989). However, this topic is rarely addressed from a social interactional perspective.

2. Theoretical framework
The study adopts a sociocultural perspective on children’s learning and development (Hedegaard, 2009).

3. Methodological design
The study draws on multimodal interaction analysis (Goodwin, 2000). It is based on 68 h of video recordings from a Swedish preschool with children between 1-4 years old. The data collection was conducted in three preschool units with 9 educators and 38 children.

4. Expected conclusions/findings
The study shows that both children and adults treated the educators as primarily accountable for dealing with the crying (see Caplan & Hay, 1987; Lipponen, forthcoming). Children in conflicts with peers configured their crying as an embodied and publicly visible act to be noticed and responded to by an educator. In most documented crying cases, children did not approach the crying peer (to comfort) but rather continued to play or observed the situation. It is demonstrated that crying situations became a site for children’s moral socialisation, because children were held accountable for peer’s distress and in conflict resolution the adults accomplished the moral framing of conflict situation (Holm Kvist, forthcoming). In addition, the study shows that children’s different responses to peers crying in conflicts situations reveal children’s social competences with respect to their knowledge of appropriate ways to soothe crying in conflict resolutions.

5. Relevance to Nordic educational research
Practical implementations have relevance for informing educators’ pedagogical practices with regard to how to socialize children to express compassion in situations of distress.

References


Dominant global data practices subjugate indigenous knowledges in South African early childhood policy

3. Early Childhood Research

Norma Rudolph¹
¹ University of Jyväskylä

Abstract: Growing global consensus generated to mobilize state funding and policy for early childhood services has depoliticized debate about different policy discourses and the kinds of services that are funded. There is limited debate about the kinds of data practices that have greatest potential for achieving the intended social justice goals of South African early childhood policy. Through revealing the underlying policy discourses and power relations in the 2015 South African National Integrated Early Childhood Development Policy (NIECDP), this article stimulates debate about current early childhood policy and its potential to address poverty and inequality. When the African National Congress (ANC) came to power in 1994, it identified Early Childhood Development (ECD) as a potential strategy to redress the inequities of apartheid. Despite some important gains in the two decades of ANC rule, high levels of poverty persist and South Africa is one of the most unequal countries in the world. This policy-as-discourse analysis (Bacchi, 2009; Foucault, 2000; Shore & Wright, 2011) views policy as a complex, interactive, multi-layered and value-laden process and pays close attention to: the kinds of knowledges drawn on to establish ‘truths’ about childhoods and society; the ways in which policy texts construct actors, such as children, families and communities; and the kinds of provision and data practices that are promoted. The analysis reveals that uncritical acceptance of global standard data practices that use predetermined expert indicators of quality and success undermine the potential of the NIECDP to accommodate complexity and respond to local contexts and constantly changing priorities. The article contrast these standard data practices with an alternative dialogical approach that generates mutual exploration and learning through conversation that can generate receptiveness through curious and sympathetic dispositions to compel the search for other perspectives (Kelly & Noonan, 2017). It argues that the discourses and data practices prioritized in the NIECDP silences the voices of families and communities living in poverty, thus undermining the potential of the policy to respond flexibly to the diverse needs of young children in South Africa. The debate, about uncritically accepting standard early childhood data practices, generated in the article has particular relevance for comparative education studies and Nordic educational research partnerships in post-colonial contexts like South Africa


Exploring the tacit knowledge and knowing in early childhood education

3. Early Childhood Research

Terhi Ek

University of Jyväskyla, Faculty of Education and Psychology, Department of Education

Abstract: Topic

Exploring the tacit knowledge and knowing in early childhood education

Theoretical framework

The theoretical framework of this study is based on the ideas of tacit knowledge and tacit knowing by Polanyi (1966/2009) and adult experiential learning (e.g. Malinen 2000; Kolb 1984/2014). Background of this study is in the field of early childhood education.

The definition of tacit knowledge is not yet clear but its complexity is generally acknowledged (Toom 2012). Despite of this problematic concept this study is trying to find out some features of tacit knowledge in this early childhood education and care setting.

Methodological design

My first research question was to find out what kind of tacit knowledge teachers and educators recognize in their work in multiprofessional early childhood education context.

Data was collected by interviewing thirteen educators in two different kindergarten and pre-schools. The collected data was analyzed by using inductive qualitative content analysis method (Schreier 2012).

My analysis is trying to consider also the critique towards empirical research of tacit knowledge and also its problems with the concept of tacit knowledge and knowing (see e.g. Hager 2000; Virtanen 2014).

Findings

This paper is going to be an overview of main results of the first research question. According to my analyzed data and based on formulated categories, the tacit knowledge was seen for example as interactional skills, emotions and emotional skills, ethical sensitivity and ethical skills. There was also found category of negative tacit knowledge which includes for example different kinds of negative habits or perspectives which were defined as forms of tacit knowledge.

Relevance to Nordic educational research
These results can be useful to open up and discuss also in other nordic countries. For example, to make negative tacit knowledge visible helps educators to learn new ways of acting. In collegial practices tacit knowledge can contain negative meanings or practices which actually prevent learning and positive change. Also naming makes different qualities of tacit knowledge visible and facilitates personal learning.

Keywords: tacit knowledge, tacit knowing, adult experiental learning, early childhood education

References


How can child-sensitive perspectives contribute to qualification of learning environment in early childhood settings?

3. Early Childhood Research

Pia Rauff Krøyer
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1 Pædagoguddannelsen Aarhus, VIA University College

Abstract: Research topic/aim

The introduction of a new Day Care Act (Dagtilbudsloven 2018, § 9.) in Denmark in 2018, outlines and clarifies a common national baseline and framework for educational learning environments. The Day Care Act specifies that the learning environment must be continuously qualified and evaluated by the pedagogues involving children’s perspectives, which requires new knowledge about how we involve children's perspectives in the evaluation and development of pedagogical practices. Our project firstly explores how pedagogues in practice meet and develop the learning environment in daycare settings by incorporation of children's perspectives. And secondly, how sensitive meetings between children and adults may contribute to the development of a professional evaluation culture.

Theoretical framework

The research refer to modern childhood studies, where children are considered as “active participants in their own right” (James and Prout 1991; Gulløv og Højlund 2006; Kampmann et al 2017). At the same time the study emphasizes the established Danish child-centered educational tradition, where children’s perspective and the child’s perspective (Sommer 2015) is essential for the pedagogues acknowledgment of the child’s agency and development (Tuft 2017; Jørgensen 2018). These theoretical traditions provides the framework for our empirical research and our exploration of the empirical term “child-sensitive perspectives”. Out intention is to show how it is practiced and how it may be useful in the evaluation (Dahler-Larsen 2010; Andersen 2013) of pedagogical practice.

Methodological design:

The methodological basis of the project is ethnographic, implicating that we use different types of data generation (Hammersley & Atkinson 2007) and several methodological interventions, such as “participant observation” (Spradley 1980). This allows us to study 'in depth' (Hammersley & Atkinson 2007) and to generate knowledge about how pedagogues and children act, speak and understand their everyday practice regarding children's environment, children's perspectives and evaluation. We also use interviews and informal conversations (Hammersley & Atkinson 2007, Kvale & Brinkmann 2015, Kampmann et al 2017). As of this methodological framework, the empirical data is generated through two fieldworks in two Danish daycare institutions and three action-research inspired workshops (Nielsen & Nielsen 2010), where pedagogues and researchers experiment and reflect upon how to develop a child-sensitive evaluation practice.
Expected conclusions and relevance to Nordic educational research

With the empirical term “child sensitive perspectives”, the research seeks to strengthen the connection between theoretical understandings of child perspectives and pedagogues practice, and will contribute with new empirical knowledge about how “child sensitive perspectives” is practiced, and how pedagogues can refine, develop and evaluate their practice. Thus, the research rest on the Nordic educational tradition of child-centered pedagogy, and aim to contribute with knowledge that may refine and develop this tradition by suggesting new empirical implications and understandings.
How children's perspectives appear and are used in evaluation practices in Danish Day Care institutions

3. Early Childhood Research

Dina Dot Dalsgaard Andersen

1 VIA University College

Abstract: Title

How children's perspectives appear and are used in evaluation practices in Danish Day Care institutions.

Research topic/aim

The presentation refers to two closely linked studies carried out in Danish Day Care institutions. The first study (completed May 2017) aims to describe how children’s perspectives appear and are used in evaluation practices. The second study (not yet completed) aims to create knowledge about how pedagogues’ awareness – and use – of children's perspectives in everyday pedagogical practice can inspire new and meaningful forms of evaluation, in which children’s perspectives are key elements.

Theoretical framework

The studies build on an understanding that the ability to pay attention to, explore and use children’s perspectives is a crucial criterion for pedagogical professionalism. This understanding relates to a number of psychological, ethical and regulatory perspectives (Warming, 2011; Lund & Koch, 2016; Andersen & Lund, 2018).

The new adjustments of the Danish Day Care Act (July 2018) reemphasizes the importance of a democratic and child-centered pedagogy, and Day Care institutions must aim at creating a democratic evaluation culture, in which children are given a voice.

The studies build on the understanding that the professionals’ awareness and use of children's perspectives is an explicit and systematic effort to be aware of, see, hear, understand and empathize with children's own subjective understandings (Sommer, 2010).

Methodology/research design

The research design of both studies is explorative and multimodal, using a number of different techniques, such as document analysis (Lynggaard, 2010, 2015), semistructured interviews (Brinkmann & Kvale, 2009; Tanggaard & Brinkmann, 2010), and participatory observation (Kristiansen and Krogstrup, 1999).

In addition, the second study constructs knowledge through a series of narrative workshops inspired by action research (Nielsen & Nielsen, 2010), where pedagogues and researchers talk about and
experiment with developing a number of evaluation practices, which includes children’s perspectives.

**Expected conclusions/findings**

The first study shows that while the awareness of children’s perspectives is high in the everyday pedagogical practice, they are given less focus in evaluation practices. Furthermore, it shows that when children’s perspectives are used in evaluation practices, the children are mainly posed as informants, while evaluation practices focusing on the children’s formation and co-creation seem to disappear (Andersen & Lund 2018).

The second study expects to generate knowledge on how to develop new and meaningful forms of evaluation, in which children are included as co-creators.

**Relevance for Nordic educational research**

The studies produce knowledge of thematics that are insufficiently explored in Danish and Nordic Day Care research, namely 1) how children’s perspectives appear and are used in evaluation practices and 2) how to develop meaningful evaluation practices that can be incorporated into everyday pedagogical practice, and that allows children to inspire and affect evaluation questions and evaluation situations.
Inclusion of Children with Autism and Early Intensive Behavioral Intervention in Swedish Preschools

3. Early Childhood Research

Ingrid Olsson¹
Lise Roll-Pettersson²
¹ Department of Education, Uppsala University
² Department of Special Education, Stockholm University

Abstract: Inclusion of Children with Autism and Early Intensive Behavioral Intervention in Swedish Preschools

Research topic/aim and theoretical framework: The aim of the present study was to obtain a deeper understanding of inclusion of children with autism spectrum disorders (ASD) who receive early and intensive behavioral intervention (EIBI, see Roll-Pettersson, Olsson, & Ala'i-Rosales, 2016) in Swedish community based early childhood education. We assumed that by using a case-study approach (Yin, 2009) and the Didactic Triangle (Gidlund & Boström, 2017; Zierer, 2015) we will be able to explore how professionals balance between providing EIBI and inclusion in preschool. Nilholm and Göransson (2017) described four types of definitions of inclusion that we also used as a theoretical framework: placement, specified individualized, general, and community.

Methodological design: A qualitative case study of two community-based preschools exemplifying ‘high quality practice’ was used. Case study has been recommended to explore real-life events in depth with the goal to expand the understanding (Yin, 2009). The preschools each enrolled a child with ASD. With ethnographic methods, data was collected through observations, literature, and semi-structured interviews with early childhood educators, special educators, parents, and habilitation personnel.

Expected conclusions/findings: The findings provided a deepened understanding of how early childhood education can be arranged in regard to inclusion if children with ASD. Different dilemmas are be elaborated concerning how preschool educators balance between learning and inclusion with regard to children with ASD who receive EIBI.

Relevance to Nordic educational research: This study adds understanding about inclusion of children with ASD receiving EIBI and thereby expands previous research literature. By using the Didactic Triangle the findings elaborate different factors including the teachers’ competence and attitudes, the children’s challenges and needs, and ‘subjects’ that is to be learned in preschool. Issues associated with each of these factors that need to be addressed in future research are problematized. We hope that the present study is useful for practitioners within preschools when planning for children with ASD. Higher education about children with ASD, such as teacher education and education for different other professions working with children with ASD or in preschool, could also use the findings.

References


Intersectional interpretations of preschool documentation

3. Early Childhood Research

Catarina Wahlgren\textsuperscript{1,2}
\textsuperscript{1} centre of gender studies, Uppsala university
\textsuperscript{2} högskolan i Gävle, AUE

Abstract: Intersectional interpretations of preschool documentation
This presentation will deliver some early intersectional interpretations of pedagogical documentation (PD) photographs from fieldwork in Sweden as a part of a study about children’s participation and agency in preschool.

PD is frequently used in preschools and closely connected to the discourse of The Competent Child. The revised Swedish preschool curriculum strongly focuses on preschool as first part of the education system (Skolverket, 2016). PD is suitably used to highlight children’s competences and learnings (Lenz Taguchi, 2000).

Swedish preschools are often the first arena of integration for immigrant families (Lunneblad, 2013), with sometimes different conceptions of the child and it’s competences. Many preschool teachers feel that they are educating not only children, but whole families to become Swedish (Molina, 2005). Smith (2012) claims that The Competent Child is a discourse of white, western middleclass and an ambivalence is expressed towards it’s claims of being genderneutral (Eidevald, 2009). Large refugee flows and globalization will challenge the discourse’s ability to embrace children from different cultures, classes and gender.

Fairclough’s (1992) critical discourse analysis is here used to decode active discourses in PD photographs. According to Fairclough intertextuality in narratives is a sign of possible changes in structure, while narratives with only one visible discourse are regarded as reproducing. With perception of knowledges as situated (Haraway, 1988) and structures as mutable (Giddens, 1991), interpretations aim to find children’s agencies and creations of knowledges in their everyday practice.

This presentation discusses how child discourses in PD photographs can work to enhance or counteract their equal possibilities to participate as competent agents. Children’s opportunities to affect their practice is closely connected to the individual preschool’s quality (Grisham-Brown et al, 2010), and high quality is crucial for preschool’s feasibility to compensate for unequal childhood conditions. Children’s perspectives of a common work tool will contribute to expanded knowledges around quality and equality in Scandinavian preschools.

Literature


Abstract: This paper presentation draws on an ongoing linguistic ethnographic research project exploring language practices in Danish nurseries. Nurseries are pedagogical institutions targeted at small children aged 0-3 years, and since 90% of Danish 1-2 year olds are enrolled in nursery (or similar pedagogical institutions), the nursery constitutes a vital welfare institution in Denmark (cf. Høyrup 2018) – for the children and families, for the professionals in the nursery and in a societal perspective. However, in stark contrast to this significance, the nursery constitutes a highly under-researched field in comparison with other pedagogical institutions such as kindergarten or primary and secondary school.

This project aims to shed light on the linguistic dimensions of everyday life in the nursery. Theoretically, the project is informed by an understanding of language as social practice (Holm & Laursen 2009) and addresses the following research questions: Which language practices do children and professionals engage in in everyday life in the nursery? What characterizes young children’s linguistic and communicative repertoires in the nursery? Which understandings of language and of good language learning environments inform the practice of the professionals in the nursery?

Methodologically, the project unfolds as a linguistic ethnography (Daugaard et al 2016). Inspired by team ethnography (Blackledge & Creese 2010), the project is based on fieldwork in three different nurseries in two different Danish cities. During 10 months of fieldwork, a multi-faceted empirical material is produced. The ongoing first phase of the fieldwork is based on fieldnotes, photos and audio and video recordings. In the second phase of the fieldwork, this will be supplemented by discursive shadowing (Dewilde & Creese 2016) of selected children and professionals through an entire day in the nursery, and finally various interviews will be carried out with the professionals in the nurseries.

Throughout the project, special attention is given to the exploration of ways to investigate, analyse, understand and represent the linguistic and communicative repertoires of small children in nurseries in meaningful and adequate ways within a linguistic ethnographic perspective. In the paper presentation, we will present preliminary findings from first phase of fieldwork in the three nurseries.

References
Dewilde, J. & A. Creese (2016). Discursive shadowing in linguistic ethnography: Situated practices


Learning to apologize – moral socialisation as an interactional practice at preschool.

3. Early Childhood Research

Polly Björk-Willén

1 Linköping University / Uppsala University

Abstract: To ask someone for forgiveness is something one learns at early age, the apology practices differ between various cultural contexts and can be viewed as a process of “language socialisation” (Schieffelin & Ochs, 1986). The moral meaning of apology practices is generally to socialize children to take responsibility for their wrongdoings and to remedy social relationships (Schleien, Ross & Ross, 2009). The present paper aims to present the apology practices that occur among young children (aged 1–4 years) in a Swedish preschool. More specifically, the analyses explore how apology events are framed and interactively accomplished, and how children practice apology during peer play (Björk-Willén, 2018). There are only a few studies that highlight children’s apologies (but see Danby & Baker, 1989; Kampf & Blum-Kulka, 2007; Schleien, Ross & Ross, 2009; Burdelski, 2013). The present data, 68 hours of recordings of daily activities, derives from a larger video ethnography on young children’s moral and emotional socialization in preschool and in families in Sweden (Cekaité, 2014). The data were collected in a preschool involving 38 children, divided into two groups. The everyday activities of the children (mealtimes, book reading and free play) were recorded with a primary focus on the children’s crying. Most crying events originated from fights and/or conflicts between the children about toys or spaces, and the frequency of crying episodes decreased with increasing age. 53 instances of crying events between peers were found, of which eight resulted in an apology practice (Holm Qvist, 2018). The analyses relate to Goffman’s (1971) work on apology, the analytical framework of the study was influenced by ethnomethodological work on social action, and multimodal analyses were used (Garfinkel, 1967; Atkinson & Heritage, 1984; Goodwin, 2000, 2003). Approaching the participants’ perspectives the analyses show how the teachers seek to resolve conflicts between children and encourage them to apologize to each other to re-establishing the social order. This includes (i) an unravelling part, followed by (ii) the adoption of a moral stance that emphasizes what incorrect behaviour stands for, and finally (iii) restabilization of the friendship by verbalizing ‘I’m sorry’ (förlåt), sometimes followed by a bodily touch, often in the form of hugging. However, the children often resist the adults’ directives to immediately apologize and they temporally extend their remedial work. The analyses also show how children display the moral order of apology in peer interaction, and how apology events seep into children’s play as a part of the pretence. Finally, prompting children to say ‘I’m sorry’ after a quarrel is a common, but also debated pedagogy at Swedish preschools, and critical voices claim that children learn to say ‘I’m sorry’ without a deeper understanding of what forgiveness means. However, research about this phenomenon is almost absent in Nordic preschool contexts. The present study aims to address this gap and hopefully contribute to a more nuanced discussion about apology practices at preschool.

Keywords: apology practice, preschool children, social order, social interaction
Life-full pedagogy in early childhood education – young children’s participation in globalized world

3. Early Childhood Research

Maša Avramović

1 Institute for Culture and Learning, Södertörn University, Stockholm

Abstract:  The proposed presentation concerns an ongoing PhD project on children’s participation (CP) in early childhood education (ECE) and the forms of participation that ECE opens up for young children in contemporary society. The aim is to re-think and re-invent children's participation from a pedagogical perspective, both in theory and practice. The research project takes place at Södertörn University in Sweden and includes empirical study in one preschool in Serbia.

The notion of “children’s participation” is in this presentation theoretically troubled through readings of pedagogical theory (Marjanovic, 1986), philosophy (Bergson, 1998) and aesthetics (Manning, 2016). Initial analysis of existing policy documents and literature shows that ‘participation’ tends to be treated as pertaining to specific individuals and is often reduced to ‘having an opinion’ or ‘making choices’ within pedagogical practice created for rather than with children. The chosen theories might counter-act this approach and reconceptualize CP as ‘taking part in action’ - in ongoing events of joint living and learning through creation of relations between children, teachers and the ‘world’ inside and outside of the preschool. These perspectives, conceptualized as ‘life-full pedagogy’, open up possibilities for young children to engage with the world, to study but also to ‘transform’ the world through their participation (Masschelein & Simons, 2012).

Focusing the potentials of explored theoretical perspectives, the presented research initiates an empirical intervention which includes re-thinking of existing practices and the creation of new opportunities for children’s participation in one preschool in Serbia. The methodological approach joins an ethnographic tradition and uses elements of action and artistic research (Denzin & Linkoln, 2008; Snaza et al, 2016).

Empirical materials that are shared in this presentation are produced through participatory observation, pedagogical documentation and discussions with teachers on existing practices of CP. The produced empirical materials raise a number of questions:
- how to create opportunities in ECE for young children to ‘fully’ engage with the world?
- how to recognize the various problematics that children create through their engagement and how to respond with a pedagogical offer?
- how to frame pedagogical situation but also leave enough space for unexpected to happen through joint participation?

In the presentation, examples of pedagogical practice are presented and analysed in line with these questions.

Even though CP has been extensively discussed in the Nordic context, some of the theoretical and practical resources here used are less familiar to this context and could contribute by re-vitalizing the problematic of CP in ECE and contemporary society.

References


Making space for meals in a mobile preschool

3. Early Childhood Research

Katarina Gustafson
Helen Melander

Uppsala University

Abstract: Being a preschool child implies participating in a number of routine activities that usually occur at the same time and place every day. Time-spatial organization is crucial to all Early Childhood Education (ECEC) practices but particularly significant for mobile preschools, that is ECEC organized in specially designed buses. Mobile preschools are a growing phenomenon in the Nordic countries. They have existed in Sweden about a decade, and today encompass a total number of 45 buses. However, research about this phenomenon is still scarce.

Mobile preschools travel on a daily basis to different locations approximately 30 minutes away from the ‘home pre-school,’ using spaces in and around the city to engage in early childhood education. Even though mobile preschools have many similarities with other ECEC practices there are important time-spatial differences, the main being that mobile preschools are characterized by ‘being on the move.’ This mobility has major implications for time-spatial organization and for how teachers, as well as children in their peer cultures, handle educational activities and daily routines within diverse locations.

Meals are particularly interesting in this respect, as they are served inside the bus as well as outdoors in nature, in all affording significantly different interactional and material contexts in comparison to stationary preschools. Overall, previous research has shown that meals constitute important arenas for socialization, where social order, morality, norms and values are negotiated (e.g. Ochs & Shohet 2006; Rosenlund Hansen et al. 2017). Being ritualized, routine, and recurrent activities, the social organization of mealtimes thus has the capacity of telling us something about both the mobile preschool practice itself and about the specific competencies and embodied habits the children are held accountable for knowing and learning as they participate in the meals.

The study is based on longitudinal video ethnographic fieldwork, conducted during 14 months in one mobile preschool. Drawing on a combination of theories of space (Massey 2005) and ethnomethodology and conversation analysis (Goodwin 2017, Heritage 1984), the aim of the study is to explore how the children and teachers collectively and collaboratively make space for meals. We build on an understanding of space as actively accomplished by the participants as they move or stay still, and coordinate their actions with each other and a range of artifacts and materialities (cf. McIlvenny 2009). Focusing on the social and embodied production of space, we analyze in detail how spaces for meals are constituted by children and teachers in interaction. The results of the study show how children learn to eat inside the bus and how to create and organize space for eating outdoors. Moreover, we demonstrate how older children socialize newcomers to the spatial order of the mealtime, and how the children use the socio-spatial organization of the bus in order to make space for subversive activities.
Mathematical assessments for five- and six-year-old students in Sweden and Norway

3. Early Childhood Research

Maria Walla
Högskolan Dalarna

Abstract: Research Topic/Aim

In many countries, including those in the Nordic region, there has been a growing trend towards measuring students’ knowledge and understanding, a trend that is being seen even among young children. Since 2011, a mathematics assessment tool has been available for five- and six-year-old students in Norway. In Sweden, an assessment intended for students of the same age will become obligatory as of autumn 2019. When a new assessment becomes obligatory in early mathematics, its content influences the present discourse on mathematics education. In addition, as the discourse on mathematics education changes, the content that is taught, as well as the teaching and learning of mathematics, may also change.

This study focuses on the mathematical content of two assessments that at first sight appear to differ greatly. Which mathematical skills are prioritised in the two assessments and what implications are there considering the discourse on early mathematics education in the two countries of Norway and Sweden? Which students, in terms of the content that is the focus in the assessments, will be successful and which students will fail? Will it be the same type of student in both countries?

Theoretical Framework
Discourse analysis will be used both as a theoretical framework and as a methodological device. To highlight and compare the mathematical discourses that form the foundation of the two assessments, the written language will be analysed. According to Gee (2014b), language creates meaning in social practices while also deriving its meaning from social practices. In this study, early mathematics education in the two countries in focus is considered a social practice.

Methodology/Research Design
Gee (2014a) offers a toolkit for discourse analysis and in this study, relevant parts of that toolkit will be used as a research method. Gee’s toolkit can be used to investigate big and small discourses: this study focuses on small discourses and identifies so-called stretches of language in the two assessments.

Expected Conclusions/Findings
The article will present examples of the two assessments and discuss implications for early mathematics discourses. Do the differences indicate two different discourses in mathematics education or can one and the same discourse in mathematics be assessed very differently? And, which students will succeed in early mathematics in Sweden and Norway? The same type of students, or different?

Relevance for Nordic Educational Research
A well-known development in education seems to be the increasing trend towards measuring student knowledge and understanding. This study is relevant to teachers, school management and researchers who are curious as to the differences between mathematical assessments in two neighbouring Nordic countries. The content of theses assessments
will influence the present discourse on mathematics and consequently be one reason why certain students succeed while others do not.

References

Mutual trust in the collaboration between parents and child care institutions

3. Early Childhood Research

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Abstract:

1. Research topic/aim: The aim of this presentation is to contribute to the understanding of the relational nature and dynamics of trust in the relationship between parents and the child care institutions. During the last decade across the globe there has been a progressive focus on parental involvement in the early childhood education and care (ECEC) as a means of promoting learning, development and wellbeing of children (Ma, Shen, Krenn, Hu & Yuan, 2016). Whilst trust has been identified as the foundational element of parent-teacher collaboration in schools, only few studies have considered it in early education.

2. Theoretical framework: Based on a sociocultural understanding of human learning and development which emphasize on the interdependence of individuals and their environment, we are particularly inspired in the work of Marková and Gillespie (2008), and the philosophical ideas of Løgstrup (1997) and Baier (1986) about trust in the exploration of the interactional dimension of collaboration.

3. Methodological design: From an interpretive paradigm, a qualitative study was carried out, where 64 parents, 32 pedagogues and 8 childminders and 8 childcare center leaders from Jutland in Denmark, were interviewed. All participants were informed of the objectives of the research, expectations of participations in terms of time and content, and their rights of anonymity and withdrawal.

4. Expected conclusions/findings: Identifying an interrelated macro, meso and micro level of analysis, it is shown how the parents and pedagogues establish an mutual trust that is initially based on the already existing societal values of trust attributed to the institutions. This initial mutual trust can be “thick” or “thin” depending on how shared are their systems of meanings about their competencies and willingness for caring about the child. Trust is argued to be a double performatative aspect where both parts have to show that are trustworthy and that trust the other. On this basis, knowledge, acknowledgement, openness, honesty, kindness and benevolence are identified to play a role in the dynamics of the emergence, sustainability, re-establishment and ending of trust. We argue that a qualitative and cultural sensitive approach to the analysis of trust, enables the improvement of work and collaboration in the childcare centers.

5. Relevance to Nordic educational research: In times where the new public management, accountability and standardized assessment are progressively incorporated in the everyday practices of the nordic ECEC institutions, the relations between parents and the practitioners are also being re-defined. Unrevealing the overseeing trust in this relation opens possibilities for maintaining and establishing authentic parental participation.


Network: 18. Families, Institutions and Communities in Education
Norm creative indoor environments for play and learning in preschools – social innovation in educational settings

3. Early Childhood Research

Mia Heikkila

Abstract: Swedish Preschool, as well as in other Nordic countries, consists of 98 per cent of the country’s five-year-olds and is, altogether, a large societal institution, a public room that can be explained as the first collective arena of identity formation that children enter into. Preschool, understood as both a physical and psychological environment, is required to be inclusive for all individuals residing there.

One of the most explicit commitments of Swedish preschool is to promote children’s play since it is understood to contribute to learning and development (Sandberg & Ärlemalm-Hagsér 2011, Broström et al 2015). The indoor environment of two preschool units is the focal point of this norm critical innovation project, since these environments might jeopardise children’s’ rights to equal and free play and instead encourage privileged positions within the play (Paechter & Clark 2007, Krogstad et al. 2012, Archer 2014). Research show that preschool today, does not include all individuals equally (Dolk 2013, Fast 2007, Hellman 2010), and as a result, that categorisations such as age and gender create power structures within the play, which leads to uneven access to the environment. Norms regarding categorisation and exclusion in preschool needs to be problematized to increase children’s chances to evolve. This is the starting point for the project, Non-normative preschools – an innovation meeting between education, architecture, norm criticism and design.

Different methods have been used in this research. Initially photo-elicited interviews with children were conducted, as well as focus group interviews with teachers. The results of these became the base for a provotype (Heikkilä, et al. forthcoming) and sketches for how to rebuild the preschool units involved in the project. The project has included an actual rebuilding processes of the two preschool units in order to make them more inclusive. Furniture were also designed and produced. This process has been done parallel with an interactive on-going evaluation, meaning that researchers has observed the preschools that are being rebuilt, before, during and after the project. This interactive on-going evaluation method has been of ethnographic, case study character and focuses on how children’s play, norm criticism and learning is shaped and re-shaped in the new rooms.

The results show how the rebuilding process is a very complex process. It also shows the importance of listening to children’s and teachers’ voices when starting and fulfilling such a process. The interactive on-going evaluation show how children’s play changed character after the rebuilding and became more flexible, mobile and lasted longer. The flexibility in the indoor environment effected children’s play and made the play also sustainable for children moving in and out of on-going-play.
When: Wednesday 17.00-17.30, Where: 11:129, Blåsenhus

Pakistani children’s perception about parental engagement in their learning

3. Early Childhood Research

Qazi Waqas Ahmed¹

¹

The author has chosen not to publicise the abstract.

Field 5
Field 6
Abstract: In recent years, STEAM education (science, technology, engineering, arts and mathematics) has become a focus of attention in the western world. There are several reasons for this. First, there is concern that inequality between children from different residential areas and with different family backgrounds is increasing in these disciplines. Second, research shows that there are still differences between boys’ and girls’ interests in mathematics and technology. Third, and in a wider perspective, the world needs innovative citizens who can solve the problems of the future, such as environmental and climate issues, artificial intelligence or other technical issues that are included in the STEAM disciplines (Freeman et al 2015). The STEAM acronym is not well known in Swedish preschools and teachers in general are not very familiar with this field of knowledge. Hence, STEAM education is in line with what is emphasised in the Swedish curriculum in relation to these subjects. It is common for preschools to engage in explorative learning projects based on children’s own questions and interests in connection with STEAM. These projects often relate to real world problems and to issues connected to equality and justice. Based on an interdisciplinary STEAM learning, the aim of this paper is to investigate how children aged 4-5 years in Swedish preschools work with problem-solving in exploratory creative hands-on projects. How does their work relate to equality, gender and social justice? The paper also elaborates on how children and adults can together discuss and deal with questions about how to live in the future and what kind of innovations and technical solutions might be necessary later on. In order to investigate this, data from Swedish preschools produced within a scientific research project is examined. The learning sessions in this project were carried out in practices of Socio-Emotional and Material Learning (SEMLA), which is an explorative working method that draws from multiple theories on development and learning, educational philosophy and a set of didactical strategies (Lenz Taguchi & Palmer 2017). The data collection consists of photographs and field notes from three separate occasions when the preschoolers constructed buildings, vehicles and other gadgets with a variety of creative materials and tools. They were invited to imagine and discuss futuristic environments with regard to: ‘How might you live and transport yourself in your neighbourhood in 100 years’ time?’ The hands-on activities initiated ethical and sometimes difficult questions about living in the future. The analysis of the data is framed by John Wall’s writings about children’s rights (2017) and the theoretical field of relational ontology (Stengers 2018). A result of the analysis is that when questions about equality, ethics, gender and justice are acknowledged in concrete situations, together with the STEAM contents, they affect children’s understandings of their own learning. This kind of pedagogical work could benefit children’s learning and development in the STEAM disciplines and may encourage them to contribute to the future scientific development of society.
Preschool Children’s Perspectives on Belonging

3. Early Childhood Research

Johanna Einarsson

1 University of Iceland

Abstract: Increasing migration, accountability, and globalization has affected Iceland early childhood education immensely. In the wake of substantial changes in the population of Iceland during a short period of time, the chapter reports from a study which aim is to examine the belonging among a diverse group of preschool children. The theoretical standpoint of the study is the multidisciplinary field of Childhood Studies and the politics of belonging. Childhood Studies views childhood as a social construction, privileges children’s voices and agency, and assumes children have competences and rights to influence their surroundings (Qvortrup et al., 2009). The politics of belonging refers to how belonging operates between people and their environments and involves the processes of inclusion and exclusion among children in their everyday preschool practice (Yuval-Davis, 2006).

Nine children with culturally, racially, ethnically, and linguistically varied background participated in the study. We were aware of the variations among the children and therefore gave them opportunity to express themselves not only verbally through both individual and group interviews, but also through drawing and photographing. They were also invited to choose the space where they wanted to talk to the researchers. Data gathering included participant observations, individual interviews that were based on photos that the children took with computer tablets, as well as group interviews.

The data was reduced into four main themes: (a) friendship; (b) participation; (c) solidarity; and (d) identification. Findings reveal that all the children saw participation in the community of children as the most important condition for belonging in the preschool. This was the case for both the children with dominant Icelandic identity and the children of nondominant Icelandic background. All of the children reported that they had friends in preschool, and they mentioned children with varied backgrounds when they talked about their friends. In spite of these interethnic relations, the findings suggest that belonging in preschool also involves power relations through which boundaries between individuals and groups are constructed. This became obvious when the children talked about their best friends. On that question, two groups of children emerged, containing on the one hand children with dominant Icelandic background and on the other hand children with nondominant Icelandic background.

In the minds of the children, belonging was not only closely related to the concepts of democracy and participation, but also to the concept of care. Being able to participate and being included in activities with the other children was an important condition for belonging, and the children obviously felt deeply for those who were excluded and not allowed to participate in play with other children. They expressed solidarity and compassion and explained what they did to comfort and console a child if they were hurt or not included in play. The findings support the values presented in the Icelandic national curriculum guidelines for preschools (Ministry of Education, 2011) and hence
the national policy of early childhood education, where care and learning are integrated and the social, aspect of learning and well-being is recognized.
Preschool Emergent Science, Gendering Processes and Potential Extended Becomings

3. Early Childhood Research

Anna Günther-Hanssen

1 PhD Student at the Department of Education, Uppsala University Sweden

Abstract: Drawing on new materialist thought (Barad, 2003, 2007, 2014) this study explores preschool children’s scientific explorations and gendered becomings together with different places in the preschool environment. Although preschool science has received a lot of attention in many countries (see for example Cremin et. al, 2015) and perspectives viewing science as social practices have been frequently used, there are still few studies focusing on gender. The study takes its point of departure in emergent science (Siraj-Blatchford, 2001) which refers to science as a social practice, already being explored by children daily during play. Data for the project was constructed during a field study in a Swedish preschool with 25 five-year old children for a period of five months. For the analysis, Barads (2007) diffractive methodology and diffractive readings were used. Scientific phenomena are in the study seen as creative playmates in children’s explorations (de Freitas & Palmer, 2016), as something the children learn and become together with. The early findings show how (outdoor) places and (natural) materials in the preschool, together with different scientific phenomena, co-created the children’s gendered becomings in some situations as well as took part in increasing their body-mind potential and way of becoming in other. For example, when a group of children were exploring friction and gravity together with a large boulder the girls’ doings got created as “less important” in relation with some of the boys’. In another situation a girl increased both her body’s capacity and way of becoming together with a swing, gravity and kinetic energy. Together with these she could jump higher and longer than from the ground. The findings go against the common thought of children’s play outdoors as “free and equal”, a notion that is not often questioned. The results of the study are of relevance for Nordic Educational research since preschool children in the Nordic countries daily spend time outside in the preschool yard or in nature and since learning (science) through play is an important point of departure in the Nordic countries.

References:


Preschool teachers' concerns for children's health, development, behavior or situation

3. Early Childhood Research

Petra Appell
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Abstract: Research topic
The research topic deals with the concern preschool teachers experience regarding children's health, development, behavior and/or situation. The study analyzes concerns over time related to factors such as gender, ethnic and social background. These concerns are central in pedagogical work in preschool in order to offer support for children’s learning and development, and provide equal opportunities for all children.

Theoretical framework
The theoretical perspective of the study draws on Bronfenbrenner's (1988) developmental ecological model and the bioecological system theory. The theory will provide structure to conceptualize the many influences that form a child's development and in which the reciprocity between different system levels is recognized. The study is also drawing on the dilemma perspective (Nilholm, 2006) since a central part of the perspective is based on the modern education system facing different dilemmas.

Methodology/research design
The study is using quantitative data from the SOFIA-study (social and physical development, interventions and adaptation), a prospective longitudinal study with the overall aim to better understand correlations, causes and the heterogeneity of the development of children’s behavior, social adjustment, psychological and physical health. The SOFIA-study started in spring 2010 and is planned to continue until the children are adults. The target population of the study was all children born between 2005 and 2007 and attending preschools during spring 2010. Approx. 2000 children from a medium-sized Swedish municipality participate in the project. Currently five data collections have been made. This study analyzes data from the first three years when the children were still in preschool. The preschool teachers’ questionnaire with data on concerns about the child's health, development, behavior or situation includes 1925 (91%) children.

Expected conclusions and findings
Preliminary results indicate that preschool teachers’ main concern is regarding social and emotional development, this concern is pretty stable over time. Concern about the child’s ability to learn is the concern that increases the most over time and concern for linguistic ability decreases the most. Over all, preschool teachers are concerned for 5-20% of the children in this study.

Relevance for Nordic educational research
Identification of children's health, development, behavior or situation is important in order to be able to offer the right support significant to the child’s learning and development. Andershed (2013) points out that early identification should be based on observations and assessments of children in their daily environment and have a broad perspective on their physical, cognitive, social and
emotional functional levels and difficulties.

References
Preschool teachers’ use of digital tablets in early childhood education

3. Early Childhood Research

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2 Department of Science and Technology, ITN, Linköping University

Abstract: Preschool teachers’ use of digital tablets in early childhood education

Research topic/aim: There is growing international literature reporting the role of digital technologies in early year’s education. The purpose of this study is to examine how digital tablets contribute to teaching in a Swedish preschool context, generally, and in specific relation to science and technology. The research questions are as follows:

What activities with digital tablets do teachers engage in preschools?

What are teachers’ views of the benefits and disadvantages of using tablets in teaching?

What recommendations for using tablets in pedagogical practice are suggested?

How do preschool teachers engage programming activities with the children?

Theoretical framework: The analysis is inspired by frame factor theory (Imse 1999), constructionism (Papert 1980) and a sociocultural perspective (Säljö 2005). Imse (1999) refers to five different frames, material, normative, social, student related and teacher related. We analyse what factors might be most important regarding the future use of tablets in preschool education. From Papert’s (1980) constructionist perspective, children create and construct knowledge while receiving support from interacting with the digital tablet as part of meaningful experiences. In a
socio-cultural perspective, the importance of the context, tools and interaction in education is highlighted (Säljö 2005).

**Methodological design:**

The study comprised of a two-step design. First, an online survey was developed to generate information on teachers’ use, experiences and opinions concerning the use of digital tablets in preschools, with an emphasis on technology and science education. Second, a subsequent survey was conducted that probed programming activities in preschool teaching in particular. Furthermore, observations and semi-structured interviews were carried out at six preschools to gain deeper insight about implementation of actual programming activities during teaching.

**Conclusions/findings:** The study shows that there is a distinct engagement in using digital tablets in preschool education with the children among preschool teachers, including the use of educational apps and internet-based resources. In addition, many preschool teachers have begun to work with implementing programming at preschools, with the help of digital tablets and a relatively rich range of applications and robots. The data indicates that teachers engage such activities that aim to provide children with an understanding of the digital world, and to develop problem solving-skills.

**Relevance to Nordic educational research:** This study was conducted in a Swedish educational setting. Since the Nordic countries share much in common, the results of study could have implications for neighboring countries. The findings provide insight into how digital tablets and digitalisation influence pedagogical initiatives with children in preschools.

**References:**

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Preschoolers' ability and opportunity to participate in environmental inquiries and society

3. Early Childhood Research

Teresa Elkin Postila¹
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Abstract: Research aim and topic: The aim of the paper is to investigate preschoolers’ ability and opportunity to participate in environmental inquiries and society. The paper elaborates on how a research project about water in Early Childhood Education stretched out to other parts of society, more specifically to ‘water-experts’ in a company in charge of water and waste in a municipality in Sweden. Throughout the nine-month long research project, the water-experts participated during some of the research sessions on initiative of the preschoolers, 3-5 years, and researcher, to support and deepen the ongoing research process. During these sessions the preschoolers executed their rights to form their own views, express themselves as well as seeking, and receive information and ideas about matters concerning them (United Nations 1989). Foremost, the meetings between the preschoolers and water-experts produced unpredicted knowledge exchange.

Theoretical framework and methodological design: During the research project preschoolers and researcher investigated water together in collaborative participatory research processes. Further, the research design, informed by relational ontology (Stengers 2018; Haraway 2016) and relational child ethics (Wall 2010), aligns with research practices including and involving scientists, scholars as well as other parts of society (Stengers 2018; Haraway 2016). In the research project preschoolers, together with researcher, defined and shaped the project with their knowledge, experience and perspective. The research data, documented by the preschoolers and the researcher, consists of field notes, drawings, films, pictures, narratives, and interview material. The paper puts diffractive analysis (Barad 2007) in work, which encompasses paying attention to what emerges while reading different empirical data and the Convention on the Rights of the Child (CRC) (United Nations 1989) through each other.

Expected findings and relevance to Nordic educational research: The diffractive analysis shows that if the youngest members of society should be able to execute their rights according to CRC, they need platforms to act upon in order to reach out to society with their knowledge, perspective and inquiries about water. Young children’s matters of concern about water have relevance to society, shown e.g. by the unpredicted knowledge exchange between preschoolers and water-experts. Furthermore, the analysis provide an alternative conceptualization of the participating preschooler as a responsible participator in research, environmental inquiries and society in accordance with her/his capacity. The analysis also shows the relevance of research projects as arenas for researchers, scholars and other parts of society, addressing urgent matters such as environmental issues concerning water to make change here and now.


Haraway, Donna J.(2016). Staying with the Trouble: Making Kin in the Chthulucene. Durham and


3. Early Childhood Research

Steinunn Ólafsdóttir¹
Ása Helga Ragnarisdóttir¹
¹ University of Iceland

Abstract:

1. Research topic
This lecture introduces an action research on a project conducted in 2017-2018. The purpose of the research was to explore teachers and student’s experience of using the teaching method „the Mantle of the Expert” created by the drama teacher Dorothy Heathcote (2013). Heathcote developed the method by using acting as a teaching method, with the students’ participation. The students play a game of imagination and through that learn the lesson at hand. Participants where five years old preschool children, their teachers and the researchers.

2. Theoretical framework
The scholars Viv Aitken (2013) and Tim Taylor (2016) have done several studies on the teaching method “Mantle of the expert”. Aitken analysing the method, divides it into ten core elements, which includes learning frames in the curriculum.

Aitken mentions in those core elements the importance of augmenting perceived self-efficiency of the students. Bandura (1997) explains that „perceived self-efficiency refers to beliefs in one’s capabilities to organise and execute the course of action required to produce given attainments”.

3. Methodology
The format of the research is a qualitative action research. Data was collected through, video recording, research diaries and interviews with the preschool teachers.

4. Conclusions/findings
The research findings suggest that „Mantle of the Expert” is a useful method of engaging students in the classroom. When playing imaginary games children tackle situations that mirror “real” scenarios in society and through doing their eyes are opened to the fact that they are actors themselves. They find that their decisions affect both the progress and the outcome. Soon, both students and instructors become masters of the knowledge found in the National Curriculum Guide. Moreover, by using the method teachers have a chance to integrate subjects. The findings also show that the method demands that the teacher is well prepared and organized. However, it is as important that a teacher using the method is able to encounter the unexpected and improvise just as a good jazz player would. To obtain knowledge and skill in using „Mantle of the Expert” it is necessary to use the method with students in the classroom. The research showed that teachers would benefit from
exploring this teaching method in their classrooms.

5. Relevance to Nordic educational research

The teaching method „Mantle of the expert” has rarely been used in Nordic countries. The method is valuable and useful both for teachers and students as it includes, fun, expectations, and is inspiring at the same time that learning takes place.

References


School readiness! Transition from kindergarten to school.

3. Early Childhood Research

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2 VIA UC Viborg

**Abstract: Research topic/aim**

The Danish and the Norwegian curricula for pedagogical practice states that the pedagogues are obliged to prepare the eldest children in kindergarten for their transition to school. School and kindergarten professionals are expected to work together during the transition. It is up to the professionals to choose methods and activities related to the values and traditions in the institutions, for example arrange mutual visits and preschool activities in order to make the transition as successful as possible for the children.

The aim of this study is to investigate the learning and development discourses in the Danish as well as the Norwegian kindergarten curricula as a foundation for the pedagogical work related to children’s transition to school. Further, we intend to investigate children’s participation and engagement in the preschool activities.

**Theoretical framework**

The theoretical framework for the research is a cultural-historical approach to child development, where children’s development are seen as a life course through qualitatively different institutions (Hedegaard & Munk, 2017; Sommer, 2017), and professionals are responsible for the pedagogical practice.

We view children’s development as a holistic process of children’s activities in social interactions with the environment in different social institutions. We agree with contemporary theories dissociating from understanding children’s development as an individual psychological process. Furthermore, we agree with practice researchers warning against the implementing of school-like activities in the early years due to the fact that it rather harms than benefits the development of children (Klitmøller & Sommer, 2015; Sommer, 2017).

**Methodological design**

In this study the kindergartens curricula are analysed in order to identify some central discourses. The participants consists of two groups of children (approximately 38 children) and four professionals in two kindergartens in Denmark and in Norway.

Semistructured interviews with professionals (Tanggaard & Brinkman, 2010) and video observations (Fleer, 2008) of preschool activities will represent the empirical data. The focus of the data analysis
is the learning and development discourses in the pedagogical work, as central ideas of what kind of knowledge and competences children may need in the unknown future.

**Expected findings**

We expect that the professionals organize the preschool activities in line with their interpretation of the national curricula; their professional knowledge; the values of the kindergarten; what the parents and school teachers anticipates, and what they themselves think children need for school and life.

**Relevance to Nordic educational research**

In the globalized world, where competition between the states are on the daily agenda, children’s learning and development in kindergarten have caught the attention of the politicians in Denmark and Norway as an important matter in the welfare state. Recently, the attention has resulted in the development of a new curriculum in both countries, which now are in the process of implementation. The present study offers insight in the implementation processes in early childhood education institutions in Denmark and Norway.
STEM and STEAM - in the intercept of teacher's perspective and children's perspective

3. Early Childhood Research

Kerstin Bäckman
Lena O Magnusson

1 University of Gävle

Abstract: Over the past decades, the concepts of STEM and STEAM has been discussed and used in educational research in different ways. This paper is based on the results from two separate studies. One is concerning preschool teachers' understanding of science, technology, engineering and mathematics, STEM, in relation to teaching in preschool. The other study concern children’s perspective and strategies in their use of digital technology concerning visual aspects of arts, the A in STEAM. The purpose of this paper is to compare and connects results from the two studies out of the question: What does the A in STEAM add to manners of teaching the subjects referred to in STEM? One theoretical point of departure derives from Shulman's (1986) theory of how knowledge develops in teaching and that teachers use special knowledge in teaching, i.e. pedagogical content knowledge, PCK. We also relate to the concepts of children’s perspective and child perspective (Halldén, 2003; Sommer, Pramling Samuelsson, & Hundeide, 2011) as well as the complexity of diffractive readings (Barad 2014; Magnusson, 2017). The two studies that are in focus are conducted in different ways, with varying methodological approaches and analysed with different theoretical perspective. In this paper, we want to do a meta-analysis with the help of the concepts of children’s perspective and child perspective. By doing that we hope to find new knowledge and thereby contribute to teacher knowledge about teaching in STEAM areas. The research follows guidelines for research ethics adopted in the humanities and social sciences in Sweden (codex.vr.se). The preliminary results of the meta-analyses presented in this paper concern how different aspects of the intercept of teacher’s perspective/child perspective and children’s perspective, in the two studies, can come to show learning, teaching/education and knowledge practice concerning the contribution of A in STEAM in relation to STEM. In an extension, we mean that the result can influence teacher knowledge and their didactic choices in teaching when it comes to the selection of content and strategies. The study can also contribute to a deeper understanding of what A in STEAM mean from children’s perspective in preschool education.

Keywords: children’s perspective, child's perspective, teacher knowledge, preschool education, STEM, STEAM

References
http://www.codex.vr.se
Teaching for sustainability

3. Early Childhood Research

Maria Hedefalk

1 Department of education

Abstract: Research topic/aim This project analyses teaching situations in preschool teacher education. Teachers profession needs to be understood in relation to both theory as practice and the problems that arise in that setting (Wickman, Hamaza & Lunnegård, 2018). Hence, in this study the researcher cooperate with a teacher to investigate a seminar in a specific course where teaching for a sustainable development is in action. This is done using didactic model and design to explore the complexity of teaching preschool teacher students how to plan for a sustainable project in a preschool setting.

What kind of teaching creates opportunities for children to develop skills to think and act creative and independently? Theoretical framework A pragmatic approach will be used to analyse what meaning is created in teaching situations. According to a pragmatic reasoning, it is not possible to investigate what people think and feel, but it is possible to analyse the meaning created by the actions performed by the participants (Wickman & Östman, 2002). To understand what meaning is created during students discussions practical epistemology analysis (PEA) is used. By analysing the meaning created in a teaching situation, it is possible to analyse the consequences of the didactic choices made by the teacher.

Methodological design The implementation of didactical modelling in this study contains of four cycles. In the first cycle the teacher is interviewed and a seminar is conducted. In the second step with the cycle, the seminar is discussed and a new seminar is planned and conducted according to the teacher and the researchers mutual exchange. In this way the circles are conducted over four times. The course “Technology and science in preschool” is examined during spring and autumn of 2018. A total of six seminar groups will attend the course during this time (96 students/three seminar groups in the spring and 123 students/three seminar groups in the autumn). The analyses is limited to the moments in the course that contains sustainability. A two hour seminar are included where the students discuss how to create a project about rubbish in a made up preschool. The seminars are recorded and transcribed.

Expected conclusions/findings The aim is to develop a didactical model that can be used by teachers to plan, implement and develop teaching about sustainable issues.

Relevance to Nordic educational research The research has relevance as there is a need to develop new ways of teaching, as the way the teaching has been conducted has not helped the earth in a sustainable way. We do not know what the future holds, hence the teaching must contain ways of meeting an unknown future.

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The mathematics voices of children in preschool

3. Early Childhood Research

Guðbjörg Pálsdóttir\(^1\)
Valdis Ingimarsdóttir\(^1\)
\(^1\)University of Iceland

Abstract: Children in preschool are active in exploring their surroundings. It is interesting for the preschool teachers to follow and listen to what they express. That experience can be used to build up knowledge of how children are thinking and interpreting the world they live in. Interest for making mathematics learning more explicit in the preschool is growing and it matters how we organise and work with mathematics in pre-school. The aim of this study was to strengthen the understanding of how children are dealing with mathematics, how they express their knowledge and what areas of mathematics they are working with. To search for answers qualitative research study was done with focus on researching with the children. The perspective is that children can add important views in research and that the adults should listen and give the children space to express themselves about the research-theme (Jóhanna Einarsdóttir, 2012).

The data was gathered by writing stories from the daily life of 24 children in their pre-school the whole year 2017 and in spring 2018. The children were all born in 2012-2013 and formed the oldest group of children in the preschool. The stories were written down by one of the staff member as a part of her master’s-study in pre-school teaching. The stories were analysed according to the mathematical topics the children were attending to and the situation that created the atmosphere and the learning the children were developing, was described. The results show that children are developing their understanding of big ideas in mathematics through their play and discussions with other children and adults. They wonder and notice numbers, shapes, patterns, proportions, and causality. They use logical thinking, connect events, generalise and reason from their own investigations and discoveries. The learning environment seem to play an important part in what ideas they address and what possibilities they have to develop their ideas, knowledge and skills. The pre-school teacher appears to be the most important and influential factor in the mathematics learning.

Children in the Nordic Countries spend 30 – 40 hours per week in preschool. It is therefore valuable to deepen knowledge of how they are acting and what they are making out of this situation. Focusing on how they are dealing with mathematics and what they are experiencing can therefore give useful insight and understanding of how the life-conditions can be developed and improved in preschool.

Literature:

The role of pedagogues in development of playful environments (children age 0-10)

Abstract: Research topic/aim

From a child perspective play matters – no matter age. Therefore, play is a pedagogical task. We know that good players gain on well-being, development, learning and formation in a broad sense (Singer, 2013; Sommer, 2016). We also know that children need to train play skills in order to become good players (Kvello, 2013; Fleer, 2015). Some children, however, have difficulties in getting access to play. There is a need to provide these children with strategies for becoming part of playful environments (Alenkær, 2012). The present study aims to elucidate if and how pedagogues together with children may explore and develop environments that scaffold children’s ability to play and, in extension, support children’s access and contribution to playful environment in an institutional context.

Theoretical framework

The study build on an understanding of play as a vital and relational phenomenon in children’s everyday life (Bae, 2012). In this project, play is regarded as something humans are caught by; something that lead us on, because play is a movement here and there without direction (Gadamer, 2004). From that position play can be regarded a multifaceted and existentially challenging meeting with the unknown and the unpredictable; where you need to dare to throw yourself into playfulness, to follow the movements and open up for new acknowledgements. Play therefore contains several existential thematics, such as freedom and loss, to be in and to be out, to get lost and to be found, loneliness, cruelty, pain, joy, nonsense and laughter. It is vital for children to have various experiences with these existential thematics.

Methodology/research design

The research design of the project is explorative and multimodal (Højgaard & Søndergaard, 2010) in search of knowledge on how different kinds of pedagogical praxis create various play possibilities to different children. The study is based on ethnographic fieldwork with a focus on places in everyday-life, where pedagogues act in ways that make a difference to children’s play. Secondly the study focus on pedagogical settings for play. These are planned and established in cooperation with children and pedagogues.

Expected conclusions/findings

The study expects to generate knowledge on how to support children’s individual play skills pedagogically – without taking control on play. The study also expects to gain knowledge on how
children’s ability to play may affect their participation in everyday-life in general.

Relevance for Nordic educational research

International and Nordic studies show that the ongoing discussions on play connected to learning tend to reduce play to either a phenomenon with didactic qualities, or a phenomenon that belongs to children’s own worlds. They claim that because of this dichotomy vital play potentials are neglected (Singer, 2013). This study intends to bridge this dichotomy by exploring pedagogical interactions in play for no other reason than supporting children’s ability to play. Thus, the project is relevant to Nordic research on pedagogy and on children as active participants in creating playful environments.
Understandings of democracy in early childhood education

3. Early Childhood Research

Unn Granløv

Abstract: Understandings of democracy in early childhood education
The aim of this study is to gain a better understanding of how democracy is negotiated, constructed and enacted in early childhood education (ECE).

Research aim / topic
This is a comparative study of ECE in Norway and Nicaragua. It aims to see the strengths available in different approaches to developing democratic citizenship in education, how these can complement each other and be a way to increase the quality of democratic awareness in ECE. Historically, Norway and Nicaragua have different traditions when it comes to democracy and citizen democratization. The study hypothesizes that these traditions will influence the way teachers teach, and further how they think of and reflect on democracy as a part of their didactical approaches in the classroom. The first part of the study compares the national frameworks for preschools in Norway and Nicaragua, since these documents constitute a foundation for the ECE teachers’ understandings and opinions related to citizenship education as well as their didactical approaches to promote democratic citizenship in the classroom. My presentation will concentrate on this part of the study. Following the document analysis, my plan is to interview ECE teachers in the two countries and also investigate practices in Nicaraguan and Norwegian classrooms.

Theoretical framework
I base my work primarily on Pettersvold’s study (2015), which shows that Norwegian ECE teachers have different understandings of democracy. Pettersvold study concludes that it is in the way children participate that their possibility for democratic citizenship lies. It also refers to Moen and Granrusten (2018, s. 304-305) who points to England’s (2003) analysis of democracy in Swedish schools where he argues for a normative understanding of democracy.

Methodological design
My investigation of the frameworks for Nicaraguan and Norwegian preschools is a qualitative content analysis. My main focus is on the ways in which democracy and citizenship education are described, and the degree to which these aspects of ECE are emphasized. Originally, fieldwork with interviews and observation in Nicaragua was set for spring 2019, but due to the political situation in the country, I have had to postpone this.

Expected conclusions and findings
At the NERA 2019 conference, I will present findings on how the two frameworks negotiate and construct democracy differently. This will cast light on the different ways in which policy documents can influence and guide users. The different descriptions in the documents can also promote new perspectives on how democracy can be understood and how citizenship education can be worked with in ECE classrooms.
Relevance
The relevance for Nordic educational research lies in the possibility to see democratic understandings from new perspectives and further how the frameworks can affect the development of children’s democratic citizenship.

References
4. Justice through Education
Academic integration for all students in higher education

4. Justice through Education

Monica Londen¹
Jan-Erik Mansikka¹
¹ University of Helsinki

Abstract: Research topic/aim
The study Study motivation and learning is part of the network Justice through Education in the Nordic Countries. We have conducted a three-year longitudinal study focusing on the development of students’ academic integration during the course of their studies in higher education (HE). Relying on the results from that study, mainly concerning challenges university students face, focus is here on how the study programs in educational sciences at the University of Helsinki work with, and further can develop actions that enhance an equal encountering of all students. Focus is primarily, but not exclusively, on first-generation students and students with a vocational background. The aim is to identify how study programmes in HE can support academic integration and thus enhance learning in heterogeneous student groups,

Theoretical framework
Academic integration, self-regulated learning and study skills are among the many factors influencing academic achievement and study motivation in students (Brooman & Darwent, 2014; Zimmerman 2002). The so-called First year experience is important for all students (Lähteenoja 2010), but particularly for first-generation students and for students who enter university from a vocational background the first year can be crucial.

The context for this study is the study programs in educational sciences at the University of Helsinki. The profile for the study programmes is social justice, diversity and multilingualism with the aim being to include these aspects in all course content and academic activities. In addition, effort is also placed on the equal encountering of all students by the teachers.

Methodological design
The participants (n=85) in Study motivation and learning are students from different study programs (among others medicine, educational sciences and humanities), primarily from the University of Helsinki. The empirical data consists of four web-based questionnaires administered to the participants during their three first years in HE. The questionnaires consisted of both multiple choice and open-ended questions.

Expected conclusions/findings
The findings are already implemented in courses on study skills at the University of Helsinki, and can further be used to enhance the academic skills in first-generation students in order to prevent decreased study motivation due to lack of good study skills or self-efficacy beliefs (Bandura 1991) or appropriate support from the teachers.

Based on the results from our study we can provide an overview of factors to consider when planning the first year experience. Furthermore, we present best practices and our experiences from the study programmes in education on how to innovatively meet challenges in our efforts to promote
equality and equal treatment.

Relevance to Nordic educational research
First-generation students and students with a not so strong academic background may fall behind if study programmes focus their first year interventions and activities primarily for students who easily can adapt to, or already feel at home in an academic context. With an increase in heterogeneous student groups in the Nordic countries it’s important to successfully plan for and provide equal opportunities for all students during the first year in HE.
Abstract:

1. Research topic/aim
The paper analyses globalization effects on local meanings in relation to education inclusion and equity in rural schools. Rural schools are important to investigate. For decades they have been made invisible to/in educational-research by a generalized metro-centric policy model.

1. Theoretical framework
Globalisation theory and historical materialism

1. Methodological design
A multi-sited multi-center ethnographic study on rural schools in Spain in combination with a multi-sited investigation in Sweden has created possibilities for a meta-ethnographic analysis of experiences, actions and content in rural schools.

1. Expected conclusions/findings
The results recognize the importance of the local space and familiarity, as quite simply, different schools from different types of area form different types of educational subjectivation with different socialisation effects. Some present rural nature and culture as a tangible assets with their own value and this is reflected in the teaching content. In others, such as in areas that have been deeply embedded in capitalist industrial production a tightened relationship to capitalist production has hollowed out local values forms; such as natural beauty, fishing, natural-husbandry, recreation; and replaced them by economic exchange values. In Marxist theory this is classical alienation. Economic possibilities and an external relationship not an intrinsic quality determines place value and this is visible in education content and the construction of relationships to education.

This is one example of globalization effects in education: re the interpellations of the globalization of industrial production. Transnational corporations (TNCs), the transnational capitalist class (TCC) and the culture-ideology of consumerism are the three building blocks. However, the capitalist production relation enters education settings also in other ways. Marketisation reform is one way. Marketisation provides direct access to education-ownership and exploitation for the TCC and creates a direct capitalist production relation at the very heart of the education system, shaping thereafter other relationships there: such as the consumer relation. For instance schools become
brands; franchises are established; school chains begin to operate “like” a Starbucks. The International Group of Community Schools is a possible example. In them inclusive and creative teaching practices; which in many rural areas are a distinct social-need with an obvious use-value for school survival and educational quality; become hollowed-out and exploited as a selling point for the school, as part of its system of external exchange relations. The effects of this are also visible in the activities at these schools and other schools in the vicinity and these are important globalization effects.

1. Relevance to Nordic educational research
The hollowing out of inclusive teaching as a marker of market value is present in different schools. The paper discusses the tensions and the consequences for the global and local values of such schools and is of interest to Nordic educational planning. Young’s model of justice is applied to give leverage on the results from an equity perspective.
Constructing citizenship in everyday schooling of special vocational education

4. Justice through Education

Aarno Kauppila

1 University of Helsinki

Abstract: Background

Improving the societal situation of disabled persons as citizens has been one of the main objective of international and national disability policies in the last decades. For reaching this objective, the disability policy alignments emphasizes that improvements in post-compulsory education possibilities will increase employability and, consequently improve the societal situation for disabled persons. Despite the objectives, the societal situation of disabled persons - persons with learning disabilities in particular - has remained far below the average, both in Finland and in the Nordic Countries in general. Within this policy context, attention has rarely given to the actual education practices.

This paper focuses on post-compulsory education for students with severe learning disabilities. The program I will look at in more detail is pre-vocational special education program called Preparatory education for work and independent living (PEWIL) in Finland. According to the curriculum of this program, it does not lead to vocational qualifications and it is aimed for students who are expected not be able to manage vocational education due to their disabilities and/or sickness (FNBE, 2015). The official objective of the PEWIL is to train students to participate in the working life and manage everyday life as independently as possible. In this paper, I will discuss how citizenship is constructed in everyday schooling for the students of PEWIL.

Theoretical framework

My research positions itself in particular to the field of critical disability studies (e.g. Goodley et al. 2012). The theoretical approach stems from Michel Foucault’s notion of “art of governing”. The focus of this paper is on how the everyday practices of schooling govern, produce and shape citizenship for students in PEWIL-program. The concept of citizenship is, in turn, approached as an inclusive and exclusive principle for social organizing based on individuals’ qualities such as disability, ethnicity and gender (Yuval-Davis 2011).

Methodological design

My methodology bases on policy ethnography. This aims to interpret how policy objectives become part of the institutional practices of schooling (Troman et al. 2006). The ethnographic data consist of field notes, interviews and discussions with students, teachers and school staff. 37 days of fieldwork was produced in special vocational institution during the school year 2015–2016. During the fieldwork, I followed the everyday schooling of two PEWIL-programs. The analysis focuses especially on student’s interviews and everyday institutional practices by giving special attention to how these practices socialize students (see Goffman, 1961).
Conclusions

My main preliminary finding is that everyday schooling produces marginalized citizenship for the students of PEWI. Students are perceived to be trainable only for sheltered work and to live in residential home. However, students do not take for granted their marginalized position.

Relevance to Nordic educational research

The societal situation of disabled persons is parallel in Nordic countries. Therefore, this paper offers a useful example of an educational arrangement for the student with severe learning disabilities and an insight into the everyday practices of it.
Abstract: Drawing on a cross-cultural qualitative study in Finnish and Korean comprehensive schools, we explore how student agency is controlled or manifested in ordinary school scenes and how students reflect their experiences on control and agency. Focusing on teaching-learning practices, student-teacher interactions in daily routines and students’ movements in physical and virtual spaces, we aim to understand how power relations and control indwelling everyday school practices are connected to the issue of the school life of students as democratic citizens.

We utilised an analytical differentiation of the ‘official’, ‘informal’ and ‘physical’ schools (Gordon, Holland and Lahelma, 2000) to analyse the inherent complexity in everyday school life. We also employed Bernstein’s (1996) concepts of classification and framing as the theoretical lens with which to examine relationships between students and teachers and the school system as an institution which has boundaries and hierarchies within it.

The analysis draws on qualitative data produced through fieldwork in two comprehensive schools in southern Finland, and in two primary schools and two middle schools in Seoul, Korea. The data consist of field notes generated through observations and interviews with students and their class teachers. The process of analysis was inspired by a cross-cultural qualitative approach (Lahelma and Gordon, 2010) that combines and relates data from both countries to enhance a theoretical understanding of analogical incidents through the analysis of various cultural contexts and to challenge taken-for-granted familiarity indwelling in the schooling of each national context.

The findings indicate that student agency was controlled and encouraged by varying pedagogic practices that embedded differing understandings on the roles of teachers and students. Students sought to increase their agency and hoped to find the balance between their agency and control, also revealing paradoxical preferences on the limitation of their agency. However, to sum up, student agency was extensively limited, and strong classification appeared throughout school life. Student agency was restricted the most in teaching-learning practices; teacher control in daily routines appeared differently in relation with the roles of teachers in each sociocultural context; and student agency was limited both in real and virtual space.

Lastly, our analyses of control, agency and classification of and among school members and systems lead this article to the discussion of democratic schooling from a cross-cultural perspective. Learning from Nordic school ethnographies and cross-cultural research, we expect that our discussions between Finnish and Korean contexts could provide interesting implications to the research field by connecting individualistic/collectivistic culture and educational welfare systems with student agency.
and teacher control, and with the democratic school culture.

References


Countering or reproducing discourses of othering – multicultural education in Finnish teacher education

4. Justice through Education

Ida Hummelstedt-Djedou¹
Harriet Zilliacus¹
¹ University of Helsinki

Abstract: Research topic

This paper investigates discourses on multiculturalism, diversity and multicultural education among teacher educators and students in Finnish teacher education. The aim is to show how multiculturalism and diversity are constructed, as well as how objectives for multicultural education are articulated.

Theoretical framework

Multicultural education is promoted by educational institutions, although its objectives differ remarkably depending on the approach of multicultural education. Previous research from Finland shows that multicultural education is mostly understood as intended for immigrant students, or as a celebration of diversity (Hummelstedt-Djedou, Zilliacus & Holm 2018; Riitaoja 2013). These educational practices are examples of conservative and liberal multicultural education that do not challenge societal inequalities but rather reproduce them by focusing on the Other (Gorski 2009). The framework of this paper is critical multicultural education, where the focus is on promoting social justice by critically examining othering structures, and where identity and culture are seen as fluid and dynamic (May & Sleeter 2010).

Methodological design

The data consists of interviews with 14 teacher educators and 26 students at four teacher education programs in Finland. The analysis of the interviews was carried out in line with discourse theory by Laclau and Mouffe (2001).

Expected findings

The preliminary results show that in discourses on multiculturalism among teacher educators and students in Finnish teacher education, the focus was mainly on immigrants. Multiculturalism was constructed as an opposite to Finnishness, with references to ethnic origin and national belonging, and the immigrant was reproduced as the Other. Multicultural education was given the objectives of teaching how to understand and teach the culturally different immigrant. Contrastingly, in the discourse on diversity everybody was seen as a part of it. However, there were some critical voices, raising concern about the present use of the concept of multiculturalism, and suggesting a deconstruction of the term and the apparent division into immigrants and Finns.
Relevance to Nordic educational research

In the discourses of teacher educators and students there is a reproduction of the immigrant as the Other and multiculturalism as the opposite of Finnishness. This shows a need for critical examination of how the terms are used in teacher education in the Nordic countries, and what kind of objectives for multicultural education that are articulated. The focus of a critically oriented multicultural education ought to be how to work against othering and inequalities in order to promote real equal opportunities for all.

References:


Democratic implications of school based activities before and after workplace learning

4. Justice through Education

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Abstract: This study is part of an ongoing research project which purpose is to generate knowledge concerning the extent and nature of learning processes that can be characterized as civic education in vocational subjects and to what extent and why these vary between programmes and school contexts (for previous publications see Ledman, Rosvall and Nylund, 2017; Nylund, Rosvall and Ledman, 2017). In this paper we direct interest towards how the schools utilize activities before and after workplace learning to educate the students towards the curriculum goals of citizenry, critical thinking and core values of education (Lgy11). Work-place learning is ascribed an important role in Swedish upper secondary VET and constitute 345 of 2430 of guaranteed teaching hours throughout the education. It is deemed as important to impart vocational culture and to give competences in line with labour market demands. However, we know little about how democratic goals of education are considered and addressed in workplace learning.

Bernstein’s (2000) concepts related to democratic rights are used as primary analytical tools. In the analysis, we seek to identify how the occurrences of preparation and processing of work-place learning are opening or closing opportunities for the students to critically reflect over their position in relation to supervisor, employer, colleagues, customers/caretakers, and also over organisation and routines at the workplace. We want to understand if, and in what form, the students are educated to critically examine norms and practices, which is a prerequisite for initiating change, emancipation and democratic influence.

Four researchers has adopted a ‘collective ethnography’ approach. In total 2 Vehicle and Transport programme classes, 2 Restaurant Management classes and 2 Health and Social care classes were followed. This paper is based on data collected in connection to workplace learning during the pupils’ second year.

Preliminary results show that adaption and conduct was at the fore when preparing the pupils for workplace learning. There was great variety regarding how and if the schools organised time where the pupils where encouraged to share and critically discuss how the work was organised and what their workplace learning consisted of. The pupils’ subordinated position(s) exposed them to discrimination and assaults, but the schools failed to prepare the students with tools to recognise and report such instances. Rather than pro-active, measures were made in response to problems as they occurred.

The paper contributes to Nordic educational research about vocational education and training and especially on vocational and workplace education in relation to questions of citizenship.


Discomfort and vulnerability – Strengths and weaknesses of “Pedagogy of discomfort” as a tool for antiracist education.

4. Justice through Education

Åse Røthing

OsloMet - Oslo Metropolitan University

Abstract: “Pedagogy of discomfort” was first introduced by Boler in 1999 as a teaching practice that invites educators and students to engage in critical inquiry regarding values and norms, and to examine constructed self-images and perceptions of others (1999, p. 177). The concept has later been further developed by Boler and Zembylas (2003) as a pedagogical framework to engage students and teachers with issues of difference, race and social justice by troubling their emotional comfort zones. This pedagogical approach is grounded in the assumption that discomforting emotions are important in challenging dominant beliefs, social habits and normative practices that sustain stereotypes and social injustice and in creating openings for empathy and transformation. (Zembylas & Papamichael, 2017, p. 3).

This paper explores how pedagogy of discomfort may contribute to critical reflections and antiracist education, by asking what educators may gain from dwelling with discomfort rather than trying to escape it. I argue that discomfort should be seen as an approach to norm critical and anti-oppressive education and a resource for transformation, not as something to fear or avoid. The ideas of pedagogy of discomfort have, however, raised some concerns related to what might happen when students are challenged and become uncomfortable in educational settings. One might argue that the concept of “classroom safety” could imply that educators first and foremost should offer comfort in classrooms. My main interest in this paper is what educators may gain from engaging with their own discomfort. However, the final part of the paper will raise some questions concerning “who’s comfort” and “who’s safety”.

The paper is based on interviews with teacher educators from seven institutions of higher education, located different places in Norway, conducted between November 2016 and November 2017. The research participants were interviewed in groups and most groups consisted of one teacher from each of the following three subjects: Social science, Religious education and Pedagogy. The interviews focused on what the participants found challenging and/or uncomfortable to address in their own teaching, as well as what their students reported to be challenging and/or uncomfortable after having their teacher practice periods.

Norm-critical perspectives have been influential in the Nordic educational research context for the last 10 years. Perspectives within the tradition of Pedagogy of discomfort may contribute to more nuanced knowledge about challenges and practices within the Nordic educational contexts while working with issues concerning social justice.

References:


Educating self-responsible and flexible workers? Analysis on on-the-job learning

4. Justice through Education

Anna-Maija Niemi
1 University of Helsinki

Abstract: The Finnish vocational education has recently gone through a legislative and system level reform which has transformed the structure and implementation of vocational education. Individualizing study paths, emphasizing work-based learning and straightening labour market transitions are the main goals of the reform – leading vocational education further away from general upper secondary education. At the same time, there has been heated media discussions about cost cuts and reduction of teaching in vocational education. In this presentation, I consider the relations between working life emphasis, students’ assumed self-responsibility and needs of educational support in the context of vocational education and its current reform. I examine the practices of and narratives on on-the-job training and educational support as well as the meanings which working life emphasis and self-responsibility get in the field of vocational education.

Drawing on earlier research in sociology of education and youth studies, the focus of the theoretical consideration is in two prevailing discourses, which define and formulate both the practices used in school’s everyday life and the meanings given to working life and self-responsibility. These are the discourse on working life emphasis and the discourse on individualization in which the ideal subject becomes formulated as a self-responsible student who individually takes care of ones studies and educational choice-making. I will show in the analysis how students’ and teachers’ narratives and educational practices are positioned within the discourses.

My presentation is based on an ethnographic study of educational support, study counselling and societal inclusion of young people in upper secondary education in the Helsinki metropolitan area. I analyse the data produced in one vocational school during the school year 2016–17. The analytical focus is on interviews conducted with students and educators and on field-notes paying attention to reflections on on-the-job training, support practices and requirements of self-responsibility. The analysis highlights tensions between the expectations of the labour market, learning goals, students’ narratives on disappointments and contentment, needs of educational support and the school’s social reality. As the reforms of vocational education has recently been at hand in other European and Nordic countries as well, this presentation brings topical openings and continues the discussion from school’s everyday life perspective related to the reform of Finnish vocational education.
When: Wednesday 16.00-16.30, Where: 12:128, Blåsenhus

Educational justice and equity from historical and ethnographic perspectives with a focus on education in rural areas

4. Justice through Education

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Abstract: Research topic/aims:

This article is about rural secondary schools in Sweden in the context of political aims there about education equality and inclusion, regional comparability and equivalence. Sweden has been identified as excelling internationally in these respects in the past. However, there are several important neglected problems in these respects that hide a long history of structural injustices and inequities that are often missed. Today’s secondary schools do show significant attainments in terms of standard equity assessments compared to the past and in relation to other countries and in these senses the Swedish secondary school appears to deserve its status as an equitable system. But education equality is also about history, structural relations, and political decisions that create or obstruct the development of the possibilities pupils obtain to engage in their learning positively, regardless of who they are or where they come from. And no matter how outwardly equitable Sweden’s school system seems to be, as also identified previously from the National Committee for the Investigation into the Internal Work of the School in the early 1970s to the present day, schools still seem to be marred on these lines. They relate historically to the ways in which the different groups or individuals are represented in educational policy decisions, positioned by educational policies and in educational relationships, and dealt with in schools and they can be seen throughout the development of the Swedish school system and across its geographies of social class, gender and place of domicile, and not the least subsequent to the recent decentralisation and market reforms from 1989 onwards (ibid.). They have historically been particularly acute in relation to education in rural areas, and this is the main consideration in the present paper.

Method:

The paper has been developed from ethnographic research and meta-ethnographic analyses conducted within a recently completed Swedish Science Council funded project.

Theory:

The theoretical framing is neo-Marxian and space sensitive: based primarily on the understandings of space and place in the writing of Doreen Massey

Expected findings:

Although they may not always recognise or express significant dissatisfaction, the children from the
rural places we have researched are definitely not favoured by the current metro-centrism that predominates in relation to national political decision-making and politics; including educational politics and particularly recent educational market politics.

Nordic significance

The research is significant not only to Sweden’s education system and political decisions but also to other countries with ambitions for educational justice and social equity and with sizeable rural areas and populations. This includes basically all the other Nordic countries.
Educational spaces for boys: spatial practices in classrooms of technical work, home economics and emergency care

4. Justice through Education

Elina Lahelma
Reetta Mietola¹, Sirpa Lappalainen¹,², Anna-Maija Niemi¹
¹ University of Helsinki
² University of Eastern Finland

Abstract: Research topic/aim: We focus on spatial practices and cultural processes in particular school spaces that contribute to understandings of masculinities/growing into men. Technical handicraft class rooms in lower secondary schools and technical workshops in upper secondary institutions are spaces with practical work, mostly male groups and male teachers. We reflect them with other spaces for working with hands in co-educational groups, such as home economics classroom in lower secondary schools and emergency care classrooms in institutions of health and social care. Theoretical framework: Space is not merely a backdrop to activities that take place in the school; it shapes processes and activities and is an arena of practices of differentiation as well as making connections. Space is not only physical, but also social and cultural. The starting point of this paper was in observation that gendered school spaces for practical work described in our data seemed to be laden with emotions.

Methodological design: In order to emphasise gender divisions in educational contexts as processes that unfold over times, we have spread the time span and the context by drawing on four studies that together cover a sixteen-year period. This paper draws on four ethnographic studies, two of them in lower secondary education (Elina Lahelma, Reetta Mietola) and two in vocational upper secondary education (Sirpa Lappalainen, Anna-Maija Niemi). We conducted analysis through discussing our data sets jointly, paying attention on spatial divisions as well as how sense is being made in young people’s reflections on their school space.

Expected conclusions/findings: Our analysis suggests that spaces for technical work in lower and upper secondary institutions with masculine cultures, using hands, and often with just male students, evoke positive emotions and feelings of belonging, freedom and competence, also for boys who have difficulties in learning. In the co-educational spaces for lower secondary home economics and vocational institutions of health and social care, with taken-for-granted feminine histories and cultures gender gets actualized by providing space and time for gender-based teasing and playacting, as well as carnevalising performances of gender.

Relevance to Nordic educational research: Moral panic for boys’ under achievement is one of the sustainable discourses on education that travels in time and spaces. For decades, the discourses have repeated the same arguments, for example that boys learn better by doing, in male groups and with male teachers. Problematic in this argumentation is that it is based on the classification of boys’ needs and development as ‘natural’ and fundamentally different from those of girls. Our findings suggest how difficult it is to confront and challenge gendered divisions. We will argue that even if boys in our studies generally seem to feel good in their own spaces, this is not a solution. We will ask how to challenge historically sedimented gendered connotations and create spaces in which all women, men and others can have the feeling of belonging, acceptance and competence.
Gender Differences Governed by PISA

4. Justice through Education

Tuuli Kurki¹
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¹ University of Helsinki
² University of Eastern Finland

Abstract: The results of the PISA tournaments carried out in 2000 and every three years since then have raised the Finnish education system and teacher training on the world map. Every time, at the time of the publication of the PISA results, the national pride of success has been accompanied by national concern about the gender differences in the results, which in Finland has been particularly high. In our presentation, we will look at the PISA results and their reporting and public debates from gender perspective. Our data include OECD’s PISA publications and ministerial press releases on the PISA results, as well as post-release debates in Helsingin Sanomat and Hufvudstadsbladet daily papers and in Opettaja Journal. Our previous analysis suggests that the debate on the PISA results circulates mainly around gender, producing girls’ success as problematic. However, for example, in the latest PISA study (2015), for Finland, the gender difference in Science was 19 points for the benefit of girls’ performance, while the difference in the socio-economic background groups was 78 points and 92 points between young people from immigrant families and Finnish families. In the area of Mother Tongue (Finnish Language), which has been the biggest concern for boys’ success, boys’ performance was on average 47 points inferior to girls’, while the difference between young people from immigrant families and Finnish families was 112 points. In our presentation, we focus on the significance of the gender dimension in relation to the socio-economic and immigrant status of students, and analyse the possible change in the debates on PISA results in policy documents and the media discussions. Our analysis is based on critical discourse analysis and research tradition where numbers, statistics and measurement are understood as governance. Therefore, PISA is understood not only pointing to learning differences between different student categories and study subjects and their changes in different measurements but understood to serve the national, regional and political interests of different groups.
How responsible is Finnish education export?

4. Justice through Education

Helena Hinke Dobrochinski Candido

University of Helsinki

Abstract: Finnish education has been considered a global benchmark since the 2000 PISA. This reputation became an opportunity for Finnish policymakers and entrepreneurs to export education from Finland to countries that are eager to learn the ‘miracle’ (Simola 2005) of Finnish education. I investigate how responsible Finland has been in the promotion of education export initiatives.

Education transfer is new, but has significantly adopted a business-orientation. The neoliberal shift of education governance (Ozga 2009) towards a managerial regime increased global education competition and privatization whereby education is considered a valuable asset, and therefore, an export product. Finland started exporting education in 2008 (Schatz et al. 2017). Education has been identified as one of the Finnish government’s key export programs, whose turnover reached 260 million euros in 2014 (OPH 2017).

This research draws on corporate social responsibility literature (Carroll, 1999; Gariga & Melé, 2004; McWilliams et al., 2006; Campbell, 2007; Dahlsrud, 2008), in order to identify whether Finnish education export is oriented by ethical conduct, aiming to benefit the society which imports education from Finland instead of solely capitalizing on profit. The focus is whether Finnish education export processes, performed by different public and private actors, create value to the ‘clients’ that ensure the sustainability of educational processes.

I analyzed political documents and discourses of Finnish government representatives and educational entrepreneurs in the media. I followed a qualitative content analysis approach (Schreier, 2012) to capture the motivations, interests and expectations within the discourses of Finnish education export.

Preliminary findings indicate that despite the ideological and values-oriented discourse of education, education export has been closely framed on a business perspective. Abstraction in policy regulations create room for diverse education export approaches. Such autonomy contributed to
decontextualized education export processes, as the adaptation of Finnish education to the host-country context has been rarely prioritized in the discourses.

The relevance of this study to Nordic education research is threefold: Finland has been experiencing a boom of education export; Finnish education is often associated to the ‘Nordic model’ of education; Finland has been developing a different pattern of education marketization and privatization than other Nordic countries, associated to education export.
Immigrant and refugee integration becoming business

4. Justice through Education

Tuuli Kurki
Ameera Masoud

Abstract: Today, education is massively affected by marketisation and the drastic demands of the global economy. Integration training for immigrants and refugees has fallen prey to that, which has been attributed to the creation of “integration as business”. In the presentation, we discuss how integration training for immigrants and refugees becomes organised within the current market-oriented policies and practices; which kinds of discourses are represented and utilised through which one becomes an “integrated immigrant/refugee” and; what consequences this orientation has on the subjects involved in integration training. By bringing examples from our ethnographic data, we investigate the ways in which marketisation of integration implies and elicits certain kinds of immigrant/refugee and teacher subjectivities, and analyse the ways in which these subjectivities become produced through the plural and contingent discursive practices across different sites of integration.
Microaggressions in the social studies classrooms – possibilities for learning through discomfort?

4. Justice through Education

Mari Jore

Western Norway University of Applied Sciences, Faculty of teacher education

Abstract: Tension and conflict in teaching and learning situations are by most educators perceived as a problem that must be solved to reestablish calm and order. These situations are often triggered by microaggressions understood as brief and commonplace daily indignities that mark a social hierarchy, either in terms of verbal communication or non-verbal behavior and through this reaffirm ethnic, racial, gendered, sexual or other well-established stereotypes, however without being openly hostile (Gressgård and Harlap, 2014 p. 24). Microaggressions bring into focus power structures accentuated in our globalized societies and highlights discomforts, tensions and conflicts that can occur in diverse and multicultural educational settings.

This paper investigates microaggressions in the social studies classroom. The paper analysis educational encounters observed during fieldwork conducted in 2016 at a junior high school in one of the bigger cities of Western Norway, where microaggressions play a vital part in shaping the classroom setting. The analysis is approached by applying insights from the pedagogy of discomfort, which sees discomfort as a resource that can promote critical inquiry of values and cherished believes and examine constructed self-images in relation to how one has learned to perceive others (Boler, 2004). In the analysis, I discuss how the discomforts of microaggressions can create openings and possibilities for learning in the subject of social studies?

The subject of social studies offers an especially interesting context to study microaggressions as the subject is seen to promote students critical thinking through engagements in and discussions of controversial issues. Despite this, several Norwegian studies show how educational narratives in the subject tend to focus on harmonic and exceptional notions of both historical and contemporary events (Jore, 2018, Røthing, 2015). The self-understanding as Nordic exceptional (Lofsdóttir and Jensen, 2012) build up an image of the globally good citizen, were a critical engagement with uncomfortable aspects in Nordic history or contemporary issues tend to be avoided. As controversial issues are seen as a central part of the social subject content, several issues that can trigger microaggressions are covered. This challenges the Nordic social studies teacher that should be able to uncover, recognize and manage these microaggressions in the classroom, to potentially create and facilitate learning. The cases discussed exemplify how avoidance of the discomfort created by microaggressions in the social studies education contribute to reproducing hegemonic notions of Nordic exceptionalism, thereby reaffirming power structures that counteract inclusion and socially just education.

Literature


Minority language in the market – the case of Finnish in independent schools in Sweden

4. Justice through Education

Tuuli From¹
¹ University of Helsinki

Abstract: In Sweden, the legislation provides the children with a Finnish background, among other national minorities, the right to use and develop their language and cultural identity in education. However, the shortcomings in the realization of language rights of national minorities in Sweden have been pointed out by national authorities monitoring the implementation of the policies as well as the Council of Europe. The critique has particularly focused on the insufficient availability of mother tongue instruction and bilingual education. In addition to the few bilingual classes in municipal schools, bilingual education in Finnish and Swedish is also provided in bilingual independent schools outside the public school system. The number of Sweden Finnish independent schools has declined radically during the past few years and the positions of these schools in the market-oriented educational system can be considered to be turbulent. Independent schools, also known as free schools, are owned by private organisations but funded with public money from the local municipality, based on the number of pupils they have enrolled. Independent schools have in the recent years faced critique as contributing to marketization and differentiation of education in Sweden. Using theories from critical language policy studies, this study focuses on the implications of organising minority language education in independent schools.

The ethnographic fieldwork of this study was carried out in one bilingual Sweden Finnish independent school. The data consist of observations in classrooms and during informal activities, participatory photography and photo-elicitation interviews with pupils as well as individual interviews with the school personnel. The ethnographic data produced through a variety of methods enables multiple analytical perspectives to the implications of marketization of education in school space.

The results indicate that the position of Finnish in the context of independent schools is negotiated in the often-conflicting interests of minority language policies and the educational market. The commodification of language seemed to be a precondition for the recognition of linguistic capital in the market-oriented educational system of Sweden. In the discourses promoting the instrumental value of language in order to market the school, issues related to language rights were more likely to become submerged. Moreover, parental school choice and standardized testing were often presented as shaping the school’s educational practices. Despite the slowly dispelling stigma related to Finnish language in the Swedish society, the connotations related to Finnish were still in places classed and connected to socio-historical language hierarchies.

Discussing linguistic inequality created through education and language policies will bring new perspectives to language and minority policies in Nordic countries as linguistically diverse societies. While the educational systems in Nordic countries are increasingly adopting market dynamics, it is necessary to analyze their implications to potentially disadvantaged groups in educational systems, such as language minorities.
Mobility, background and economy in rural schools. Different interpretations from a meta-ethnographic study in Spain

4. Justice through Education

**María Begoña Vigo-Arrazola¹**
Belen Dieste-Gracia¹, Carmen Julve-Moreno¹
¹ University of Zaragoza (Spain)

**Abstract:** Outline:

In a context where globalization has influenced the mobility of populations, the purpose of this paper is to contribute to understand the impact that this has had on the experiences of schools, the communities they are part of, and the people in them.

**Methods**

The paper has been conducted through a meta-ethnographic analysis of research publications from three projects carried out in different moments in four autonomous communities in Spain between 2008 and 2015. These dates are important in economic terms as the mobility of students in schools has been a continuous flow in Spain during this time.

Participant observation, informal conversations, interviews and virtual interaction were used in the research projects and allowed great interaction in the field and possibilities to obtain a rich knowledge and experience in five rural municipalities. The data and the interactions have then served as a basis for analyzing the experiences and actions carried out in the schools, paying special attention to issues of the inclusion of new students. The differences between schools are present.

**Anticipated results**

Student mobility is a fact nowadays and it has generated a big challenge in schools, especially in educational systems where schools and their curricula have been designed for a homogeneous ‘white elite class’. It has forced a need to rethink content and teaching practices, and forms a challenge in an educational context such as that in rural Spain today, where the dominant ideology has had an important role in rendering rural schools invisible at the policy level by a generalized metro-centric political approach.

Through this paper we show how rural schools in different municipalities respond to the students’ mobility through their teaching practices and every day. A main feature is that they respond in different ways to the inclusion of students’ mobility. On the one hand, rural schools in sparsely populated areas recognize the relevance of the knowledge and the value of students’ backgrounds as a social need. On the other hand, schools in small rural towns tended to ignore and silence backgrounds.

The paper concludes with a twofold discussion. First of all, we are considering the relevance and the
active role that the past has in the different rural areas that we studied; small rural villages; commercial rural towns. Secondly, we are highlighting how the past far way to respond to the hegemonic ideology of states is contributing to resist it.

These distinctions identified above are relevant not only to the Spanish context but also to other countries with sizable rural populations such as the Nordic countries.
When: Thursday 11.00-11.30, Where: 11:130, Blåsenhus

Our neighbourhood school is a "cavernous gray emptiness". Parental choices of private schools in Reykjavik.

4. Justice through Education

Audur Magnús Audardóttir
Berglind Ros Magnúsdóttir

1 University of Iceland

Abstract: While privatization of compulsory education has been gaining momentum for the past decades in the Nordic countries, most notably in Sweden and Denmark, Iceland still has little privatization of compulsory education (Dovemark et al., 2018) and around 95% of students go to public schools. There have, however, been slowly forthcoming changes in this regard with one non-profit school chain emerging over the past years, first solely at the preschool level but for the last decade also on the compulsory school level (Dýrfjörð & Magnúsdóttir, 2016) and the number of private schools slowly increasing.

No studies have been carried out in Iceland on the class background of students in government funded, privately provided schools (hereafter private schools) and the question on potential class segregation between private- and public schools has been unanswered. Yet we know that extensive international studies show that social capital and class play an important role in relation to school choice (Ball and Vincent, 1998; Horvart, Weininger and Lareau, 2003; Posey-Maddox, L., Kimelberg, S. M., and Cucchiara, M., 2014) and that privatization tends to increase class segregation (Dovemark et al., 2018, Yoon, Lubienski, & Lee, 2018). This presentation will a) explore the economic, cultural and social capital of parents in Reykjavik who have chosen a private compulsory school for their children and b) their reason for opting out of the public school system. The analysis of parental economic and cultural capital is based on data from Statistics Iceland. The rationale for parents' choices of opting out of the public school system will be addressed using qualitative interviews with 20 parents. The design of the study is grounded in Bourdieu’s theories on the reproduction of class and class fractions. His concepts of social, economic and cultural capital were used to address social class segregation and operationalize the structure of social class. Furthermore, the concepts of strategies and class fractions will be used to discuss the findings. Preliminary results show that the majority of private schools in the Reykjavik metropolitan area attract privileged parents in terms of economic and or cultural capital. However, the degree of class concentration is shaped by the schools' geographical location. Furthermore, the reproduction of social capital turned out to be an important part of parents’ strategies when choosing a private school for their children. Authors will reflect on the implications of these findings for school policies and the marketization of primary school education in Iceland.
Promoting social inclusion at Finnish (pre)primary education in urban neighbourhoods

4. Justice through Education

Sirpa Lappalainen¹
Venla Bernelius², Sara Juvonen³, Heidi Vartiainen³
¹ University of Eastern Finland, Department of Social Sciences
² University of Helsinki, Helsinki Institute of Urban and Regional Studies
³ University of Helsinki, Department of Education

Abstract: In the Nordic countries and especially in Finland the equality of opportunity principle has traditionally been important in education. However, educational inequalities related to economic, social and cultural dimensions have remained. In urban areas, these challenges have even been intensifying due to increasing socio-spatial segregation (Bernelius & Vaattovaara 2016.) We see social inclusion in schools as a way to promote equality in urban settings and to reduce school segregation. Therefore, we ask how the policy of inclusive education is articulated and implemented in the local contexts.

As inspired by Pierre Bourdieu’s theorectizations, education here is understood as an institution favouring hegemonic middle-class majority. However, in order to avoid ‘class-only’ explanations and to understand the complexity of inclusion and exclusion, the concept of intersectionality provides a framework for analyzing how various dimensions of difference, such as gender, ethnic background, and (dis)abilities, position children and their families (Hill Collins & Bilge 2016).

The analysis draws on an ongoing study at one (pre)primary school located in the metropolitan area (Kosunen 2017). Based on statistical analysis, we have chosen a research site with heterogenous composition of families (in terms of socio-economic background and language); risk of segregation through a pattern of middle-class rejection in school choice; close connection between pre-primary and primary education; needs-based resource allocation from the municipality; active participation in pedagogical development. Based on ethnographic fieldwork we focus on ‘moments for inclusion’, referring to incidents in everyday life, where we see potential for promoting social inclusion. We reflect our observations with data generated in the beginning of millennium in a similar research site (Lappalainen 2009). As an analytical framework we utilize division between official, informal and physical layers of school, where official refers to curriculum, and student-teacher interaction with pedagogical aim, informal refers to, for example, interaction between children, and physical refers to material environment (Gordon, Holland & Lahelma 2000).

Our preliminary observations suggest that pedagogical practices have taken steps forward in terms of discursive sensitivity when it comes to ethnicity. Potentials as well as challenges are often related to a need of new kinds of tools to help arrange the everyday life in schools in new situations. Combining perspectives from sociology, educational sciences and urban studies, this paper provides adequate understanding of challenges and possibilities for inclusive practices in the context of (pre)-primary education.

References


Secondary students' awareness of 'the Nordic privilege'

Gunilla Holm¹
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¹ University of Helsinki
² University of Gothenburg

Abstract: Purpose

The purpose of this study is to explore how upper secondary students in the Nordic capitals identify themselves with the Nordic region. The following research questions were addressed: How do upper secondary school students identify with the Nordic and the Nordic region? What does it mean to them to live in a Nordic country? How do they perceive their privileges when living in a Nordic country?

The research literature is scarce regarding especially the younger Nordic citizens' awareness of their privileged lives compared to other young peoples' situations elsewhere.

Perspectives

Youth identifications with the Nordic means in this study that we are interested in the students’ perspectives on and perceptions of what it means for them to be "Nordic". Identifications include a number of different aspects, such as, gender, home culture, country or dominant culture, ethnicity or appearance, religion, language, sexuality, subcultures/hobbies, profession, and social class. Included are also individual qualities, which can for instance refer to individual abilities or disabilities. (Anthias, 2011). The identifications of youth today reflect the increasingly globalising and postmodern society, which is under constant and rapid change. (Verschueren, 2008)

Methods and data

The research methods used are participatory photography (Author 1, 2018) and group interviews. Upper secondary students (137) from six upper secondary schools in metropolitan Copenhagen (n=33), Helsinki (n=36), Oslo (n=30), Stockholm (n=24) and Reykjavik (n=14) participated in the study. The data, collected during 2018, consist of 700 photographs with captions and 28 group interviews. The students were asked to photograph themes that they associated with the Nordic region and that in some way captured how they experienced living in a Nordic country. After this they participated in small group interviews where the photographs, and the themes captured, were discussed. The research team analyzed the photographs and the interviews into themes, associated to the research questions (Rose, 2016).

Results

The results show that the students reflected upon several themes in relation to their identifications
with the Nordic region. Equality, free education, health care, social security and safety were seen as characteristics for the Nordic countries and perceived as important. The students were well aware of the privileges of living in a Nordic country and underlined that people in the Nordic welfare states have equal possibilities to live a good life and to choose the kind of life they want to live. The students were also quite critical and viewed life in the Nordic region as, for example, living in a bubble. Our results increase, though an innovative method, our understanding on how young people perceive their privileges as citizens in the Nordic region.

References


Study counselling experiences and educational routes of academic oriented girls with immigrant backgrounds

4. Justice through Education

Linda Laaksonen¹
¹ Linda Maria Laaksonen

Abstract: Education systems in the Nordic countries are considered to promote universalistic transition regime (Walter 2006), where study counselling is institutionalized through education and its aim is to secure a degree place in upper secondary education for all comprehensive school leavers. However, educational routes, transitions and experiences on study counselling of students with immigrant backgrounds have been found to often be disjointed and varying (Kurki 2008, Kurki & Brunila 2014, Souto 2016). In spite of the academic orientation, particularly girls with immigrant backgrounds have faced contradictory expectations and stereotyped presumptions where they have been seen “more suitable” for vocational education because of their immigrant background or ethnicity (see Ball, Reay & David 2006, Kurki & Brunila 2014, Niemi & Kurki 2013). This presentation explores experiences on study counselling, obstacles and prospects that academically oriented girls with immigrant backgrounds have experienced during their studies and how these encounter educational equality. More specifically we ask: how the girls’ educational routes and agency become formulated and; what kinds of relations they have with gender and immigrant background.

We have a multidisciplinary approach in the study and we mainly draw on the theorizations developed within sociology of education. The theoretical ideas operated so far are related to educational transitions, agency and positions of young people and in/equality in education.

Methodologically the study is ethnographic research contextualized in education policy (see Marcus 1995; Troman, Jeffrey & Beach 2006) meaning that we consider the ethnographic field as plural expanding our analysis from what happens in the school’s everyday life to current education policy discourses. The research data we draw on has been produced during a fieldwork period in one general upper secondary school in Helsinki Metropolitan area during a spring term 2017.

Drawing on the analysis based on our interview and observation data as well as education policy documents, we discuss our findings concerning Finnish language proficiency, pedagogical support and guidance in general upper secondary education and how it revolves around the context of being an academically oriented girl with immigrant background. The narratives of the girls reveal how they have faced situations where they have had to negotiate their educational choice-making in the context of gender, immigrant background and language proficiency instead of their own hopes and educational orientation. Most of the girls were aware of the stereotypical discourses considering educational choice-making and they had either negotiated with or resisted it.

In spite of the well-known objectives of educational equality in Nordic countries, sociological research has pointed out that social dimensions, such as immigrant and socioeconomic backgrounds, disability and gender are still related to positionings of young people in upper secondary education.
and labour market (e.g., Lappalainen & Lahelma 2016; Lundahl 2011). This study aims to produce fresh findings from the field of Finnish general upper secondary education at the moment, when the upper secondary education system is going through a rather big reorganization process emphasizing individualization of educational choice-making.
Teachers discomfort and dilemmas facing stereotype attitudes among students

4. Justice through Education

Tonje Myrebøe

1 OsloMet - Oslo Metropolitan University

Abstract: This paper presents the preliminary findings from my present study where I investigate how teachers experience and encounter students’ expressions of negative attitudes in terms of stereotypes and bias. Teachers in the Norwegian school system are by law given the academic, social and psychosocial responsibility for their students, in an educational system that seeks to create tolerance, equity and solidarity. However, conflicts in the classroom are not necessarily situational in a restricted sense. Tensions between students might also originate from mechanisms of power that reproduces social division within education, attached to gender, race, sexuality and other historically established categories. Words and actions that tie other students to stereotypic understandings based on group identification and or belonging, might lead to conflict and uncomfortable discussions or situations (Gressgård & Harlap, 2014). In what ways does teachers perceive and handle these types of tensions, and further, what are the teachers’ practices and dilemmas in these situations?

Several reports indicate that different kinds of stereotype understandings of groups does exist in Norwegian schools, as in the rest of society. However, it is also stated that this is a complex field which is in need of more knowledge (Eggebø & Stubberud, 2016; Helseth, 2007; Moseng, 2007; Seeberg, 2011; Troflet, 2010). Research in a Norwegian context aiming at teachers’ experiences with the complexity of different types of stereotype attitudes among students, and the possible dilemmas and discomfort these might produce, is missing.

This study is based on semi-structured interviews with approximately 20 teachers working in different parts of Norway (in lower or upper secondary school), in addition to one or two interviews with focus groups. The data collection is currently in progress. In the analysis I will approach the teachers’ experiences and dilemmas within the frame of ‘the pedagogy of discomfort’, which is “[...] grounded in the assumption that discomforting emotions are important in challenging the dominant beliefs, social habits and normative practices that sustain stereotypes and social injustice, and in creating openings for empathy and understanding.” (Zembylas & Papamichael, 2017, p. 3).

References


The emergence of the Swedish common school system and the myth of its ruin by market politics

4. Justice through Education

Dennis Beach

1 University of Borås and University of Gothenburg

Abstract:

1. Research topic/aim
Why has the Swedish school system as iconically just and equitable turned into its nemesis as a system that totally lacks the principles of fair access and social equality that it was claimed to be founded on and reflect? The emergence of the Swedish common school system and the myth of its ruin by market politics

1. Theoretical framework
Marxist theory.

1. Methodological design
The method employed has been a form of historical text analysis for political texts. It has involved identifying relevant political texts from different periods and treating them as a primary source in an attempt to locate the message or argument. The analysis is based on a careful close reading of the selected texts. There is an aim to identify important metaphors or symbols, what is present and also what the texts do not refer to. The purpose is to evaluate the source(s) then as historical evidence. What is described? What beliefs or actions are presented and from which perspective(s)?

1. Expected conclusions/findings
Much has been written about the reasons why the once claimed so equitable and effective Swedish school system looks the way it does today, with thoroughly decayed levels of social equity, massive differential increases in social class performances, ethnic, racial, class and regional biases in terms of access to sections of the school market, and low performance levels on international indicators. The switch to decentralized market governance and the introduction of quasi-markets in education is often blamed, and many good reasons have been given over the years for why this is the case. However, such developments can rarely be boiled down to a few explanatory bases, and this applies also in relation to this burning question: why has the Swedish school system that has been internationally identified as iconically just and equitable turned into its nemesis, that is, a system that totally lacks the principles of fair access and social equality that the system was claimed to be founded on and reflect.

The answer might be that this is just a mirage. The system was never just and equitable. It was fundamentally structurally unjust and has always functioned not as a tool toward class equality and for helping to liberate the working class, but as a tool to keep the working class; whilst it was
needed; in its place: as a class in itself not as a class for itself. That both the right and the so-called left are on the side of capital is the really enduring historical problem of education it seems. At least in relation to questions of educational justice and equity!

1. Relevance to Nordic educational research
The Nordic systems of education are widely acclaimed as just and equitable. The paper critiques this idea around the emergence of the Swedish common school system and the myth of its ruin by market politics. Sweden is used as an example but the article has obvious Nordic relevance.
The organisation around workplace learning in VET and its implications for teaching and learning critical thinking

4. Justice through Education

Maria Rönnlund¹
Per-Åke Rosvall¹
¹ University of Umeå

Abstract: In European educational policy, ‘critical thinking’ is put forward as an individual analytical and civic competence of great importance in today’s society. In relation to vocational education and training (VET), where students navigate within and between school and working place contexts, the teaching and learning of critical thinking turns out particularly challenging, and necessary. The Nordic countries tend to put relative emphasis on critical thinking as part of the preparation for students to become active, critical workers and citizens (e.g. Fejes, Nylund, & Wallin, 2018). However, there is still sparse knowledge about critical thinking in relation to work place learning, why this study is a contribution to existing Nordic research. This paper aims at explore teaching and learning of critical thinking in VET, with focus on how the organisation around work place learning can enhance and/or hinder different forms of critical thinking.

To be able to unveil organisation principles and their consequences for what critical thinking can be, we use the concepts ‘classification’, ‘framing’ and 'pedagogic code' (Bernstein, 2000). Knowledge about how the pedagogic code permeating a specific educational context in terms of classification and framing is constituted, helps to understand the outcome of critical thinking and the shapes it takes in various contexts.

The study draws on ethnographic data from a larger project collected 2016/2017 in five schools (Sweden) and two VET programmes: The Vehicle and Transport programme (VT) and the Health and Social care programme (HC). Preliminary results indicate three identified organisation models: a) a time-gathered workplace period, b) work-place practice a couple of days per week and the days spent in school were dedicated to academic subjects, and c) work-place practice a couple of days per week and the days spent in school were dedicated to both vocational and academic subjects. The organisation models did in turn generate different communication models: d) formalised meetings at the work-place with teacher, students and supervisor present, e) weekly visits by teachers at workplace with spontaneous conversations/discussions with student and/or supervisors; f) formalised conversations/discussions between teachers and students at the school every week. In HC, these were combined as a ‘a + d model’, and in VT as a ‘b + d/e model’ or a ‘c + d/f model’. These variants gave space to critical thinking to various degrees, and influenced what kinds of critical issues that could be addressed and discussed. In the paper, the identified VET practices of teaching and learning critical thinking will be discussed in the wider framework of localized citizenship education.

References:
Trapped in financial rut: How economic structures constrain upper secondary school leaders and teachers

4. Justice through Education

Guðrún Ragnarsdóttir
Valgerður S. Bjarnadóttir
1 University of Iceland, School of Education

Abstract: The ideology of new public management (NPM) has impacted international and Nordic educational systems for decades (Lundahl, 2016). The upper secondary school system in Iceland is no exception. In the early 1990s, policy reform was stipulated in several policy documents written for upper secondary education. The focus at the time was on changing strategies for budgeting, performance, and human resources (e.g. Ingólfsson, 2014). This study critically addresses the impact of finance and the existing economic structures on upper secondary education in Iceland from the perspectives of school leaders and teachers.

Interviews with 21 school directors and middle managers were analysed in a recent doctoral study focusing on the formula funding, collective bargaining agreements, and the physical working environment in schools (Ragnarsdóttir, 2018). The interviews come from data from a larger study on upper secondary school practices in Iceland that also included 20 teachers. In this paper, the teacher interviews are merged with the previous analysis focusing on the same themes. Braun and Clarke’s (2013) steps of thematic analysis were followed to understand the school leaders’ and teachers’ perceptions of finance and the existing economic structures.

The study on school leaders showed that the economic structures had diverse, interrelated, and complex impacts on upper secondary education. The school leaders heavily criticised the system of formula funding and considered it to be an inflexible and unjust system that did not meet the needs of and diversity among schools. Another finding was that financial limitations obstructed implementation of the changes in the new legislation and national curriculum guide. The leaders also criticised the collective bargaining agreement for being problematic in relation to the implementation process, flexibility of the educational system, and teachers’ professional development. The financial concerns weighed heavily on the shoulders of the school directors, while the middle managers showed some distance from financial issues. School directors also reported that financial burdens hindered them from becoming educational visionaries and acting on educational and pedagogical matters. Therefore, the financial system impeded and constrained innovative ideas in their schools.

Preliminary findings show that the teachers did not focus on finance and financial issues in the same way as school leaders. The teachers’ focus centred on teaching practices, physical conditions in their classrooms, the number of students in each group, and work-load linked to the assessment processes. They also pointed out that finance and residency affected their opportunities for professional development and added to their difficulties in enacting the new policy.


"Not my type of people!" Students' narratives of choosing the ‘right’ school for academic tracks in Iceland

4. Justice through Education

Berglind Ros Magnúsdottr
Unnur Edda Garðarsdóttir

1 University of Iceland

Abstract: This study focuses on academic-track students and examines how choice between upper-secondary school tracks leading to matriculation exams is perceived by those who live in the largest market area; the Reykjavik capital region. The study is based on Bourdieu’s theories, which describe choice as being marked by the relationship between habitus and field and how ideas on school quality are colored by the concentration of privilege of those who belong to the school community. The project is a qualitative case study. The participants consist of 19 students in four different schools: two elite upper secondary schools and two other schools that have low market value among students aspiring for matriculation exams. The interviewees were all born in 1997 and were entering their fourth and last year of study. Each student interviewee participated in a semi-structured interview, theoretically driven by Bourdieu’s conceptual framework in mind (Berglind Rós Magnúsdóttir, 2014; Reay et al., 2011; Reay et al., 2005). The students also answered a standardized electronic questionnaire that mapped generational class history, extracurricular activities and certain aspects of their cultural consumption. It is to imagine whether and, if so, how this applies here in Iceland with regard to students’ choice of upper secondary school and matriculation track.

In this presentation we pay particular attention to those students in the group who fulfill the criteria for being students with generational middle-class history, as having deep middle-class roots. These turned out to be eight of the 19 students, six out of 10 students from the elite schools and one from each of the schools with low market value. Deep middle-class roots mean that they are at least third-generation middle-class, where one or both sets of grandparents possessed cultural privilege, which includes having access to higher education when this was available only to a few. The research questions probe how these “good” students define the schools and their hierarchy and whether and, if so, how students differentiate themselves from others and define their own identity and changes to it through their school choice.

It is clear from participants’ words that school choice is an important means for shaping identity and leads them to position themselves both materially and symbolically. In other words, it might be said that school choice is a certain class indicator in the teenagers’ world, where differentiation and the need for it are clear. The article discusses how certain “types” seem to define the schools, according to the interviewees. Students with generational middle-class history do not experience a disjuncture between habitus and field until they go outside their field of origin and either “don’t fit in” or make an effort to identify with groups at other schools that are closer in class position to them. The values of family and fellow-travelers have been ingrained into the subconscious (habitus) and the reasons for their choices are often unclear until traditional options are threatened.
5. The Curriculum Research Network
Abstract: Topic / AIM
The purpose of this study is to make a historical analysis of institutionally offered discursive meanings about the school subject law at secondary level. My ambitions is to fill a gap in Swedish subject didactic research in the field, as well as to support knowledge needed by a new group of legal subject teachers.

Theoretical framework
Almqvist et al. (2008) argue that education takes place in a historical and cultural context and as a consequence, content and meaning-making acquire moral significance. Meaning-making is interesting because it captures socialization and personality development, alongside the subject specific learning. Socialization is about our worldview and personality development is about how we are shaped as individuals.

Methodological design
The research method is inspired by Quennerstedt’s (2006) operationalization of pragmatic discourse analysis. Institutional discourses about the school subject law are analyzed in the curricula Lgy70, Lpf94 and Gy11 and related texts. All sources have been carefully read and are categorized in relation to questions about purpose, content and teaching methods.

Expected conclusions / findings
The analysis of syllabi shows that the purpose of the school subject law is briefly described as learning about different legal areas in Lgy70 and Lpf94, but also as preparation for citizenship in Lpf94. No required teaching methods are to be found in any of the texts.

Lgy70 and Gy11 require a wide range of legal areas, while Lpf94 deviates from this pattern with open formulations about knowledge based on students’ personal needs and related to their reality. International law is not required in Lgy70, but has gradually increased its share in the later syllabi. The institutional discourses imply a gradually increased academic orientation, offering students opportunity to apply legal methods. Lgy70 briefly mentions that teaching should refer to legal cases describing important legal rules. Lpf94 offers students opportunity to solve simple legal problems using relevant methods and tools, whilst Gy11 offers students opportunity to identify, analyze and solve legal problems based on case descriptions, interpreting and applying relevant legal rules.

No moral meaning-making is offered in Lgy70. According to Lpf94, however, students are offered to acquire knowledge about the legal system’s function in relation to fundamental values in a democratic society. In Gy11, reasoning about ethical and jurisprudent perspectives is an explicit grade criterion.
References


Civics from a discursive psychology perspective – some methodological considerations

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Abstract: Research topic There is a growing body of literature that recognizes the importance of using language-based approaches in education policy research and curriculum research (Englund, 2011; Lester, White & Lochmiller, 2017). Discourse analysis can, according to Lester, White and Lochmiller (2017), provide tools and concepts for analyzing how policy ideas meets practice at the classroom level. This paper will argue that discursive psychology can provide strategies for analyzing qualitative data in the field of curriculum research, focusing on rhetoric, discourses and ideological dilemmas in education.

Theoretical framework The aim of this presentation is to discuss some theoretical and methodological considerations emerging from this approach. Curriculum theory in a Nordic tradition has historically been focusing on sociological perspectives on education, but, in recent years, there has been an increasing interest in classroom level research (Wahlström, 2018). While curriculum theory directs attention to the overall question of what counts as knowledge in the subject of Civics ("Samhällskunskap") (Deng & Luke, 2008; Englund, 2005), discursive psychology contributes to a more specified focus on the social and cultural construction of such discourses (Wetherell & Potter, 1992) and ideological dilemmas (Billig et al., 1988) as they develops in micro practices such as classrooms and every day talk among teachers and students. Discursive psychology emanates from social constructionist and poststructuralist theory, focusing questions of social consequences, power and negotiation at a micro level.

Methodological design

The argument for using Discursive Psychology is developed in two steps. Firstly, it is discussed as a methodological contribution to the field of curriculum theory in general and secondly, it is discussed more specifically in relation to the analysis of the Civic education classroom.

Expected conclusions

This paper suggests discursive psychology as a language-based methodology for curriculum theory research. Discursive psychology offers useful concepts for analyzing qualitative empirical data at a micro level.

Relevance to Nordic educational research

The paper contributes to the development of the methodological repertoire of the Nordic field of curriculum theory.
References


Curriculum reforms and the business interest: The case of programming in the Swedish education system

5. The Curriculum Research Network

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1 Stockholm University

Abstract: Like many other countries, Sweden has recently introduced programming in its curriculum for compulsory education. This change, based on a decision taken in March 2017, was expected to be implemented in just over a year, starting in July 2018. As a result, the Swedish school system has had to deal with many changes to school infrastructure, teacher training and the rewriting of the curriculum. These changes were led by various actors within and outside education with the aim to help schools and teachers deal with the rapid reform. The aim of this paper is to identify the actors involved and to describe the structure of their interactions and the relationships between them. The gathering of the data is based on an ethnographic design, while the approach to data analysis is inspired by social network analysis (SNA) (Carolan, 2013; Prell, 2012; Scott & Carrington, 2014). SNA attempts to pattern interactions among people, groups and organizations; based on this approach the relations between the actors involved in the implementation phase of programming will be mapped. The actors include governmental and non-governmental organizations, corporations and persons, while the nature of their relations vary as regards teaching, funding, selling and sponsoring. The findings are expected to show a strong involvement and collaboration between both public and private actors, and highlight the corporate influences during the implementation of programming in Swedish schools. The recent curriculum reforms regarding programming, in combination with the involvement of the business sector, makes this paper a relevant topic for discussion in today’s educational research.

References


Globalization, Education for Sustainable Development and Pedagogical Challenges in Teacher Education.

5. The Curriculum Research Network

Cresantus Biamba¹
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Abstract: Purpose

The aim of this paper is to explore the effects of globalization on education in developing countries and how the teachers at some higher education institutions in the Southwest region of Cameroon understand education for sustainable development and what challenges they face with the implementation of education for sustainable development in the teacher education curriculum.

Design/methodology/approach

The methods employed included documentary analysis, interviews and observation. Using a multi case study design, data from semi-structure interviews and observations with teachers in the classroom and a sample of school leaders were collected and analyzed. The study adopted a qualitative content analysis to analyze data from interviews and observations.

Findings

The study shows that with the impact of globalization there is no systematic and focused preparation of secondary school teachers for education for sustainable development in the teacher training programmes. The findings also indicate that teachers were positive toward the inclusion of education for sustainable development into the teacher training curriculum. Some challenges for mainstreaming, implementation and broadening of ESD across the curriculum were identified. It also emphasized the need to integrate education for sustainable development across the curriculum and professional development for teachers in the implementation of ESD.

Research limitations/implications

The research is limited by its focus on the programme-based implementation of education for sustainable development in teacher training institutions, which did not include any course-based implementation by individual teachers.

Practical implications

Given the effects of globalization, challenges and obstacles for implementing ESD and in order to address the issues, the study argue for joint leadership across the relevant institutional levels (government, university/teacher training colleges and other stakeholders), and for the integration of sustainable development throughout the curriculum, rather than being taught as a separate subject.

Originality/value
The study provides empirical evidence for some of the major challenges teacher trainers face for implementing education for sustainable development in teacher training institutions in Cameroon.

Keywords: Challenges, Curriculum, Education for sustainable development, Globalization Teacher education.
Abstract: Immigrated teachers re-entering the teacher profession: An investigation of institutional conditions

Current European policy (OECD, 2016) states that by effective integration, immigrant teachers can be a potential resource to support the current shortage of teachers in schools, which is the case in many Nordic countries. Consequently, the Swedish government launched the Fast-track education programme for recently immigrated teachers, to shorten their path to establish themselves as teachers (SOU 2016). This paper aims to investigate immigrated teachers initial process of re-entering the teacher profession in a new school system. In particular, we are interested in how immigrated teachers negotiate formal and informal institutional conditions in the process of re-entering the teacher profession.

This qualitative study was conducted at the Fast-track (Snabbspåret) at Stockholm University during 2017. It involves focus group interviews with immigrant teachers, supervisors at the in-school practice and educators in the Fast-track. In addition, we have conducted observations. Using a thematic analysis of focus group interviews and observations, we identified patterns and contrasts in utterances relevant in our theoretical approach.

Drawing on institutional theories (Meyer & Rowan, 2006; Scott, 2014), we analyse how immigrant teachers negotiate the Swedish school’s institutional conditions in their initial phase of professional integration. In order to enact teacher professionalism, they need to not only be formally recognized as professional teachers but also gain trustworthiness as such from colleagues, students and parents. In line with the work of Evetts (2013) and Freidson (2001) we consider trust and legitimacy as key issues for professional integration on organizational as well as on practical levels.

The study shows that the process of professional integration is to a large extent a responsibility of individual immigrant teachers. In this process, the ability to master the Swedish language play an important role. However, the study demonstrates that it is of equal importance to master norms and values in school. The immigrant teachers in this study perceive an insecurity in understanding and negotiating informal institutions, which are often unarticulated and taken-for-granted in schools. The process of re-entering the teacher profession in a new school context is intersected by assumptions about what is considered to be a professional teacher. We argue that immigrant teachers’ professional process takes place in tensions concerning preservation and alteration of common assumptions of what a professional teacher is and could be. In order to be able to negotiate these tensions, immigrant teachers, in our opinion, need to gain trustworthiness as professionals.
References


Inclusive education competence in teacher education – an absence in newly trained teachers in Norway

5. The Curriculum Research Network

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Abstract: Research topic/aim

Despite a long history of integrated special and general education in the form of adapted education, Norway has seen an increase in children receiving special education support. A recent national report (Nordahl et al., 2018) finds that support systems are not effective and create excluding special education systems. Additionally, most children receive support from personnel lacking in appropriate competences (Nordahl et al., 2018).

This paper present findings from a study of newly qualified teachers during and after completing the new 5-year teacher-training programme. Specifically, this paper aims to look at why newly qualified teachers feel inadequately prepared to work inclusively.

Specific research questions:

1. How prepared are newly qualified teachers for handling pupils with additional support needs?
2. How do the newly qualified teachers experience the gap between inclusive and special education and the general teacher education community?

Theoretical framework

The integration of special and general education laws in 1975 in Norway heralded the new terminology adapted education (Tilpasset opplæring), this principle – comparable with integration and inclusion – intended to remove the distinction between “special” and “general” education. However this created an intention of an ideology-based practice where the understanding and practise of adapted education do not necessarily converge, leading to ongoing discussion and critique (Nordahl et al., 2018).

Methodological design

Norway recently introduced a 5-year master-level teacher-training programme piloted in Oslo and Tromsø from 2010-2016 and launched nationally in 2017. To compare the new programme’s aims and intentions with practical outcomes, recent newly qualified teachers from UiT The Arctic University of Norway (graduates from 2015, 2016, and 2017) were surveyed and interviewed at
three time-points (1st and 4th years, and one year after qualification).

This paper focuses on the qualitative, text-based transcripts from interviews and documents. Data are being analysed using thematic analysis (Braun & Clarke, 2006).

Expected conclusions/findings

Initial findings suggest new teachers feel their training is inadequate regarding expected inclusive education competences; it is also still expected that “special education” is done by specialists. Findings confirm that a serious problem with Norway’s adapted education is the gap between inclusive education and the general teacher community.

Teacher education programmes in Norway inadequately prepare teachers to work inclusively, fail to integrate special education into their curriculum, and perpetuate a distinction between “special” and “general” education; results also supported by Nordahl et al. (2018). Thus, how inclusive education can be integrated in the new teacher education programme needs further investigation.

Relevance to Nordic educational research

If Norway is to continue the ideal of the inclusive Nordic education system then the gap between the “special” and “general” education communities requires bridging in order to fully realize the intentions of adapted education.

References


Student Categorization in Grade Conferences in School Year 4

5. The Curriculum Research Network

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Abstract: Research topic/aim

This paper concerns a grade conference in school year 4 as an emerging practice in one school’s enactment of a new policy. The policy regards the trial with grades from school year 4 in elementary school (SFS 2017:175) and was enforced by the Swedish Government in autumn 2017. In the school that enacted the grade conference, the conference was a ten-minute meeting between a focal student and this student’s two main teachers regarding the student’s grades. During these grade conferences the students were categorized in relation to their grades and the criteria in the curriculum. The aim of this paper is to analyze how students are categorized in the grade conference and how it relates to the organization, inherent practices and dominant discourses in the grade conference.

Theoretical framework/methodological approach

The theoretical framework in this paper is theories on the organization of talk in institutional settings, such as how the parent-teacher conference is organized (see Adelswärd, Evaldsson & Reimers, 1997). As well as theories on assessment and grading to identify discourses relating to this in the grade conference. The analytic framework of this paper mainly draws on discourse and narrative analysis. The narrative framework is utilized to illustrate how the narrative activity of the grade conference develops as stories where students are categorized and positioned. Whereas the discourse analysis framework is used to identify how internal and external aspects of the grade conference facilitate or hinders categorization of students in the grade conference. The data used for analysis in this paper consists of two natural occurring grade conferences that were audio-recorded and transcribed.

Expected conclusions/findings

Through the narrative analysis the stories about the unchanging “E-lad” (Swedish: E-kille) who should become “school-lad” and the “virtuous student” who could become a “role model” are presented as contrasting stories on how students are categorized in the grade conference. The two contrasting stories are then used to analyse how the organization and the dominant discourses in the grade conference contribute to how the students are categorized. An expected conclusion is that the new practice with grade conferences in school year 4 implies that students are categorized and described in a new way. This is of importance for students, teachers and policy makers.

Relevance to Nordic educational research

Discourses on testing and assessment are a part of educational systems worldwide (see Smith, 2016) and these discourses are noticeable in national policy, teacher practice as well as students’ day to day life in school. Hence, this paper is of relevance to develop our understanding of this phenomenon in a Nordic educational setting.

References


Teacher's didactic work at folk high school

5. The Curriculum Research Network

Filippa Millenberg

1 Linköpings Universitet

Abstract: Marketisation of education is a global phenomenon (Ball, 2007; Ball & Youdell, 2008; Burch, 2009). The market model of delivery with roots in the world of business and the expressed intention of making education supply more economically effective characterize large parts of the education system in the western welfare state (Beach & Carlsson, 2004). Sweden has one of the most marketized education systems in the world (Fejes, A., Olson, M., Rahm, L., Dahlstedt, M., Sandberg, F. 2016; Lundahl, 2016) where the state and teachers monitor and control the upcoming workforce through evaluations, audits, effectiveness measurements and documentation (Bornemark, 2018). The Swedish folk high school is a separate educational form in the Swedish education system whose purpose is to provide education and popular education and has not been affected to the same extent by the discourses of marketization and has still a great space of freedom when it comes to organizing, planning and conducting teaching. The folk high school is not regulated in the education act and is therefore not covered by nationally defined curricula and grades and are even given ample space to locally design courses, content and teaching methods, to determine the school's orientation and have the freedom to recruit and hire teachers (Arvidsson, Höghielm, Rubensson, & Svanberg Hård, 1988). The aesthetic courses at folk high schools do not have a statutory purpose to competence supply for the labour market or to prepare for higher artistic studies and thus the teachers have great freedom to shape the teaching's design and content without the obligation to document or grade the participants' achievements. This is a unique situation in the Swedish education system. But how do teachers shape and implement teaching without a nationally defined curriculum with course objectives as benchmarks for each course? The overall aim of the dissertation project is to create knowledge about and understanding of teaching at aesthetic courses in folk high schools by examine how this is being done. The teachers' experiences in a widely meaning, as well as the institutional autonomy of the education system and the assessment practitioners who are being certified, represent important aspects when it comes to create knowledge about the teaching at aesthetic courses in folk high schools.

I draw on different forms of data such as observations of teachers, interviews with teachers and principals as well as material arrangements in form of text material such as course descriptions, marketing materials and evaluations. This data is analysed by using didactic questions such as what, how, when, why, which, for example, have been identified by Jank & Meyer (Jank & Meyer 1997, s 17f).

The theoretical framework makes it possible to study the teacher's interpretation space in relation to a specific subject of teaching but also the principles of what is taught and how it should be unfold and also the teachers' perceptions of a subject of teaching and how it affects teaching.
When: Thursday 17.00-17.30, Where: 12:130, Blåsenhus

The MACOS Phenomenon and Its Implications for Top-down Curriculum Reform

5. The Curriculum Research Network

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Abstract: ‘It was not a question of whether reform was right or wrong – it was simply considered inevitable’ was the answer that Dr. Edelstein director of the Social Science Curriculum Project (SSCP) gave when asked about the major reform efforts of the Department of Educational Research (DER) in Iceland in the 1960s and 1970s.

These were times of turmoil in education. In North America this era started with the publication of Jerome Bruner's landmark book, The Process of Education (1960), with its challenging ideas for teachers and curriculum designers. Several innovative curriculum projects were introduced in the United States (MACOS, PSSC, HSGP, SMSG, BSCS), all of them top-down and federally financed. MACOS (Man a Course of Study) was probably the most intriguing of those programs and simultaneously the most controversal; it was a social science program initially prompted at a conference in Dedham, Massachusetts, in 1962. It was primarily supported by the National Science Foundation, and the Office of Education (Dow, 1971). Jerome Bruner directed its early development and established its first guidelines. Simultaneously Hilda Taba introduced her social studies curriculum that harmonised well with MACOS (Marsh & Willis, 2003).

In 1974 a group of social science experts in Iceland, the SSCP group, started their work at designing a new integrated social science curriculum. It was primarily based on the works and ideas of Jerome Bruner, Hilda Taba, and Jean Piaget (Gunnarsson, 1990). From 1974 to 1984 the group produced a „revolutionary“ curriculum package, comprising syllabus, teacher guides and pupil materials of all sorts. But as time passed the SSCP was progressively criticised by politicians, journalists and various other groups. In 1984 the SSCP group resigned and its work faded away as other educational issues captured the limelight. Although some of the materials still exist, very few people would know if asked where the peculiar learning materials about baboons, inuits and !kung people came from.

The SSCP was a typical top-down reform. Although it was certainly influenced by several pedagogic thinkers and their theories of child development the MACOS program was probably the most interesting one regarding learning materials that were issued and the immense quantity produced of that material in Iceland. In this presentation the following questions are addressed:

1. What implications does the MACOS project have for top down reform in education?
2. What were the main messages (socio-cultural/political) behind MACOS?
3. To what extent did the MACOS program influence the work of the SSCP group?
4. How did the MACOS materials affect or impress teachers, students and parents?


Abstract: This paper is the second of three studies, comparing different levels of curriculum making within the Scottish and Swedish science curriculum. Curriculum making operates at the institutional; the programmatic; and the classroom level. The first paper focused entirely on the institutional and programmatic level, the third one will focus on the classroom level. The aim of this paper is to explore the affordances for teacher autonomy and agency within Swedish and Scottish Science curricular policy through an analysis of the space for autonomy and agency as well as the emergent voices within the two countries policy documents. The paper is positions between the institutional/programmatic and classroom level. Building on Wermke and Höstfält’s (2014) model of restricted or extended teacher autonomy in relation to institution or service, and on a systems theoretical, ecological understanding of agency (Blaschke, 2015; Priestley, Edwards, Priestley, & Miller, 2012), we argue that the potential for teacher agency can be observed indirectly through spaces for autonomy offered by a curriculum document. These spaces are explored using textual analysis and comparison between the structure, content and orientation of the Scottish and Swedish compulsory school science curricula, as well as the occurring voices within the documentation. This analysis has been done by applying Wermke and Höstfält’s model and categories derived from narratology (Genette, 1980; Stanzel, 1979), which allow questions such as, whether the curriculum authors are the same ones as the narrators in the documentation and who the occurring addressees are.

Results show that the Scottish curriculum is both restrictive in relation to institutional and service level, leading to restricted autonomy for teachers, whereas the Swedish curriculum is mainly restrictive in institutional matters, but allows for extended service autonomy. In the Swedish curriculum, author and narrator cannot be separated, and the addressee is clearly the professional teacher. The curriculum can be described as commensurate with the “institutional spirit” that arguably be considered a foundation for teacher agency. In the Scottish curriculum, there are several narrators with the teacher playing a subordinate role, beside the curriculum authors, society and pupils appear as first-person narrators. The teacher meanwhile occurs as questioner, not as agent. This leads to the conclusion that the two countries differ in the affordance for teacher agency based on the curricular possibilities.

References:


What should you learn in school today, Dear little boy of mine? The Renewal of the Norwegian National Curriculum 2020

Abstract: While Tom Paxton’s famous “What did you learn in school today, Dear little boy of mine?” reflects a critique of the teaching that went on in American classrooms in the 1960s, this paper draws attention to a core curriculum issue: what should the pupils learn in schools? Recent education reforms in the Western world follow common trajectories towards an outcome-based curriculum. Assessable learning outcomes through competence descriptors are placed in the foreground, and school knowledge in the curriculum for its own sake becomes subordinated to learning outcomes. The aim of this paper is to analyse reformulations and renewals of the formal curriculum for primary and secondary education in Norway. While the last reform - Knowledge Promotion Reform - implemented in school year 2006/2007 can be described as a fundamental reform in which measurable objectives, standardized tests and data-based planning became important policy tools, the ongoing reform aims to adjust subject curricula to enable pupils to achieve more in-depth learning and improved competence. The government also states that the focus will encompass the broad purpose of schooling and the qualification mission. Finally, according to the government the curriculum is overloaded due to too many objectives, and a stronger prioritizing of what to include, is needed. In this paper we ask whether the ongoing reformulations of the curriculum represent a change in the direction towards and outcome-based policy and simultaneously an increased attention towards school subject content as the locus of coordination. In other words, does the pendulum swing back to a content-oriented curriculum approach emphasizing the ‘didaktikk’ tradition that characterized the Northern European curriculum until the beginning of this century? Or do we see a change towards another way of approaching content within the curriculum? To answer these questions, policy documents and curricula are analysed. We use a content analysis strategy which considers histories and the use of language as significant parameters. It is inspired by discourse analysis, since we study the way policy texts are shaped through the configuration of concepts and arguments in use. Our analysis shows that new concepts are brought in to play that signalize the importance of content as a core ingredient in competence aims. Furthermore, it explores how the knowledge dimension is emphasized in new ways, how ideas of reception and production are combined, and how the connections between content, objectives and outcomes are reconfigured. In our tentative conclusions we argue that although content is highlighted in the ongoing process of renewing the curriculum, it does not represent a return to ‘didaktikk’ as we know this tradition. Rather it is closer to a scientific model. The content is brought back through concepts such as core elements and core ideas. These are concepts which provide an interpretative flexibility that enable mobilisation of a multiplicity of actors to participate. However, in line with the global reform agenda measurable competences and learning outcomes are still key characteristics in the political discourse which also personalization of learning and favour a stronger accountability regime in education.
6. Educational Leadership Network
Leadership and power in a context of change in leadership structures in the school leadership team

6. Educational Leadership Network

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Abstract: Research topic/aim: This project investigates how patterns of power may change for the principal and the middle leaders in school because of changes in leadership structure and design. The present study investigates how different dimensions of power can be played out in the social dynamics within the school, and whether the different dimensions of power can create new tensions. The tension between two traditions, described as the principal as the individual leader in a hierarchical bureaucracy-structure and as the leadership team as a collective group within a distributed leadership-structure is investigated.

Theoretical framework: Leaning on Weber (1990) and Lumby (2013) a three-dimensional view on power, based on Lukes (1988), functions as a theoretical frame for the analysis. One-dimensional power is described as observable actions from a leader to direct or stop others acting in a specific way. Two-dimensional power is exercised through making agenda and controlling information, and third-dimensional power is described as socializing into accepting certain interests without being conscious about it.

Methodological design. A qualitative design, based on individual interviews with principals and focus group interviews with deputy heads in reorganized leadership teams. Observations were also conducted.

Expected conclusions/findings: The question of power structures is complex, and the middle leaders in school seem to have increased their one-dimensional power through regulative changes in the role, and two-dimensional power through having and using information. How principals develop the leadership team seems to contribute to the degree of exercising one- and two-dimensional power. We also raise the question of how three-dimensional power can be identified both within the leadership team, and as accepted ideas of professional development.

Relevance to Nordic educational research: Investigating the question of power related to change of school leadership structures for the school leadership team can contribute to illuminate possibilities and limitations for leadership practices in different situations within the school as an organization.

Literature:


Edu-preneurial marketing to school leaders - strategies, stories and consequneses

6. Educational Leadership Network

Magnus Erlandsson¹, ²
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Abstract: Edu-preneurial marketing to school leaders - strategies, stories and consequneses

Research topic
New actors in the field of education – ‘edu-preneurs’ – now offer a multitude of products and services to schools: digital solutions, school development models, teaching material, conferences, professional development, etc. This paper is part of a larger study, of which the purpose is to explore under what conditions, in what forms and with which consequences these ‘edu-preneurial’ actors market, sell and implement their products and services in Swedish schools.

Theoretical framework
Theoretically this project learns from earlier studies concerning neoliberal governing, the marketization of school and the ongoing blurring of boundaries between public and private sectors.

Methodological design
The larger study is accomplished through interviews with school leaders as well as with edu-preneurial companies. In this specific paper we study what happens inside school because of edu-preneurial engagement. We analyse the total amount of marketing material sent via mail and e-mail (and collected in this research study) to 12 participating school leaders during 2018-2019 and our interviews with these school leaders about the collected material.

In focus of the paper are the implications for school leaders and how they experience the impact of edu-preneurial actors; what areas and tasks are outsourced, why and how the school organization is affected in terms of administration, teaching and learning. We are also interested in the strategies and marketing of the edu-preneurs themselves and what messages they want to convey to school leaders. The data is analysed from the following questions:

- Quantity and distribution. What is the extent of the collected material and how is it distributed between different schools?
- Stories. What does the empirical data tell us about the Swedish school’s challenges and solutions?
- Themes. Is every possible school issue addressed, is there something for everyone, or is it all about one dominant theme?

Expected findings
The data collection is ongoing and the results to be presented will be preliminary. We expect to have results telling us about 1) the extent and content of the marketing material sent out to school leaders...
by edu-preneurial actors in the Swedish context, 2) what products and services school leaders buy and under what terms and conditions, and 3) what kind of impact these external actors and solutions have, for school leaders, staff, pupils, and school practice.

Relevance
Previous research has studied these questions on a policy-level. This study explores the micro-level where the operationalisation of different policies can be observed. We assert that knowledge about the micro-level help us understand the effects of outsourcing essential parts of education to external actors. As edu-preneurial engagement in education is a global phenomenon this is of importance in our Nordic context. We conclude by discussing this in terms of what counts as valid knowledge, good teaching and effective learning.
Factors enabling and constraining a collaborative socially constructed leadership process

6. Educational Leadership Network

Bhavani Ramamoorthi

Abstract: The study focusses on relational leadership, an emerging area that views leadership as a process of social construction. In recent developing leadership discourses, the term relational is being used in viewing leadership and organisations as human social constructions that emanate from rich connections and interdependencies of organisations and their members. (Uhl-Bien, 2006; Drath, 2001).

This study would focus on how leadership evolves as a collaborative and socially constructed process. Data is drawn from the collaborative experiences and knowledge construction process among university students at the University of Jyväskylä in an experimental lab for collaboration and dialogue called the Collaboratories. COLLABORATORIES is a self-designed intervention where the students are working towards building a knowledge capital and a shared sense making of collaboration. The learnings from the lab will highlight how decisions and actions are embedded in collective sense making and processes from which structures of social interdependence emerge. (Dachler, 1992). Data is also being drawn from school leadership teams, based in India through collaborative inquiry workshops. Narrative and self-reflective accounts of the participants based on the collaborative knowledge construction process and relational knowing through dialogue will highlight the enablers and constraining factors to a socially constructed leadership process.

According to Uhl-Bien (2006), relational leadership is a social influence process through which emergent coordination (i.e., evolving social order) and change (e.g., new values, attitudes, approaches, behaviours, and ideologies) are constructed and produced. It is not restricting leadership to hierarchical positions or roles, but views leadership as occurring in relational dynamics throughout the organization. Knowledge creation in organisations is a process of reflexive social interaction (Tsoukas, 2009) including a unique mix of individuals and organisations with different backgrounds. Diverse relational characteristics will be examined in studying these processes emerging from the COLLABORATORIES and among the school management teams. These include being purposeful (committed to a group or activity), inclusive (inclusive of different points of view), empowering or empowered, ethical (having productive values and standards) and being process-oriented (accomplishing group purposes) (Komives, Lucas & Mc.Mohan, 2009).

The research would provide new insights on understanding of relational leadership in collaborative and complex contexts of the 21st century education, using empirical evidence from a Nordic University context. This doctoral study would also provide a foundation for further research in drawing from the theory of relational leadership and its empirical application in building a synthesized framework for leadership as a social and collaborative process at various organizational levels.

and the social bases of knowledge, 1, 169-178.


Fads, fashions, and gurus in school leadership – interrelations between leaders and lead

6. Educational Leadership Network

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Abstract: There are many and varying expectations of today’s school leaders (Robinson, 2015; Courtney & Gunter, 2015). In the latest reform of the Danish primary school (Folkeskole), one can find expressions stating that the school leader must: ‘perform’, ‘compose’, ‘involve’, ‘decide’ ‘offer’, ‘initiate’, ‘evaluate’, ‘permit’, etc. (Undervisningsministeriet, 2018). As such, the school leader has become responsible/made accountable of the individual school’s performance and general well-being.

In this paper, we will attempt to study and understand some of the current expectations of school leaders. We will adopt theoretical perspectives (e.g. Malinowski, 1948; Durkheim, 2001; Douglas, 1973), which can ‘make the familiar unfamiliar’, that is, enable a new (old) understanding of school leadership. Also, we will draw on previous research which has applied some of these mainly anthropological perspectives in the broader field of leadership, studying managerial fads & fashions and so-called guru leadership (e.g. Abrahamson, 1991; Collins, 2005; Groß et al., 2015).

We will take point of departure in two of the current fads of school leadership: Student centered leadership (Robinson, 2015) and professional learning communities (Albrechtsen, 2016). We will attempt to study what can be called the assumed interrelations between leaders and lead in connection to these ‘phenomena’: How leaders are expected to lead their ‘crowd’, but also how the ‘crowd’ constitutes its leaders – as gurus, magicians, heroes, etc. We believe a case study of these two fads of school leadership may tell a broader story of how school leadership is currently constituted in relation to omnipresent hopes and expectations – and vice versa.

To ground our analysis in some specific examples of uses of managerial fads, we will include observations and interview data from a recently published research project on qualification and training of school leaders (Hjort et al., 2018).

References


Headteachers’ perspectives on the Named Person policy in Scotland

6. Educational Leadership Network

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Abstract: This research examined headteachers’ perceptions of the Named Person policy under the terms of the Children and Young People (Scotland) Act 2014. This policy was introduced to improve child welfare and wellbeing, and to enhance inter-agency working. All young people in Scotland have a Named Person with the duty to promote, support or safeguard their wellbeing. While part of the legislation was struck down by the UK Supreme Court (The Christian Institute and others (Appellants) v The Lord Advocate (Respondent) (Scotland) 2016), the policy is in force and has workload implications for school head teachers who are Named Persons.

It has been argued that this legislation and its influence on inter-agency working is “a vehicle for neoliberal state control” (McKendrick, 2016, p.45). This has been kept in focus during the research. There were other concerns raised about the policy and legislation, for example on headteacher workload and their capacity to deliver (Kidner, 2013).

Qualitative research and an interpretative approach were the most appropriate as the study concerned understanding the meanings that people attach to actions, decisions, beliefs and values within their social world. Data was collected through a series of semi-structured interviews. Interviews are a useful means of determining what exactly is in a person’s mind at that specific moment in time, to investigate their views and opinions and allows findings to be reported almost exactly or verbatim (Ribbins, 2007). There were four respondents, three primary and one secondary school headteacher from the same geographical area and municipality. Participants volunteered to take part and gave informed consent (Webster et al. 2014). The small sample prevents generalisations but the interviews produced rich data from which to examine headteachers’ perceptions.

The main findings of this study are: a considerable amount of the headteachers’ time is spent on Named Person duties; headteachers were positive about the effectiveness of multi-agency working; they reported no impact on their private lives except in very serious cases; there were mixed views on whether they were being asked to do more; and they had apprehensions about being asked to carry out some tasks.

This research shows how one country is developing policy to protect young people and enhance inter-agency working and its impact on headteachers. This presentation may act as a catalyst for future research between researchers in one or more Nordic countries and researchers in Scotland.

References


Leadership as practise in periphery schools

6. Educational Leadership Network

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Abstract: Leadership as practise in periphery schools

Research topic/aim
To describe leadership, researchers have studied leaders. There was a criticism of this research, as it was also dependent on the followers (Crevani & Endrissat, 2016). An additional development of leadership studies is to see leadership as practise, which includes people who have relationships but also a context that do matter in leadership (Crevani & Endrissat, 2016). Schools in the geographical periphery are rarely examined (Bæck, 2016), but its unique context proves that there is strong social capital (Lind & Stjernström, 2015). This makes it interesting to investigate leadership based on contextual context in a context that has strong relationships.

The aim of this study is to visualize, nuance and develop knowledge of leadership as practise, by studying the practice in peripheral schools.

Theoretical framework
The study takes support by practical architecture (Kemmis & Grootenboer, 2008), as practice architecture deals with conditions such as arrangements that surround the practice. These arrangements are social, material and discursive. The arrangements make prints in the form of relationships, actions and numbers, which is the practice (Kemmis & Mahon, 2017).

Methodological design
In smaller village there are schools that have between one and three teachers. Rectors are there only part-time. In order to gain an understanding of relationships that exist and influence school, leadership training is studied through ethnography with participatory observations. In addition, interviews will be conducted with the principals and teachers to verify and develop interpretations of the participatory observations.

Expected conclusions/findings
Probably the consequences of social capital will become clear for leadership. If the principal is included in the informal networks, it may be important for the legitimacy of the principal to lead the school.

Relevance to Nordic educational research

In the Nordic countries there are mostly schools in the periphery. Some countries are better at caring for their rural communities, others worse. Rural schools shall have an equivalent education as the rest of the country. Reforms and revisions in curricula are often adapted to urban environments. As leadership is seen as a success factor in schools, we need more research on leadership in rural contexts.
References


Leadership for school improvement – linking learning to leadership practice and vice versa

6. Educational Leadership Network

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Abstract: Research topiclt has been proved difficult to carry out education for school leaders that give them knowledge and skills to become successful in practice (Aas, 2017; Cunningham & Sherman, 2008; Ärlestig, 2012). This study examines an attempt to link learning and school improvement within school leader education. More precisely, the study aims to describe and analyze a three-year learning activity within the National School Leadership Training Program, where school leaders, through action research, are expected to develop their ability to critically review and analyze aspects of their school organization and formulate strategies for improvement.

Theoretical framework

The theoretical point of departure is a situated perspective on learning (Lave & Wenger, 1991) and how knowledge mediates in and between different practices. In the study the school leaders are considered as participants in two practices, the education practice within the program and the leadership practice within their schools. The three-year learning activity is considered as a mediating tool and a boundary work (Berner, 2010) between the two practices. In that way the learning activity opens up for knowledge from one practice to be connected to knowledge from the other practice, thus contributing to learning or appropriation of central knowledge and skills from both practices.

Methodological design

To examine if and how the learning activity contributed to helping school leaders develop the abilities they are expected to do during the program, improvement reports (n=65) submitted by school leaders as part of their final examination were analyzed. Audio-recorded discussions between school leaders during the learning activity were also analyzed. In the analysis the formulated task, the reports and the discussions are all regarded as mediating tools between the two practices.

Expected findings

The preliminary findings show that the learning activity serves well as a boundary work between the two practices. However, the expected abilities are not identified in all reports. Some school leaders still have difficulties when it comes to critically review and analyze activities and results in order to formulate strategies for improvement. The findings indicate further needs of educational development.

Relevance to Nordic educational research

Research about school leader education in a Nordic context is limited and this study can therefore contribute to the field. From a practical perspective the topic becomes even more relevant due to extensive needs for school improvement and high turnover on school leaders in Swedish schools.

References


Leadership in motion I – possibilities for supporting leadership

6. Educational Leadership Network

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Abstract: Key words: co-walking, glowing events, diffractions, entanglements, leader team roles, not-yet-known

1) Research topic/Aim:

Following the millennium, reorganizations of leadership have taken place in a large municipality in Norway. Educational and health institutions were merged together into big units with unit leaders about ten years ago. The local authorities in this municipality are now turning to present leadership as well as the commission of society. Department leaders were employed last year in organizations with 30 employees and more. All the leader teams and attend a leadership program together, focusing holistic and close leadership. The complexity of leadership calls for exploring new and diverse perspectives and research approaches. The aim of this paper is developing insight especially in the process of establishing new roles in leader teams. The research group have followed the project of Holistic leadership in four Early Childhood Education and Care (ECEC) institutions in the municipality with the research project Leadership in motion. The main research question is: How do the movements in leadership teams connect with the leadership development program and new roles? Here we focus on the research questions: How does new organizing in teams create possibilities for supporting leadership, pedagogical development and coping in meeting leadership tasks?

2) Theoretical framework

Educational leadership cope with administrative, Personnel, pedagogical and strategic leadership tasks (Bleken 2005; Gotvassli 2013). Bibliographies of leadership in ECECs summarizes that the headmasters of ECECs spend little time doing pedagogical leadership and that relational leadership is important, although it is little focused in research (Sommersel et al 2013, Mordal 2014). The new leadership organization soon gave awareness of the “not-yet-known” (MacLure 2013) which have been following us all the way, and in this presentation we will focus on values within leadership (Aadland & Askeland 2015).

3) Methodology/research design:

The research project was conducted as a case study in four units of ECECs, located in altogether ten houses. The research group were shadowing (Czarniawska 2007) or rather co-walking leaders and leader teams, followed by “confabulative conversations” with all the leaders after each week, both individual and in groups (Johansson 2016). The researchers were staying two weeks during 2017-2018 in each of the units. Data material of 600 pages are read and discussed in the research team. The
research is based on thinking and confabulating with thought-provoking and glowing events (MacLure 2013).

4) Expected conclusions/Findings:

Supporting leadership is about co-working, discussing and doing things together. Supporting leadership seems to give room and opportunities for more quality in holistic leadership and pedagogical processes. We see some challenges with lines of information and time for co-operating, we also see the importance of sensitivity and pedagogical support. The confabulative conversations are appreciated and our advice to the leaders is: go visiting!

5) Relevance for Nordic Educational Research:

The complexity of leadership tasks calls for exploring new research methods and continually look for new knowledge. This paper focus on leadership productions and possibilities for support.
Leadership in upper secondary schools in Iceland

6. Educational Leadership Network

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Börkur Hansen¹, Amalía Björnsdóttir¹
¹ University of Iceland

Abstract: Research topic/aim

This presentation concerns a PhD study that aims to examine whether school leaders’ emphasis on instructional leadership can contribute to reducing student outcomes in Icelandic upper secondary schools. For the purpose of the study, student outcomes are defined solely in terms of academic outcomes and drop-out rates. The presentation aims to elaborate the school leaders view on whether instructional leadership can affect teachers at their school and improve student learning and teaching practices.

Theoretical framework

The study builds on instructional leadership, which is generally held to be the set of leadership functions that directly relate to supporting student learning and classroom teaching, benefiting teachers and students, and positively impacting the school (Grissom, Loeb & Master, 2013). In discussing educational changes, DiPaola and Hoy (2014) claim that increased emphasis has been placed on the role of school leaders in shaping a vision for schools in which co-operation, support and communication are key values involving not only teachers and students but also school principals, parents and other related parties. They developed a model to describe the interaction between instructional leadership, belief in internal work (academic optimism) and student achievement to ensure that school leaders can describe the details of the school settings that are essential for their success. Three basic instructional leadership functions are in the model: defining and communicating shared goals, monitoring and providing feedback on the teaching and learning process and promoting school-wide professional development. The model is an important part of the study.

Methodological design

The study includes interviews of eight principals and vice-principals in four Icelandic upper secondary schools. We seek their views on communication and shared goals, teaching and learning process and professional development at their school.

Expected conclusions / findings

Preliminary results indicate that principals and vice-principals share a similar view of their goals and collaboration with regard to teachers in their school. Furthermore, the results point to minor differences among principals and vice-principals in how they observe and support the teachers at their school. Some differences among principals and vice-principals are noted in relation to their
opinions about teacher development and progress at their schools. Themes emerging from the study include: (1) communicating shared goals, (2) monitoring and giving feedback, and (3) professional development.

Relevance to Nordic educational research

Research on leadership in upper secondary schools has not been studied extensively in Iceland. The survey findings can help develop knowledge of how leadership in upper secondary schools can be practiced in different contexts. Such knowledge can thus help to illustrate the variation of how leadership is practiced in Icelandic upper secondary schools.

References


Leadership network in changing contexts

6. Educational Leadership Network

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Abstract: Research topic

The topic of this study is collaboration between school-leaders through leadership-networks.

The purpose of the study investigate networks as a place for development and support for school-leaders in changing contexts. Many schools in Norway are small and the opportunities to share experiences among leaders are limited (SSB 2011). The study is a follow-up of a research project carried out in 2011, a project that investigated a leadership-network in a city in east Norway that was established in the need for cooperation between a secondary school and the primary schools in the same area. The study examined what role the network played for the school-leaders in their work and what were the characteristics of the network that enhanced the development of good leadership.

The results showed that the principals felt support from the network, and that one success factor was that the network was established as a result of common felt challenges. Today, networking among school leaders in this city has been formalized and implemented as a management-tool. In this new study we aim to investigate what impact and function the network has under different management contexts. Theoretical framework We will draw on theory on communities of practice (Wenger 2006), research on networks between schools (e.g. Veuglers' and O'Hairs, 2005; Fullan and Rincón-Callardo, 2016) and on theory on educational leadership (e.g. Møller & Ottesen, 2011).

Methodological design

The study will have a qualitative research design. The study is a follow-up of a research project that was done in 2011. We will use data collected in connection with this study, as well as supplementing new interviews from 2018. There are scheduled interviews with the same 4 informants as in 2011. In addition, we plan interviews with the superintendent, head of the schoolboard and two school-leaders from a similar network in the same region. Expected findings

We had an initial hypothesis that the school leaders' views on the network had changed as a result of the school chief's initiative. However, the preliminary results show that this has instead strengthened the networks and their function.

Relevance to Nordic educational research

The study is interesting both in terms of the concept of collaboration between school leaders at a time when schools in the western world are exposed to competition and market logic, as well as to shed light on how more management can be understood as desirable.
Literature


Organizational Learning and the School Leader

6. Educational Leadership Network

Thomas Dahl
Eirik J. Irgens

Abstract: Background and research topic

The question that guides our paper is: How can we understand the lack of organizational learning in schools in a leadership perspective?

Theories and concepts around organizational learning have found its way into policy white papers, OECD studies on the educational sector, as well as research, and have inspired school development programs. In Norway schools for more than a decade have been expected to develop their capacity to work collaboratively, learn as organizations, and to become “learning schools”. However, our empirical data from studies of several of these programs (Postholm, Dahl, Engvik, Fjørtoft, Irgens, Sandvik, Vikan & Wæge, 2013; Postholm, Normann, Dahl, Dehlin, Engvik & Irgens, 2010; Dahl, Buland, Mordal, & Aaslid, 2012), shows that schools have hardly developed their understanding of organizational learning, and measures to support learning in schools at an organizational level are by large lacking.

Relevance

We find schools of particular interest in order to understand the challenges of leadership for organizational learning, both as a theoretical concept and as practice, since schools are institutions intended to provide learning and knowledge as well as to promote the development of democratic, responsible citizens, and as such should have good conditions for organizational learning. We also see the educational sector of relevance since school systems in many countries have been subjected to instrumental and imperial prescriptions for educational change according to Shirley (2017), informed by American-inspired organization and management theories (Hofstede, 1980, 1993, 2010; Moos, 2013). The latter also makes Norway an interesting case, as a representative of a Nordic collaboration model that traditionally has been characterized by democracy, dialogue and participation.

REFERENCES


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Principal and Challenging Situations in School

6. Educational Leadership Network

Kristin Belt Skutlaberg

Abstract: The aim of this project is to gain insight into how principals deal with challenging situations in school (described in § 9a-3 to § 9a-5 in the Norwegian Education Act), and to further develop new knowledge into an important, but less thematic field, within Norwegian and international research on school leadership. The study is limited to challenging situations such as bullying, violence, harassment and discrimination between students and between teachers and students. What kinds of challenges and dilemmas do the principals experience, and how do they deal with them to restore a safe learning environment?

Three analytical perspectives are used to illustrate the overall issues and research questions: 1) school as a loosely linked system (Weick, 1976), 2) leadership as a relational phenomenon (Spurkeland, 2017) and 3) prudence or practical wisdom (Brunstad, 2009). These perspectives constitute the theoretical framework.

The project is based upon a qualitative hermeneutic approach and includes interviews with 18 principals from 17 different municipalities in Norway. The analysis is a combination of both narrative and thematic analysis.

Some of the preliminary findings are:
1) 98% of the cases cease after measures are put into place by the school (ex. observations, surveys by socio-gram, "stop-talks" (interviews) with involved students and their parents, extra supervision in recess).
2) However, there are still some difficult cases left in every school, categorized as a) former victims of bullying, b) students with interaction difficulties, c) anxious/sensitive students, d) students with challenging behaviors, e) students who experience infringement by teachers.
3) Dilemmas are:
   - Balancing the rights of one single student with behavioral difficulties to be included vs the rights of a safe school environment for the whole class.
   - The school cannot identify bullying, but the parents think there is and require action.
   - Parents lose confidence in the school and go to the municipal educational department. The municipality education officer then instructs the school to put certain measures into place, which the principal must carry out but does not believe in.
   - To support both the teacher accused for offense and the student/parents claiming infringement has been committed.
   - The Educational Act emphasizes the students perspective, but at the same time weakens the school's view and the rights of the teachers and the principal.

The principals underline the importance of support and advice, both within the school and outside. In addition to theory, earlier experiences, their own values, courage and professional judgment and
practical wisdom. By examining the experiences and finding the challenges and dilemmas, we are hoping to understand how best to support principals when confronted with these types of challenging cases. This insight will benefit new school leaders and have the potential to prevent long-term disruptions in the principals work (Watts, 2011). This is of importance when considering the challenge of recruiting new school leaders.

Ref.list:

Education Act: https://lovdata.no/dokument/NL/lov/1998-07-17-61#KAPITTEL_11
Abstract: The aims of the project are to identify effective processes of change in compulsory schools in Iceland and develop a model for sustainable, systemic improvements. The focus is on five main themes at classroom, schools and municipality levels: creating coherence in policy; professional leadership; effective use of data; professional development; and the building of relationships within and between schools.

The complexity of the educational system and interdependency of different components (Hopkins, et al, 2014) are in focus of educational improvements. Capacity building, inquiry orientated practice, professional collaboration, and data driven decisions are considered as central themes (e.g. Blossing, et al, 2015; Schildkamp, et al, 2012). This is reflected in theories about the school as a professional learning community (PLC) (Sigurdardottir, 2010). The conceptual and analytical framework reflects these ideas, inspired by Cowan et al. (2012) model for systemic improvement, which is geared toward cultural context and the interdependence in the system.

This is a case study including two years intervention (2016-2018) in four schools in three municipalities, purposively selected. An electronic PLC survey was conducting in 13 schools (including the intervention schools) before and after the intervention period in order to compare the outcome of the intervention schools with the other schools.

During the intervention, the school staff was supposed to make an effort to enhance the five main themes. The research team worked closely with the leadership team in each school. The school leaders were interviewed at regular bases; all meetings with the leadership and teachers teams (24 meetings) were recorded and transcribed and the directors of schools were interviewed. The data is analysed and represented for each school as a case and across cases by themes.

Preliminary results are presented with main focus on professional leadership at school level. Participating members agreed with the ideas behind the project but the teachers, however, were, however, reluctant when came to changes in practice. The leaders experienced difficulties in persuading the teachers to act even though they, theoretically, agreed on the overall approach. It is assumed that the context matter even more than expected.

The study is in line with other Nordic studies in this area and the results will hopefully contribute extensively to the body of knowledge about systemic school improvement in the Nordic countries.

References


The Dimensions of Collaborative Leadership in Schools

6. Educational Leadership Network

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Abstract: Introduction
Researchers have shown an increased interest in collaborative leadership that contribute to school effectiveness (Jäppinen & Ciussi, 2016). Although previous studies have focused on the relationships between collaborative leadership and school effectiveness, there has been no clear consensus on dimensions of collaborative leadership. Moreover, research on collaborative leadership have not discussed how much school teachers perceive each dimension of collaborative leadership. Thus, our aims are to examine the dimensions composing collaborative leadership in schools and to investigate the levels of teachers’ perception of its dimensions.

Collaborative leadership is characterised when school members perform to achieve shared goals as significant impacts (Jäppinen & Ciussi, 2016). The previous studies suggested three components related to collaborative leadership: co-performance, expanding learning, and problem-solving. Co-performance means that those in formal and informal leadership positions can interdependently interact in leadership processes to achieve different outcomes (Spillane, 2006, p. 84). Expanding learning is workplace learning that makes better use of individual and organizational potential through collaborative learning opportunities (Unwin & Fuller, 2003). Problem-solving refers to finding solutions through ensuring that all voices are heard by allowing resources for generating collaborative processes (Jäppinen & Ciussi, 2016).

Methodological design
Data were collected by survey from 260 teachers in primary and secondary schools in Japan. The Collaborative Leadership Barometer consists of 17 items capturing three dimensions with high reliabilities: co-performance (4 items, α = .76), expanding learning (9 items, α = .94), and problem-solving (4 items, α = .86). The Kaiser-Meyer-Olkin measure of sampling adequacy was .94, and Bartlett’s test of sphericity was significant ($\chi^2(136) = 3377.72, p < .001$).

First, the construct was analysed by exploratory factor analysis. Second, the mean scores of each dimensions with confidence intervals were used to assess the level of teachers’ perception of collaborative leadership.

Findings
Factor analysis with promax rotation of the items indicated strong three factors. Factor loadings of the items ranged from .56 to .83 for co-performance, from .66 to .95 for expanding learning, and from .54 to .85 for problem-solving.

The overall collaborative leadership ($M = 32.90, 95\% CI [32.03, 33.76]$) was moderately above the neutral midpoint of the scale, which ranged from 0 to 50, thus indicating that the teachers...
perceived collaborative leadership in the school. As indicated by the non-overlapping 95% confidence intervals, the score statistically significantly varied across the dimensions. The teachers reported that co-performance was most highly perceived ($M = 36.12$, 95% CI [35.27, 36.97]), problem-solving ($M = 33.53$, 95% CI [32.55, 34.52]) was second, and expanding learning was the lowest among the sub-dimensions ($M = 31.18$, 95% CI [30.17, 32.19]).

**Relevance to Nordic educational research**
The measurement we used was developed in a Finnish university, and our future research has a possibility to show the cultural difference of collaborative leadership between Nordic and Asian countries.

**References**
The National School Leadership Programme in Sweden - A Training for a Profession or a Position?

6. Educational Leadership Network

Maria Styf

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Abstract: Research topic/aim

The present paper aims to problematize, discuss and create an understanding of, if so, how the content of the National School Leadership Programme meets the school leaders professional object, i.e. its professional knowledge base. The term, the professional object, is used to capture the essence of the School leader assignment, in relation to the content of the National School Leadership Programme. The term is taken from Carlgren and Marton (2001), explaining the professional object as follows: "The professional object is crucial for the professional collective to develop his/her skills by gaining more and more insights into and in the professional object, and preserving "(p. 28-29). The problem is set in accordance with Englund's (1992) expression: "The occupational group's historical and social aspirations by position and status in a society are not the same as an occupational group's internal quality, what kind of qualities and attributed abilities – i.e. the skills required to practice the profession successful"(p. 2-3). Of interest is, not to problematize and understand, the occupational group's pursuit of power and status in a society. It’s the internal quality, skills, and professionalism required to become a successful principal and how that professional object meets the goals and content of the national school leader program.

Theoretical framework

In this study, a model of Saarukka (2017) is used both to understand and explain what the objectives of the National Schools Leadership Programme are aimed at, i.e. the school leaders position, profession or identity. To understand the concept of a profession, the four positions for images of professionalism in Uljens et al. (2013) is used.

Methodological design

A document analysis of the goals and curricula of National School Leadership Programme and a literature study that captures the knowledge of the school leader professional object will be used to analyze and understand, if and how the content of the education meets the school leaders professional object.

Expected conclusions/findings

This paper seeks to find knowledge about the school leaders professional object and how the education in the National School Leader Programme actually meets that knowledge. A more complete picture of that knowledge is to be given in the paper.
Relevance to Nordic educational research

For Nordic educational research, this is highly relevant to elucidate new knowledge of, if The National School Leadership Programme meets the object of knowledge within the profession of school leaders.

Referenser


The role of municipalities and others in providing professional and personal support to school principals

6. Educational Leadership Network

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Abstract: The aim of the study presented here was to explore the support principals in pre- and compulsory schools in Iceland experience from local school authorities and others, in their professional work, as well as in attending postgraduate programs. The findings generate knowledge in an under-researched field and, more particularly, inform how municipal support for principals can be improved.

In Iceland, as in the other Nordic countries, much of educational responsibility has been transferred to the local authorities. This decentralization has brought increased demands on principals. It has been followed with emphasis on the importance of providing support to principals that should be adapted to their situation in each school, and focus on empowering them as principals and enhancing their leadership capacities (Davis and Darling Hammond, 2012; Woods, Woods & Cowie, 2009). It is increasingly seen as the responsibility of local school authorities to provide this support, both with regard to formal postgraduate education and in their professional development in general (Davis & Darling Hammond, 2012; Louis, Leithwood, Wahlstrom & Anderson, 2010).

Data was gathered through interviews with six preschool principals and eight compulsory school principals in 2014. The principals had completed a master’s program in school management and leadership and had, among themselves, experience of working in 14 municipalities. The findings indicate that principals appreciate interest and support on behalf of the municipalities but that this support is limited and varies between municipalities. Work overload appeared to affect how well the support suited the principals’ needs. The principals experienced limited interest from the local school authorities regarding their master’s program and it appeared that completing a master’s degree in their field was considered their private issue. Of special concern was the lack of support from local school authorities to principals, who had to deal with amalgamations, since the backing and support of principals is essential in such challenging situations. This meant that, the principals were to a great extend depended on their own personal network for support, both in their master’s programs and generally in their work, such as family members, other principals and – especially - their deputy heads. The findings strengthen the conclusion that support for principals from local school authorities is neither sufficient nor individualized enough and needs to be reorganized, as has been shown to be the case in some other countries.

References


What educational problems are legally strengthened inspections and mandatory legal sanctions represented to solve?

6. Educational Leadership Network

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Abstract: Topic. Education systems in the Nordic countries are to an increasing degree subject to new forms of legal and regulative processes (Arneback & Bergh, 2016; Hult & Segerholm, 2016; Karseth & Møller, 2018; Runesdotter, 2016). Following Novak (2018), a starting point for this study is that the changes in legislation regarding the mission and mandate of the Swedish Schools Inspectorate (SSI) can be seen as an empirical manifestation of such process. Since 2015, the SSI is commissioned by law to issue injunctions with a penalty fine when a school’s “…deficiencies seriously limit the student’s opportunities to reach the educational goals” (SFS 2010:800, Chap. 26, § 27). The SSI is also to inspect and, if found necessary, demand from the responsible school authority to redistribute teacher resources at the school (SFS 2010:800, Chap. 26, § 2 and § 10).

Aim. The aim of the study is to critically analyse “the representation of the problem” and the underlying assumptions that led to the strengthening of inspection in 2015 and to discuss the consequences that have occurred for school leaders and principal organizers (huvudmän) in Sweden.

Framework, analysis and methodological design. The study has its theoretical ground in the scholarly work on “juridification” (Blichner & Molander, 2008) – specifically, the juridification of education governance (Novak, 2018). Further, it makes use of Carol Bacchi’s WPR approach to policy analysis (Bacchi, 2009). Different policy documents such as Governmental White Papers and Bills leading up to the strengthened inspection model of 2015 are examined in depth.

Findings. The results make visible both the “problem representations” pushing for the new mandate of the SSI as well as their underlying assumptions. The study shows that the intents of the legally strengthened inspection model, as expressed in the policy documents, hold several paradoxes about the division of responsibilities and distribution of power in the school system. These findings are crucial to make visible and to discuss in order to seriously attend to the challenges and opportunities that school leaders in Sweden are currently facing when they need to handle a rather fragile situation after being sanctioned by the SSI.

Referenser


Abstract: Research topic/aim

The aim of the study is to illuminate school-leaders’ perceptions of “the ideal school” and pupils’ desire to learn. The last decades in educational policy can be characterized as an epidemic of changes initiated by policymakers (Priestley, Edwards & Priestley, 2012). Continuously, teachers claim that they experience an increasing work-load concerning bureaucracy, paper-work and demands for goal achievements, making it difficult to create the kind of learning situations they actually want to (Ball, 2008; Hargreaves & Goodson, 2006; Skaalvik & Skaalvik, 2010). School-leaders are the link between the political level and the teachers. In this paper, we therefore set out to illuminate what perceptions of ideal schooling school leaders possess, and further how they see themselves as contributing to realization of ideal learning situations.

Theoretical framework

The Norwegian Whitepaper called “Desire to learn - Early efforts and quality in schools” claims that teachers, school-leaders and school-owners are the leading parts in development of quality in schools (Whitepaper 21, 2016/17). Compared to the international context, research shows that Norwegian school-leaders are less concerned with pedagogical work in the classrooms. Teachers are left on their own to decide the quality of education. This phenomenon is described as the “hidden contract” between school-leaders and teachers concerning division of labor, and distribution of trust, power and influence (Møller, 2006; Hovdelien, 2010).

Methodological design

The study is part of a bigger study, focusing on pupils’, student teachers’, teachers’ and school-leaders’ perceptions and experiences with “the ideal school” and pupils desire to learn. The data of this study build on two group interviews with 14 school-leaders representing both lower and upper secondary schools. Two separate group-interviews were conducted. The conversations were taped but the transcription is not yet finished.

Expected conclusions/findings

The analysis has not yet started, but will be finished by the time of the conference.

Relevance to Nordic educational research
We suppose that the results will be of interest for the Nordic educational research community.

References


7. Value Issues and Social Relations in Education
Citizenship in the Making in Swedish Upper Secondary Schools

7. Value Issues and Social Relations in Education

Sofie Gustafsson¹, ²
¹ Senior lecturer at the Department of Education and Special Education, University of Gothenburg
² PhD in Political Science

Abstract: Research topic/aim Citizens are not born – they are made. Based on fieldwork in two upper-secondary school classes in Sweden – an Introductory Programme class and a Social Science Programme class – my dissertation from 2016 focused on how pupils form their identities as citizens in a democratic society. Citizens are constructed in interaction with the society they inhabit, an interaction where power is always present. Although Sweden is internationally considered to be an equal society, citizens are still made in distinctly different ways.

This text is an adaptation of my thesis for a different group of readers: specifically headmasters, teachers and student teachers in Sweden. Generally, I want to present my research to the professionals working in the school sector and particularly contribute to the official debate on schools, where hardly any focus is on the schools’ mission to foster democratic citizens. I want this to be an engaging and easy-to-read text and I look forward to comments that can help me achieve this.

Theoretical framework The theoretical framework of this study is eclectic. The basic ontological and epistemological framework focuses on science as a social construction, where social interaction is the focus for the study and where theory is seen as the result of social interaction among scientists. Power is present in every social interaction, but is not limited to the three faces of power (Lukes 1974), but also sees power as a constructive power, where we as actors in interaction can resist the power of knowledge (compare Foucault).

Methodological design The study is based on three methods: participatory observation, interviews and collective works of memory.

Expected conclusions/findings My study brings me to construct a theoretical framework of my own, where three aspects inform the fieldwork: self-image, school codes, and learning.

On the whole, the my thesis suggests that some teenagers learn that they are not good enough, that they are “Failed Citizens” and need to work hard to be accepted into the “Community of Values”. They learn that a good citizen is someone who obeys the laws and votes in general elections. Other teenagers find that they are already included in the “Community of Values” and learn that a good citizen is someone who is active in an ongoing normative discussion about what our society should be like (Anderson 2013).

Relevance to Nordic educational research My research concerns the national school systems obligation to promote the fostering of democratic citizens. This democratic mission is always of importance to Nordic educational research, but it is even more so in our contemporary societies,
when there are racist political parties running for office, international political leaders use “alternative facts” and synagogues are attacked.

References


Countering extremism through inclusion – An educational approach to preventing radicalisation

7. Value Issues and Social Relations in Education

Martin Sjøen

1 University of Stavanger

Abstract: Preventing young people from radicalisation and violent extremism has seen the advancement of security strategies incorporated into Western educational sectors across the world. The contemporary counter-radicalisation narrative is a political product that many scholars believe is ill fitted in an educational context. As such, the application of educational prevention is often characterised as under-developed (Davies, 2008). Further, little research has been carried out on the impacts and implications of preventing radicalisation through education. In this paper, I present findings from the first in-depth study on preventing students from radicalisation and extremism in Norwegian schools. The purpose is to contribute to a better understanding of prevention issues from the narratives of educators. This includes exploring how educators perceive and prevent concerns of radicalisation in their professional practice.

This research is based on data from in-depth interviews with twenty-three educators from Norwegian secondary schools. Informants were approached through non-probability sampling and the interview data was analysed thematically (Maxwell, 2009) through a three-staged procedure; transcribed verbatim, coded and then reduced into themes to represent the data. Framework for analysis includes educational theories, particularly on relational pedagogy, citizenship education and radicalisation theories (Davies, 2008; Thomas, 2016).

This work reveals through the informants’ narratives a pedagogical ethos to safeguard students by helping them to build resilience against extremism, and by reducing vulnerability factors that are commonly associated with radicalisation. Prevention is thus seen from the eyes of educators as foremost a question of safeguarding students for their own well-being, more so than responding to any national or global security concerns. Informants view inclusive school environments and supportive teacher-student relationships as the basis for sustainable educational prevention. Relational pedagogy is particularly described as important for educators if and when they are faced with students whom actually adhere to extremist views and positions, and it appears that supportive relationships is the favoured approach of helping young individuals unlearn and desist from extremism.

The intertwining of security and education receives a great deal of scepticism, naturally, as available research seems to suggest that the counter-radicalisation discourse has led to use of ‘hardened’ preventive measures. Hard prevention measures in schools can ultimately cause a great deal of fear and uncertainty among students and educators (Thomas, 2016). These findings certainly underline the importance of maintaining democratic and educational values of liberty and tolerance if educators are to partake in any preventive endeavours. Preventing radicalisation seems very much dependent on inclusive schools, which is particularly important in Nordic educational systems characterised by strong collective ideals of inclusion, equality and solidarity.
Sources


Digital Competence at the Intersection of Value Issues and Social Relations?

7. Value Issues and Social Relations in Education

Camilla Häggren
Carina Granberg¹, Anna Rantala¹, Åsa Björk¹, Siv Johansson¹
¹ Umeå University and the Department of Applied Educational Science, Sweden.

Abstract: When the Swedish commission for digitalisation launched their first report; A digital agenda in human service - a bright future can be ours, in 2014, a major part was dedicated to teaching, learning and the educational system. Then, in June 2017 a national strategy for sustainable digital transformation in Sweden followed, aiming for Sweden to become a leading country in advancing the opportunities of digitalisation. To deliver this aim, a modernisation of the education system was identified as one key. In the same year the National Digitalisation Strategy for the School System was presented and the Swedish national curriculum was revised with stronger writings about digital competence as from 1st of July 2018. In short, the revisions propose abilities to programming as central, but also abilities to solve problems, translate ideas into action by creative use of digital technology, work with digital texts, media and tools, understand and use digital systems and services, to critically and responsibly relate to media and information as well as understand the impact of digitalisation on individuals and society. Moreover, acquiring digital competence is said to apply to all students and staff members from preschool to adult education.

The strategies on digitalisation are comprehensive - but there are still important matters that call for attention. For instance, what does digital competence mean, and more specific, what does it mean in relation to value issues in curricula and more widely in society as a whole? What does adequate digital competence mean in relation actual, everyday practices where technology, social values and matters of identity intersect – both outside and within formal school contexts, like the K-12 school, youth recreation centers and higher education?

In his paper, the intersection of digital competence and social values in education is explored by critical discourse analysis. Ideas of governing through policy are conceptualised from critical and post-structural perspectives. A first analysis of the most recent policy documents on digitalization, produced by the Swedish government, is presented. One initial and tentative result is the overwhelming absence of ethical matters. In neither of the policies analysed the use of IT, and the competences therefore required is related to value issues and social relations mediated by technology. Ethics, rather, seems to concern questions of netiquette and behavior (such as avoiding bullying) and legal issues of copyright, cheating and fraud. One other tentative result is the gap between policies of digital competence and the policies of social values inscribed as fundamentals in the curricula and more widely. We suggest that this discursive gap is a dilemma. This is not, however, to argue that current framings of digital competence are inadequate, but to suggest that if the government’s digital agenda shall be a true human service, bring a bright future and a sustainable digital transformation of Sweden, the ethical dimensions needs to be widened. Value issues, social relations, what it is to exist as a human; what technology imply for the human condition, need to be included and made equally relevant to other components of digital competences.
Education for preschool children regarding integrity and child sexual abuse

7. Value Issues and Social Relations in Education

Helena Bergström
Anna Westberg Broström, Magdalena Hulth

Abstract: The revised national curriculum for preschool emphasize that the preschool shall give each child prerequisites to develop their own identity and the right to bodily and personal integrity. In this, children’s books might have a potential to contribute. In the present study, we analyze children’s books in Swedish having an aim to educate preschool age children regarding integrity (for example Bosson Rydell 2017, Sjögren 2018, Sjölander & Sjölander 2017). We are interested of the books as a developing genre and the dominating discourses of children, responsibilities, bounders and integrity expressed in the books (Fairclough 1992). Previous research state that common themes in preventive education for children is to describe the difference between good and bad touch, the difference between good and bad secrets, saying no, to tell an adult and that child is not to blame (Topping & Barron 2009). Critics state that preventive education burdens the child with a responsibility that the child is too young to take, and that adults should have the responsibility to protect the child (Zeuthen & Hagelskjaer 2013, 751). Our preliminary results indicate that children’s books raises questions to the child and calls for reflection among parents and preschool personnel.

References


Expanding the repertoire of psychological approaches to school bullying

7. Value Issues and Social Relations in Education

Selma Therese Lyng

Oslo Metropolitan University

Abstract: Expanding the repertoire of psychological approaches to school bullying

Research on bullying in schools has, since its emergence in the 1970s, been dominated by theories and explanations from traditions within psychology and education focusing on pathological or deficient individual and family factors (e.g. Kousholt and Fisker 2015; Thornberg 2017). While the influence from the “whole school” approach is notable, in terms of an increased focus on social and contextual factors, the majority of research as well as interventions rests on perspectives emphasizing bullying as a form of pro-active aggression explained by individual dysfunctions (e.g. Olweus 1993; Roland and Idsøe 2001). While Nordic scholars have been prominent in the development of this dominant perspective, Nordic researchers have also provided contributions to a growing critique, asserting the need for bullying research and interventions to address issues related to social group dynamics and the social climate in schools and classes (e.g. Lindberg et al. 2002; Søndergaard 2012; Thornberg 2017; Eriksen and Lyng 2018; Lyng 2018).

The aim of this paper is to contribute – and add nuances – to the research debates on individual-oriented explanations and interventions.

The paper is based on qualitative data collected in a research project commissioned by the Norwegian Directorate of Education (2013-2015). The data set consists of 40 group interviews with school managers and teachers in 20 schools. It further includes 46 pupil interviews as well as observations of lessons and breaks from six classes (grades 5, 8 and 10).

The analysis shows, on the one hand, how established explanations stressing individual factors produce blind spots related to group dynamics and social climate in schools’ work to prevent and stop bullying. On the other hand, the analysis also demonstrates how school staff systematically fail to acknowledge and intervene in cases where individual pupils have specialized in relational strategies involving bullying and harassment of co-pupils. Based on this analysis, I suggest that rather than rejecting the relevance of individual approaches to school bullying, there is a need for additional psychological perspectives and explanations in order to expand our repertoires of interpretations and interventions.

References:


When: Thursday 11.30-12.00, Where: 12:131, Blåsenhus

**How emotions, successful interventions and identity processes are made relevant in a bullying case**

7. Value Issues and Social Relations in Education

**Camilla Forsberg**

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**Abstract:** Bullying is a social process where normativity and deviance is constructed (Teräsahjo and Salmivalli 2003, Thornberg, 2017). From previous research it has been found that students’ view the target of bullying as odd or deviant (Teräsahjo and Salmivalli 2003, Thornberg, 2017). Previous studies also reveal that social difference are a part of students’ explanations for bullying (Walton and Niblett, 2013); bullying involves an interplay of social positioning and social categorizations where the students selectively use normative positions from macro, meso and micro levels (Thornberg (2017), and normative (hetero)sexual and gendered discourses intersect with bullying and identity constructions (Duncan 1999, Horton, 2018; Forsberg, 2017). However, students sometimes interpret social interactions in diverging ways (Allen 2015) and normalize social interactions. Marwick and boyd (2014) for example found that incidents were conceptualized as drama rather than as bullying. The qualitative body of research on students’ perspectives on bullying is growing but is still rather limited. Students’ perspectives on bullying are of importance as these perspectives can give us important insights to their views on social processes happening in their social relations. In this study six individual interviews are analyzed as a case study. In these interviews the participants talk about the same bullying incident but from different positions (the victim, the bullies and the bystanders).

In order to understand the patterns and regularities of human social life, the symbolic interactionist approach emphasizes that we have to examine and understand the social processes that create them, including the socially and personally constructed meanings that guide people’s actions (Blumer, 1969). This perspective has been a guiding theoretical lens towards analyzing how the students approach and talk about this bullying case. Additionally, positioning theory is used as this theory is part of the methodology used in this study (Bamberg, 1997; 2004). Following the method developed by Bamberg (2004) allows for studies on how positioning takes place in the participants storytelling. In this study their storytelling focuses on their talk about a specific bullying case and what positions they address in their talk about this case. The analysis reveals how the different positions from which the stories are told share some similarities. The positions connect to emotion work, identity processes and stories of successful interventions to stop the bullying.

This paper could contribute to Nordic educational research, Network 7: Value Issues and Social Relations in Education since it concerns students’ perspectives of social relations in school.
Leading teaching for social responsibility: teaching that emphasizes the societal and political dimensions of HE

7. Value Issues and Social Relations in Education

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Abstract: Social responsibility is embedded in the function of the institution and role of higher education. In the new realities of higher education there is a growing concern that professionalization, specialization, fragmentation, as well as market orientations makes it fundamental to address the question of the purposes of higher education, and to integrate social responsibility in study programs. Being actors in the domain of leadership, positioned to potentially influence approaches to teaching, as well as with potential strategic agency: what are the (potential) roles of Academic Developers (AD:s) with regard to leading teaching for social responsibility? This is the main research focus in this paper. We analyse how an AD enacts possible roles as leading and promoting teaching for social responsibility through four deliberative sessions on the purposes of higher education in four interventions designed to be representative for the multidimensional tasks of an AD within the university. The theoretical framework is inspired by critical theories of leadership, formation of academic developers as a kind of “third-space academics” and from theories of agency. We consider AD:s as a professional category involved in supporting and leading university teachers in Higher Education and are interested in their agency, including its limits, the AD:s professional interpretations and the tension between public and private good in terms of social responsibility. The design of the study is a critical examination by scholars acting as peers in a dialogue with the AD analysing the purposes, acts and discourses expressed by the AD in different situations.

The intervention involved a pre and post conversation as well as four steps: 1) an individual conversation between an AD and a teacher, 2) a group conversation with university teachers from two different disciplines, 3) a discussion on social responsibility with course participants from disciplines across the university. and 4) a discussion between three academic developers. Through exploring this four-faced intervention we discuss the potential roles of AD’s in leading teachers towards an approach that emphasizes societal and political dimensions focusing on the public good and social responsibility. The conversations were filmed.

The preliminary results from the analysis of the conversations are pointing at challenges trying to handle both the very practical needs of the university teachers and trying to promote the more societal goals of social responsibility and ideas of university as a place for educating people for the public good. The agency of the AD could be seen as enacting and promoting societal values and at the same time negotiating these values in order to harmonize them with other dominating functions of education. This study has relevance for Nordic research on education in more than one aspect. First of all, the studies on the development and formation of AD:s as a professional category are limited, and that is also true about their praxis- what is actually carried out by this category of...
professionals in the modern university. The method of analysing interventions through peer research conversations could also bring knowledge to how the formation of AD:s could be studied.
Pedagogical temperament inside and outside the classroom: Portraits of four efficient classroom managers

7. Value Issues and Social Relations in Education

Marcus Samuelsson1
1 Högskolan Väst

Abstract: This paper describes the teaching styles inside and outside of the classroom of four classroom managers, with a focus on their pedagogical temperament, a general attitude toward legislation and the other actors at the school. Classroom management consists of integrating skills which focus on leadership qualities that support all students’ wellbeing, learning, and development (Kounin, 1970; Nordenbo, et al., 2008). Efficient classroom management is the result of taking conscious, long-term preventative measures and being patient (Freiberg & Lamb, 2009; Hamre, et al, 2013; Wubbels et al. 2015; Mitchell, Kensler & Tschanne-Moran, 2018). I followed four teachers who taught in preschool classes, leisure time centres, as well as grades one and two, doing yo-yo fieldwork (Wolff, 2002) from autumn 2018 until autumn 2019. During this period of time I observed each teacher inside and outside their classrooms, talked with them during the school day, and conducted formal interviews with them. The findings are presented as four portraits (Van Maanen, 1988) that on the one hand, show how all four teachers put their students’ best interest first, while also showing that they take slightly different paths to reach the same goal. It seems relevant to focus on how efficient classroom managers plan, organize, and conduct their teaching in an effort to understand more about Nordic students’ school results and wellbeing.

References
Polite exclusion: High-performing immigrant youth experience of peer exclusion

7. Value Issues and Social Relations in Education

Layal Wiltgren

1 Linköping University

Abstract: Integration problems are often explained in terms of segregation. Students with immigrant backgrounds are often associated with so called segregated residential areas and stigmatized, low performing, suburban schools, where they don't get the chance to meet Swedish peers, which is given as the explanation for their low chances to integrate in the short and long term.

In contrast, this study investigates high performing students attending a well-renowned, high performing inner-city school. Despite the students being high performing, ambitious, high-goal setters with good grades coming from a middle class background, and being described in positive terms and seen as resources by school staff and leaders, they still faced problems concerning peer access.

This exclusion is expressed in a subtle, almost intangible way. It is, above all, polite. Students aren't called names, teased or verbally challenged. Instead, the exclusion is expressed in tiny, everyday interactions, such as answering a peer's questions very curtly, or not being greeted during encounters in the school corridors.

It is in large part an exclusion by avoidance, by Swedish peers avoiding eye contact with students from immigrant backgrounds during encounters, avoiding eye contact with them in general, and choosing not to sit next to them in class.

During interviews, students, with immigrant backgrounds, described these acts of exclusion by connecting them to questions of ethnic background, stating that access to the Swedish peer group requires a sameness to this group, something which is partly confirmed when interviewing the students with Swedish backgrounds. However, this group do not relate it to ethnicity, but rather to social similarity, youth culture and community. This leads to a catch-22: in order to gain access to the in-group, they need to be similar, but to become similar, they require access.

The fact that this exclusion is polite and intangible makes it hard for those experiencing it to object or resist. There is very little concrete action to object to, the risks of social stigma of doing so are too high, and the possibility that it would lead to changes are too low. Thus the exclusion can continue unchallenged.

The overall aim of the project was to investigate success strategies in conjunction with identity among high performing students from immigrant families, rather than investigating exclusion. However, numerous field observations, coupled with students raising the issue of exclusion as a problem during interviews, made it hard to ignore. The research method consisted of participant observation, including audio recordings of interviews with students, their teachers and school leaders.
The results are relevant in the Nordic context due to the fact that formal, structural inclusion does not automatically lead to every-day, social inclusion. Whom the students choose to include in their peer group today affects who they will socialize with, favor, and hire tomorrow. Or as one student put it: "They are our future, they are the leaders of tomorrow. What will happen to the society if they only stick together?"
When: Thursday 15.15-15.45, Where: 12:131, Blåsenhus

**Political tendency - a typology for how various situations of experiencing the political dimension also have various educational learning content.**

7. Value Issues and Social Relations in Education

**Michael Håkansson**
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**Abstract:** One important competence in 21st century citizenship is to handle conflicts, especially when conflicts involves emotionally charged values. This study departure from the research field education for sustainable development (ESD). In ESD, an increasing number of scholars emphasis the importance of create spaces for learners to express, explore and confront a plurality of dissonant and conflicting voices since controversy around public matters are inevitably embedded in sustainability issues. An overall educational purpose of such spaces is that students will develop and learn a democratic action competence in handling dissonant and conflicting voices in decision-making processes to develop respect and openness for different perspectives about how a good, sustainable society should take form and be organised. Here presents a didactical model called ‘Political Tendency’. Based on empirical illustration we distinguish the appearance of the political dimension in the classroom into ‘Democratic participation’, ‘Political reflection’, ‘Political deliberation’ (subdivided into ‘Normative deliberation’, ‘Consensus-oriented deliberation’ and ‘Conflict-oriented deliberation’) and ‘Political moment’. Each typology offers students’ different ways of experiencing and learning from encounter the political dimension in educational practice.

The different situations in the typology hence range across often made theoretical distinction such as that between ‘politics’ and ‘the political’ made by post-foundational political scholars such as Chantal Mouffe (2005, 2009). Whereas ‘politics’ refers to dealing with everyday political problems through strategies, actions, procedures, discourses and institutions that seek to establish a certain hegemonic order in the organisation of society, ‘the political’ refers to the dimension of antagonism that is inherent in human relations and prevents a final closure of any given order.

The typology is created through empirical analyses of studies of several formal and non-formal ESD-practices in Sweden and Belgium. The empirical data consists of transcripts of audio-recorded in-depth interviews as well as field notes and transcripts of video-recorded direct observations of educational activities that varied in duration from half an hour to maximum of a whole day.

We are using a methodology inspired by Wittgenstein’s (1953/ 1997) user perspective on language to empirical identify situations that express the political tendency by looking for language games that are center around the question of how to organise social life, recognising that this inevitably requires decision-making about different and competing alternatives. Classifying these situations resulted in a typology (the political tendency) that distinguishes ‘Democratic participation’, ‘Political reflection’, ‘Political deliberation’ (sub-divided into ‘Normative deliberation’, ‘Consensus-oriented deliberation’ and ‘Conflict-oriented deliberation’) and ‘Political moment’. Next, we discuss
the developed typology from an educative perspective. It offers teachers’ a tool to reflect upon and consider different possible ways of acting in relation to their purpose of bringing in controversies as an educational content. Thus, the typology, aim to contribute to a more nuanced understanding of the very diverse and particular ways in which students can experience and learn how to handle the political dimension in ESD-practices.

References


Abstract: Pupils experiences with democratic arenas in school.
A noticeable tendency currently exists in political documents and academic texts to describe modern educational institutions as democratic arenas where democracy is already directly applied (e.g. Backman & Trafford, 2007). This tendency gradually gained the status of unchallenged truism, increasingly used for rhetorical and political purposes in many different cultural settings (Harber, 1997). However, research focusing on users suggests that this does not conform to experiences of children and parents (e.g. Tursunović, 2005). Hence, there is a need for analyses exploring direct experiences and perspectives of the actors that are supposed to represent the real engine behind democracy in schools, i.e. the voices of pupils. The purpose of this study is to elaborate on pupils’ experiences with democratic arenas in school.

The theoretical framework used in the present research are based on deliberative democracy (Habermas, 1996), principles for liberal citizenship (Schuck (2002), and reasoning skills (Lipman, 1993).

We conducted twelve interviews with pupils at four lower secondary schools, focusing on three distinct arenas: the mandatory conversation between the pupil and the teacher, the pupil council, and the nature of the classroom discussions. The sampling process was based on criterion sampling. The interviews were semi-structured with open-ended questions. All data was recorded and transcribed. In accordance with Miles and Huberman (1994), the final step of the analysis was to cluster some of the codes derived from the coding-process into three superior categories: the pupils’ experience with the topics discussed, of being listened to, and with the demanded democratic skills.

The preliminary findings show that the main issues in the pupil council are user-oriented with strong focus on material topics, often involving economic grants. Next, most pupils expressed a distinct feeling of being listened to in the mandatory conversation. They are not afraid to disagree with the teacher but describe this as mainly unnecessary. The typical classroom discussions appear to be poorly organized and random. Democratic skills seem to be addressed in only a limited fashion in preparation-time, and the participation rate among pupils seems to be low.

The relevance to Nordic educational research: it emphasizes the importance of understanding how pupils experience the democratic arenas in school. This understanding might provide grounds for enhancing the preparation of the pupils as democratic citizens in Nordic countries.

References
Social Positioning in School Bullying from Secondary School Students’ Perspectives

7. Value Issues and Social Relations in Education

Robert Thornberg
Hanna Delby

1 Linköping University

Abstract:

1. Research aim
There is a gap between school bullying literature and students’ understandings of bullying in their everyday school lives. Qualitative methods can contribute with important insights regarding insider perspectives. The aim of the current study was to examine how upper secondary school students explain bullying and to develop a grounded theory on school bullying based on their understandings of why bullying happens.

2. Theoretical framework
Symbolic interactionism and the new sociology of childhood in general and Thomas theorem in particular have been adopted as the theoretical framework in the current study. The way in which students define and explain bullying is a major influence on how they will act when they encounter bullying situations. Children and youths are both constructed by structure and at the same time active agents acting in and upon structure. They do not simply internalise the world but strive to make sense of their culture and to participate in it.

3. Methodological design
The participants in the study were 17 Swedish upper secondary school students (11 girls; age range = 13–15 years old, $M = 13.8$) recruited from four different schools. Seventeen qualitative interviews and three follow-up interviews were conducted. The interviewers avoided the position of authority and took an atypical, less power-oriented, adult research role in accordance with the least-adult role. Grounded theory methods based on a constructivist position were used to explore and analyse the data.

4. Findings
The analysis of the students’ explanations of why bullying happens in school resulted in six categories: social positioning, victim constructing, bullying normalising, rule diffusion, rule resistance, and cultural ideals. These categories are interrelated, and the core process of bullying is social positioning. The main concern of those who engage in bullying is to gain and maintain a high social status. Bullying as a means of social positioning creates an ‘ambiguous coolness’ among the students: bullying is associated with being ‘cool’ at the same time as it is considered to be ‘uncool’ to bully. Victims, in turn, are socially constructed as ‘different’ and ‘wrong’ and connected with a low-status position. In the long term, bullying could become re-defined and re-interpreted by students as the reasonable result of different social roles and as a natural part of everyday social life,
in which the border between joking and abuse becomes blurred. Moreover, cultural ideals mediated by social media influence peer norms and social positioning at the same time as these ideals are used as important tools in social positioning, including bullying.

5. **Relevance to Nordic educational research**

The findings suggest that anti-bullying policy and practice in schools should: (a) address peer norms by inviting students into a deliberative discussion about the values of social inclusion, caring community, multiplicity, heterogeneity, and tolerance; (b) counteract labelling and stigma processes; and (c) educate students to recognise and never normalise bullying, and clearly draw the line between joking and abuse.
The counter-radicalisation in schools: Implications for educational perceptions and practice

7. Value Issues and Social Relations in Education

Martin Sjøen¹
Christer Mattsson²
¹ University of Stavanger
² University of Gothenburg

Abstract: The last decade has seen the advancement of security strategies incorporated into educational systems through much of the Western world. It would seem as if educators are firmly placed at the forefront of counterterrorism initiatives. Notwithstanding this contemporary merger of education and security, according to Davies (2008), the theoretical and practical application of radicalisation prevention in schools is underdeveloped. This certainly necessitates scrutiny of securitising the educational world of learning, development, and socialisation.

In this article, we draw on a qualitative study of twenty-three educators in Norwegian secondary schools on how they perceive and prevent issues of radicalisation and violent extremism. The main objective was to investigate if the preventive responsibilities as detailed in Norwegian policies have been integrated into the informants’ mind-set and further translated into practice. We also explore informants’ encounters with extremist students. Framework for analysis includes educational theories (Davies, 2008), securitisation theory (Buzan, et al., 1998) and policy analysis (Birkland, 2004).

Essentially researching the securitisation of education from the narratives of educators as key stakeholders, this work provides the first in-depth study of preventing radicalisation in Norwegian schools in the ‘counter-radicalisation’ era. Extending from this, we explore the impacts and implications of intersecting security and education through its articulation in policy and theory, and as considered by the empirical evidence.

Our informants describe an educational duty to build resilience, create inclusive environments and safeguard students against all forms of extremism. Yet immigrant and especially Muslim students are considered by many informants to be most vulnerable to radicalisation, and thus, they require particular attentiveness. These perceptions are influenced by the contemporary ‘counter-radicalisation’ discourse in policy, public and media. We find the framing of immigrant and Muslim students to be a particularly concerning practice. Profiling students on cultural or religious grounds impedes core democratic values and this can lead to exclusionary practices in schools. Considering the strong normative and political connotations of terrorism-related issues, we recommend that educators tread cautiously in their preventive endeavours so as not to stigmatise or castigate any group of students. Educators must especially strive to find a balance between preventing issues of extremism, whilst also ensuring that ideals of liberty, tolerance and inclusion are maintained for all students. Overall, this research raises ethical and practical concerns regarding the prevention of radicalisation and extremism in Norwegian schools.

Sources


The Forgotten Normativity of Educational Psychology Practice

7. Value Issues and Social Relations in Education

Thomas Szulevicz¹
¹ Aalborg University

Abstract: The Forgotten Normativity of Educational Psychology Practice

1. Research topic/aim

The aim of this presentation is to discuss the normative dimensions of educational psychology practice. Over the past years, most educational systems have witnessed a global educational reform agenda in which we have seen a rise in quantification, standardization, competition and focus on student learning outcome. This reform agenda has changed education in many and substantial ways. But the changes have also set new types of requirements for educational psychology service centers (EPS), and in this presentation, I will analyze and discuss the consequences of the global educational reform agenda on educational/school psychologists’ work and practice. My claim is that focus mainly has been on how educational psychologists can support different educational aims like for example inclusion, better student performances, less student absenteeism etc.. There has been put less emphasis on the why of educational psychology practice. Throughout the presentation, I argue how there is a growing need for focusing on what I term the normative conditions of educational psychology practice, since the normativity that always surrounds the work of educational psychologists often seems to be forgotten.

I conclude the presentation by discussing some ways to address the normative questions in relation to educational psychology practice.

2. Theoretical framework

The main theoretical framework of the presentation is what I broadly term critical educational psychology. I am, among others, inspired by the works of Simon Gibbs (2018), Stephen Vassallo (2017) and Gert Biesta (2011).

3. Methodological design

The presentation is based on 30 small-scale interviews with educational psychologists

4. Expected conclusions/findings

In several respects educational psychology practice seems to be in a transition phase or is even perhaps suffering an identity crisis that is propelled by the global educational reform agenda. It seems that both educational establishments and education policy are looking for different skills than the profession of educational psychology traditionally has provided. This situation calls for critical reflection and based on an on-going empirical project, I argue that educational psychologists often
are faced with normative questions related to 1) an increasingly test-oriented school system, 2) the relation between psychiatry, clinical and educational psychology and 3) the move towards a more inclusive educational system. The presentation concludes how it is crucial with an increased awareness of these and other normative dimensions of educational psychology practice.

5. Relevance to the Nordic educational research

All Nordic countries have educational psychology service centers, and there seems to be heated debate about the relevance and legitimacy of the counselling provided by EPS. This presentation’s focus on the forgotten normativity of educational psychology sheds new light on the field from both a theoretical and practical point of view.

References:


When: Wednesday 14.30-15.00, Where: 12:132, Blåsenhus

The wanted teacher—a comparison between Ireland and Sweden

7. Value Issues and Social Relations in Education

Karin Sandberg
Linda Jonsson

Mälardalens University

Abstract:

PhD D. Linda Jonsson Associate Professor

PhD Karin Sandberg Lecture

Value Issues and Social Relations in Education

Mälardalens university

To be Protestant and to be Catholic eventually is a part of the cultural identity of being Swedish and being Irish. The study aims to investigate if the teaching of the Reformation, a world-shattering event in both countries past, can provide an insight in the forming of a joint reference frame and sense of a “we” based on the teaching in religion and history as school subjects.

The theoretical framework will be the living curriculum as described by Philip Jackson (1990). The hidden curriculum is the norms and values that students and teachers need to relate to (Osbeck, 2003). These are usually not written down in official documents, but expected by the society, and even by the students and the teachers themselves. By studying how teachers and teacher students perceive the content of teaching, this hidden curriculum appears. The study then clarifies the hidden curriculum in both countries, enabling a comparison between countries with a largely Protestant and a largely Catholic population. Swedish school rests on a non-confessional basis, but is continually criticized for being objective in a Lutheran-Protestant spirit (Berglund, 2014). In the case of Irish primary school, nine out of ten schools are Catholic.

The study will be conducted through interviews with teachers and teacher students in both countries. The questions will focus on how teachers and teacher students mean they teach about, or will teach, the events and the people around the Reformation in both countries and what they aim to achieve with the teaching. Teacher students are selected as they recently have been taught about the Reformation and how they mean they will teach the Reformation in their forthcoming teaching. The active teachers are interviewed on the basis of how they conduct the teaching of the Reformation and their intentions with the teaching.

The study clarifies the hidden curriculum in both countries, enabling a comparison between countries with a largely Protestant and a largely Catholic population. It also gives an insight in in the forming of a joint reference frame and sense of a “we” based on the teaching in religion and history.
The relevance in of our study is manly providing an insight into the identity formation of the teaching in history and religion as school subjects and also how the hidden curricula of the two countries, one Nordic and one both culturally alike and unlike.

References


To become an anti-racist teacher. On experiences that influence teachers to counteract racism in education

7. Value Issues and Social Relations in Education

Emma Arneback

Örebro University

Abstract: In a time of political polarisation, questions of racism and anti-racism in education are at the top on the political agenda in Sweden, as well as in other Nordic countries. When it comes to racism and teacher professionalism, research has often have been more focused on how teachers are affected by racism (cf. Kholi 2018) or enable racism in different ways (cf. Lundberg 2015) than focused on what influences teachers’ anti-racist action (Arneback 2014, Hayes 2017). With this in mind, this paper aims to contribute with knowledge on how different experiences influence teachers to counteract racism in education.

The study is based on interviews with 27 high school teachers in Sweden on their views on racism and anti-racism in education. Turning to pragmatism and research on teachers’ identities, the empirical data is analysed based on the following research questions: a) What sorts of experiences influence teachers to work anti-racist? b) What are the similarities and differences in their experiences to become an antiracist teacher? c) How are different experiences linked to each other?

The result points to three sorts of experiences: political experiences, moral experiences and professional experiences. The first two aspects relate to earlier experiences in life, for example, teachers’ upbringing in different countries, cultures and families, and their identities and/or ascribed identities. Political aspects of importance are experiences of oppression and experiences of political beliefs that influence teachers to work against racism in education to make a change. The moral aspect is more about the values teachers have adapted in life, such as Christian humanism. The professional aspect, more directly relates to experiences of being a teacher. For example, related to the value-base of the Swedish curricula, and/or to situations in school when teachers experience racism that they are forced to act upon. Altogether the result shows that teacher agency to counteract racism can be based on different kinds of experience.

Furthermore, a common pattern is that teachers link moral and/or political experiences to professional experiences when they motivate their actions. To become an anti-racist teacher, the ability to link life experiences to professional action seems to be of importance. Based on the result, there is a need to furtherer discuss how teachers’ life experiences can support and/or restrict how they work with questions of power in education, such as racism.

References


Hayes, David Brian (2007). Identity, Awareness, Action: A Study of White Anti-Racist Faculty


8. Gender and Education
When: Thursday 08.30-09.00, Where: 12:132, Blåsenhus

**Academic ‘failure’ and men who fail: Gender and class in prestigious higher education**

8. Gender and Education

Carolyn Jackson
Anne-Sofie Nyström, Minna Salminen Karlsson

1 Dept. of Education, Lancaster University, UK
2 Dept. of Education, Uppsala University, Sweden
3 Center for Gender Research, Uppsala University, Sweden

**Abstract:** The paper draws from a large-scale qualitative interview project about men, masculinities and students in prestigious profession programmes in Sweden and England. The analysis was developed from semi-structured interviews with staff (35) and students (72 men and 40 women) at two high ranked universities. Drawing on work on social comparisons (BFLP), emotions and masculinities in schooling (e.g. Jackson 2006) and H.E. (e.g. Leathwood & Read 2009; Burke 2017), we explore understandings of academic ‘failure’ with special attention to men students’ failures, gender and class. Furthermore, the paper builds on studies about how structures and cultures in elite communities contribute to student stress and conceptualizations of success (e.g. Reay et al. 2009; Holmqvist 2015; Nyström et al. 2018; Nyström & Jackson forthcoming). We argue that students’ understandings of failure are shaped by institutional standards, as well as by peer-group cultures, personal goals and backgrounds. First, we outline the differences between the programmes – law, medicine end engineering physics – in terms of constructions and consequences of failure. For example, law students in both countries felt ashamed if they were awarded only average grades, and knew that they would limit their opportunities for careers in law. By contrast, the significance of top grades was downplayed in medical student communities, and failed exams were common and accepted among engineering physics students. Second, we examine the explanations for men’s academic failure, in the light of dominant discourses about boys and young men in education in the Nordic countries and beyond (e.g. Arnesen et al. 2008). We explore the complex ways in which ‘masculine’ characteristics – such as risk-taking, being laid back or being extremely competitive – were suggested as leading to success or failure. By examining academic ‘failure’ and masculinities in prestigious contexts, we seek to contribute with insights into work on (1) gender, class and academic achievement, as well as (2) student dropout and distress.


Leathwood and Read (2009). **Gender and the Changing Face of Higher Education: A Feminised**


Boys and Learning Motivation in Danish Primary school

8. Gender and Education

Pia Frederiksen

Abstract: In the Danish primary school, many boys perform poorly and are perceived by the teachers as difficult to teach. They have what has been called a 'problematic' learning behavior. Recent research suggests that in many cases there is a connection between the gender identity of these boys (their gender constructions) and their way of addressing the learning agenda of the school. Thus, 'popular masculinity' is often associated with distance to academic skills, which are defined as 'girlish'. Instead, bodily and sporting skills are highly valued, as well as autonomy, humor and recognition through risky behavior. These 'masculine' ideals might result in a learning behavior that is characterized by sloppiness in school work, alternative agendas in learning situations and different levels of oppositional behavior in relation to teachers (Frederiksen, 2015). Such learning behavior are mostly seen at boys with parents who have a poor educational background. Resistance to the school's learning agenda at boys who construct and draw on strong versions of masculine identity can be progressively developed and reinforced during school years.

For some of these boys the oppositional learning behavior seem to cover low academic skills and thus has a 'compensatory' function: 'If I can not meet the demands of school, I can distance them'. Thus, their 'oppositional' learning behavior becomes an alternative entry to maintain a strong social position.

This paper presents new findings that indicate that the way these boys are met at school by the teachers is important for their motivation of learning and for the development of learning resistance. The findings are based on four qualitative case studies in 3. and 4. grades at four primary schools in Northern Denmark. The case studies were conducted in spring 2018 and the research interest was to investigate which factors in the learning environment, that seem to affect the learning motivation of boys in early classes of primary school. The study draws on recent gender theory, where gender is understood as culturally changeable and on recent understandings of learning motivation.

The findings point out that keeping an eye on and strengthening these boys' feeling of coping in relation to school work seems to be one of the keys to counteracting patterns of negative learning behavior. Likewise, they point out that negative narratives of these boys, inflexible class leadership and the lack of didactic skills of the teachers that meet these boys in school seem to adversely affect their learning motivation.

The study is relevant to Nordic education research as the problem with the low-performing boys in school in many ways seems to be similar in the Nordic countries.

Keywords: boys, learning behavior, learning environment, feeling of coping.

Reference:

Gender and grading: A systematic literature review

8. Gender and Education

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Abstract: The purpose of this paper is to contribute knowledge on grading (summative assessment) from a gender perspective and to critically evaluate the scope and content of research in the field. Boys’ and girls’ grades are a frequent topic in pedagogical, psychological and economic discussions, but there are few systematic analyses on the state, backgrounds and effects of gender differences in grading. Feminist education research has described and analysed various reasons for different performance of boys and girls in school, which touch on individual cognitive and behavioural preconditions, school related explanations and other matters like gender stereotype study pattern (e.g. Wernersson, 2010; see also Voyer & Voyer, 2014). However, earlier literature reviews on grading (Forsberg & Lindberg, 2010; Lundahl, Hultén, Klapp & Mickwitz, 2015) do not adopt a specific gender perspective. We collected peer-reviewed international journal articles published between 2010 and 2017 in a systematic literature review (Eriksson Barajas, Forsberg, & Wengström, 2013). The focus was on West European peer reviewed journal articles on grading in primary and secondary school, published in Nordic languages, English, and German. No disciplinary limits were drawn and the articles were from different social sciences like education science, psychology, sociology and economics. We analysed the included papers (28 articles) thematically (Braun & Clarke, 2006). So far, the analysis indicates that the studies can be organised in two main themes; (1) studies with a focus on fairness of girls’ and boys’ grades and (2) studies with a focus on explanations of gender differences in grades. Theoretically, the paper draws on poststructuralist feminism (Davies, 2003, pp. xi, 73, 92); in short, this perspective describes a social order that works to separate women/man and according to which belonging to the group “men” is related to having privileges over the group “women”. Poststructuralist feminism provides a theoretical lens through which we can shed new light on the results in the selected articles. The preliminary analysis reveals both underlying assumptions of discrimination through grading of either boys or girls. We also found that some studies aim at following up the “poor boys’ discourse” or relate to structural discrimination of girls in certain subjects. We found few studies with intersectional approaches, taking up multiple dimensions of difference.

Male gender in the field of education

8. Gender and Education

Anne Laiho¹
Annukka Jauhiainen¹
¹ University of Turku, Department of Education

Abstract: In this presentation we examine the male gender in the field of education, as both students and as teachers. The field of education is strongly gendered. For example, only about a quarter of the ones working as class teachers in are men in Finland (Kumpulainen 2014, 68). The need for more male teachers is actively discussed in Finnish context as well as in other Nordic Countries.

We ask how male gender and masculinity is approached and positioned especially in teacher education. Furthermore, we are interested in how men who study or work in female-dominated field of education see the significance of their gender. In our presentation we utilise research from the male gender in female-dominated domain of education as well as the open answers of the equality survey.

Token as a concept refers to the experiences of the genders as a minority in a community or in a group. The minority position of genders has been studied in working life as well as in education from different points of view (e.g. Clow, Ricciardelli & Bartfay 2015; Heikkilä & Hellman 2017; Hjalmarrson & Löfdahl 2014). Rosabeth Kanter’s (1977) classic study Men and Women of the Corporation has been one of the grounds for token research. Few women who work in a male-dominated field get a token role. Also the men can be approached in woman majority fields as a token (Lupton 2006). Furthermore, being a token intersect with other dimensions of differences as age or ethnic background.

Men who enter field of education benefit their minority status, it gives them visibility and at the same time a special position, which male students and male teachers clearly identify. Mostly positive elements relate to their special position but there are also negative aspects. One of these is the sexual danger connected to male gender. The men also use different strategies when negotiating their own masculinity in relation to the hegemonic masculinity that is locally determined.

References:


on expectations from others. Gender and Education 26 (3), 280–292.


Queer/ed or Questioning Refugee Youth’s Negotiations of Safe Spaces and Places in the Nordics.

8. Gender and Education

Urban-Andreas Johansson¹
¹ University of Gävle

Abstract: Research topic.

During the last couple of years, Sweden, the other Nordics countries as well as many others have welcomed refugees due to a global refugee crisis (The UN Refugee Agency, 2018). Many of these refugees flee due to war but some of them flee due to e.g. persecution, oppression and violence. This pilot study is a part of an international project which focuses on how to better understand queer/ed or questioning refugee youth and how they negotiate their communities. It is a community-oriented examination of the spaces and places that these youth value and feel as though they are valued. The purpose of the pilot study is to more deeply understand how marginalized youth positively negotiate everyday oppressions and vulnerabilities in their communities in Sweden.

Theoretical framework.

The theoretical framework stems from scholars on space and place, where these concepts are understood not only as physical characteristics and markers but also the inherently messy sets of ideas, ideals, histories, peoples, practices, and contexts that combine to characterize their particularities (Cresswell, 2004; Massey, 1995). The framework also includes queer geography theory which is the theorization on of how space and sexuality has been studied with reference to what sexualities and what activities are accepted in which places (e.g. Brown, 2000). This theorization also includes concepts of heteronormativity, homonormativity, queer spaces and queering places.

Methodological design.

The multimodal approach of this pilot study consists of both focus group interviews and visual ethnographies. Interviews offer an insight on participants’ perceptions, experiences, narratives or interpretations on the issues stressed in this paper. Visual ethnography draws upon audiovisual media’s unique ability to share insights about people and places on multiple registers – discursive, embodied, spatial etc. (e.g. Pink, 2013). The visual ethnographies where the participants will use available technologies (mobile devices) to create video recordings of the spaces and places they value in their communities. These recordings together with the interviews will thus help us in how to better understand refugee youth and queer/ed or questioning refugee youth and how they negotiate their communities within Nordic contexts.

Expected findings.

Analyses are still in the initial phase, but some preliminary findings point to the significance that the
informants assign to visual markers such as rainbow-colored flags. Another finding made were complexities of “being out” in Sweden versus in their native country, where although they faced more discrimination there they experience themselves as more closeted in their new communities compared to their former ones.

References.


Unwanted “dick pics”, “pussy pics” and “nudes”: students’ perceptions of sexual harassment in secondary school

8. Gender and Education

Kristina Hunehäll Berndtsson
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Abstract: Abstract NERA 2019Authors

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Title: Unwanted “dick pics”, “pussy pics” and “nudes”: students’ perceptions of sexual harassment in secondary school

This presentation will address students’ experiences of sexual harassment in secondary school. In particular, the presentation will highlight how students in the ninth grade describe their perceptions of what they refer to as “dick pics”, “pussy pics” and “nudes”, i.e. unwanted pictures of sexual nature, received through Snapchat. Theoretically the study draws from an intersectional analysis of gender, class and place. Gender and masculinity, femininity, gender equality and sexuality, should here be understood as cultural and socially constructed through interaction in everyday life (Connell, 2005; Connell & Pearse, 2015). Skeggs’s (1997) concept of respectability is a central concept of the study. According to Skeggs respectability is one of the most distinctive signs of social class and it characterizes upper classes of society. Respectability embodies moral authority, those who are respectable have it and the others do not. To not be respectable is to have little social value or legitimacy. This study is part of an ongoing national research project on harassment and violations in secondary school, funded by the Swedish Research Council for health, Working Life and Welfare [Forte] (2018-2020). The study is designed and constructed as a case study of secondary schools located in urban and rural areas in different locations in Sweden. The schools have been strategically selected from a variety of catchment areas. Methodologically, the study draws primarily from focus group and individual interviews with students the 9th grade, but observations of students’ meetings is also conducted. In this paper we will focus on interviews conducted in a secondary school located in an upper-class area. The students in this study describe the phenomenon of “dick pics”, “pussy pics” and “nudes” as a common problem among youth at school. Both boys and girls give their views on the current problem, but a particular focus on girls’ experiences and strategies to deal with this kind of sexual harassment will be discussed, as their experiences are most apparent in the interviews. Especially the girls describe the sense of shock, distrust and shame when the perpetrator is a classmate. One of the strategies the girls use to handle the problem, is to take a collective distance from the perpetrator as a silent mark when someone has been exposed to this type of abuse. In the light of #metoo it is crucial to critical discuss sexual harassment in school. Not at least from how the students experience this, a perspective that still is lacking in educational research. This study hopes
to contribute new knowledge about these issues and about students’ security in schools. Our intention is also to provide school officials new knowledge and understanding about these issues and to help them to identify and prevent sexual harassment in the school milieu.
“The feeling of belonging” – Women and Men in the Domain of IT Education

8. Gender and Education

Kristina von Hausswolff
Anne-Kathrin Peters¹, Gion Koch Svedberg²
¹ Uppsala University
² Malmö University

Abstract: Professional education in the IT sector is usually male-dominated and reflects gender distribution in technical professions. This is considered a problem in the Swedish aim for digitalization (Digitaliseringskommissionen, 2015). We present our research about what it entails to become an IT professional during higher education for women and men. Sweden's technical colleges were founded on the professional needs of skilled, talented men who would lead society into a future where technological development was considered crucial. A culture in technical education with a male power scheme that expelled female students was established (Berner, 1997, Cockburn, 1985).

Research suggests that technology education is still masculine-coded. We present results of a longitudinal study conducted by Peters (2017) that shows how the profession and subject of computer science (CS) are created and reproduced in higher education. The learning environment seems to shape students into technical problem solvers. As Faulkner (2008) also describes, students are forced to perform masculinity, to position themselves as a technical person as opposed to someone that engages in social issues. Research on classroom climate suggests that technology education is characterised by a defensive classroom, which appears to be particular important for female learners (Barker et. al., 2004).

We also present research on students’ experiences of their education, which reveals differences in the “feeling of belonging” related to the field of Computer Science. Our analysis of the focus group interviews (with n=18 students) results in four different ways of experiencing belonging. Both women and men experienced feelings of belonging, both positive or negative, but there were gender differences in how this was experienced. The focus of the education programme and orientation appear to correspond with these four categories. The structure of the education and silent values in the tradition of computer science as a subject seem to be an issue. To closer examine education in relation to gender and IT is essential to understand and drive possible change. Technological development is crucial to all our lives, not just technology-driven men, and characterizes our entire society (Wajcman, 2004).

References


9. General Didactics
Assessing Foreign Language Proficiency: is there a Link between the Swedish National Curricula and the CEFR?

Maria Håkansson Ramberg

Uppsala University, Sweden

Abstract: Assessing Foreign Language Proficiency: is there a Link between the Swedish National Curricula and the CEFR?

Maria Håkansson Ramberg, Uppsala University

The present study examines the scoring process when two groups of raters evaluated students’ written proficiency in L2 German according to two different frameworks. The Swedish National Agency for Education (2017) states that the six levels (A1 – C2) of the Common European Framework of Reference for Languages, CEFR, (2001) can be compared to the seven so called ‘steps’ in the Swedish national curricula for foreign languages. However, there is a lack of empirical evidence to support these claims (European Union, 2013). A second aim of the study is therefore to approach the issue of the relationship between the levels of the CEFR and the steps of the Swedish school system.

The present study used a mixed methods research approach and is based on a convergent parallel design in order to compare and contrast the analysis of quantitative and qualitative data. Hence, my study aims to shed light not only on the product (the essay scores) but also on the process (what the raters regard as salient in their judgements of written proficiency) to get a broader understanding of the assessment practise behind the essay scores. The data consists of 60 essays written by Swedish secondary school students at three upper-secondary-school-level courses of L2 German (roughly comparable to CEFR levels A2.2, B1.1 and B1.2). The essays were scored (1) by the practising L2 German teachers (n = 19) and by two experienced external teachers using Swedish national performance standards and (2) by two raters using criteria referring to the CEFR. Additionally, all raters gave written comments regarding various aspects of the essays that motivated the decisions made during the evaluation process.

Preliminary results show a clear relationship between the levels in the CEFR and the scores from the teachers. However, analysis of raters’ written comments show quantitative and qualitative differences in the weighting of features when the raters motivated their scores. The results of the analyses are therefore important, not only for understanding the levels corresponding to the production of L2 German at different steps in the Swedish school system, but also to demonstrate the impact of different rating policy and culture in the assessment of students’ written proficiency. Empirical support for the alignment between the Swedish national curriculum and the CEFR may also facilitate a comparison of students’ language ability in Nordic and other European countries. Finally, some implications for L2 writing assessment practice and teacher education are discussed.

References


Exploring teaching traditions in mathematics

9. General Didactics

Anneli Dyrvold
Kajsa Bråting
1 Uppsala universitet

Abstract: The background to the actions that take place in classrooms are formed during a long time period. This kind of content formation is sometimes referred to as the emergence of teaching traditions, which can be defined as “regular patterns of choices of content which have been developed over time within a specific subject” (Almqvist et al., 2008). Content patterns form a certain education culture which constitutes what is considered as adequate teaching and relevant content. Exploring teaching traditions can provide knowledge with respect to what values a specific educational culture holds.

Within the Swedish field of science education, there has been much research on teaching traditions during the past decade. The results reveal three established teaching traditions in science education: an ‘academic tradition’, an ‘applied tradition’, and a ‘moral tradition’ (Marty et al., 2018). In mathematics education, the focus of this study, such typology of teaching traditions has not yet been formed. Considering mathematics as an academic discipline within the STEM field, it is reasonable to assume similar, but not identical, teaching traditions as in science. During the last decades, there has been a heavy emphasis on competencies within mathematics education, which has affected teachers’ everyday practice. In addition, the focus on mathematical literacy has the potential to impact teaching traditions in mathematics. The aim of this study is to identify teaching traditions in the Swedish mathematics curriculum and contrast these traditions with those developed within science. The study is embedded in Chevallard’s theory of transposition of knowledge, where the curriculum is regarded as the step between the transposition from scholarly knowledge to the taught knowledge in the classroom.

This study is a first step towards a more comprehensive conceptualization of teaching traditions in mathematics. The mathematics curricula with commentary materials for primary and upper secondary school will be analyzed, which allows comparisons between compulsory courses and courses that prepare for university studies. The analytical tool is based on Roberts (1982) curriculum emphases and on the teaching traditions developed within science (Marty et al., 2018). A broader view will however be adopted to ensure that traditions unique for mathematics are also included. One such example is the analysis of emphases on literacy.

Our preliminary analysis indicates a pronounced emphasis on abilities in mathematics whereas in science knowledge is emphasized. The final results will consist of a conceptualization of teaching traditions in the Swedish curricular materials in mathematics. These results provide a means to evaluate mathematical practices with a more comprehensive scope than mathematical competencies. This is relevant for all Nordic countries considering their structural similarities of policy documents.


Is there talent? – Gliding discourses in students’ talk about socio-scientific issues

9. General Didactics

Cecilia Eriksson

1 Uppsala University, Department of Education, Sweden

Abstract: Is there talent? – Gliding discourses in students’ talk about socio-scientific issues

Cecilia Eriksson

Abstract

Present study explores in which circumstances knowledge in science can become relevant and interesting for students in relation to their social life. The underlying teaching for the study took the starting point in a question “Is there talent?”, that emerged in an informal setting between some students in 9th grade, which later was used in teaching in genetics formulated as a socio-scientific issue. Thus, the starting point for teaching was in a discourse based on the students’ own experiences, interests and social life.

The empirical material consists of video recordings from 16 science lessons in 9th grade in compulsory school in Sweden. The study consists of classroom observations during lessons with student discussions and teacher interaction. To make visible how changes in discourses are created in the conversation between student and teachers, practical epistemological analysis has been used (Wickman & Östman, 2002). In the study, analysis was made of which relations the students tie to the concept “talent” and which classroom discourses are established in meaning-making processes.

The study is taking departure from a pragmatic perspective, and the theoretical background is, that all knowledge is accompanied by socialization and depending on what the teacher catches up and what is privileged in teaching contributes also to students meaning making taking a certain direction (Biesta, 2008). If the teacher, for example, encourage a sport discourse which the students contribute with, it will be within that area the field of genetics education has relevance to them. In this context, continuity (Dewey, 1938/1997), is created between different purposes in the teaching, between what is close to the students in their social life and the purposes of teaching.

The results show different discourses, for example a sport discourse, a music discourse and a study discourse. In summary the results of the study show if teaching can take care of the interest and the experience the students contributes with and balance it towards the science content, then it can support the students to create hybrid discourses (Hanrahan, 2005), which contributes to an increase in their knowledge within the area of genetics. With the teachers or other students help the discourse can be transformed to a more science oriented discourse. Where the boundary goes between different discourses is often gliding (Gee, 2005).

References


Keywords: Classroom discourse, Socio-scientific issues, Student interests
Learning through connections: Students’ experiences of sources, processes and outcomes in a networked learning environment

9. General Didactics

Ali Yildirim¹
Gulcin Gulmez², Ozgul Yilmaz-Tuzun²
¹ University of Gothenburg
² Middle East Technical University

Abstract: The purpose of this study is to investigate students’ network learning experiences in relation to perceptions of learning, engagement and activities in networks, and competencies developed through network processes within the context of an EU Project.

A qualitative phenomenological research design was used to study the perceptions and the experiences of student and teachers who participated in an EU funded multinational network project on climate change education. Data sources comprised of six 12th grade learners (N=7) and their teachers (N=6) from two participating schools. The schools were located in Ankara, Turkey and they took an active part in the project and carried out climate change education activities in an internationally wired network environment. All participants were invited and recruited in the data collection process on voluntary basis. The students who joined the project activities were mostly the ones who had strong orientation towards science studies, and worked with their teachers in other project activities and related field studies. They were mainly selected for project involvement by their teachers of Science and English language for their keen interest in the preservation of nature, voluntariness for science learning and learning to learn, abilities to communicate and cooperate in a given context and those with a positive attitude towards intercultural networking culture.

Data from the participants were collected through individual semi-structured interviews. The sessions for interviews ranged from 45 minutes to 1 hour, and the interaction was recorded with the consent of the interviewees. The data were subjected to content analysis to conceptualize the data. In this process, first relevant codes were identified and then they were thematically organized in reference to the research questions. The involvement of three researchers in reading, coding and thematizing the interview data helped establish consistency and validation in this conceptualization process.

The preliminary analysis revealed the following themes: (1) students’ conceptions of learning, (2) previous experiences and perceptions about network learning, (3) teachers’ role, (4) network learning processes - sharing, collaboration and connecting, different levels of networking (school, regional, international), (5) network learning outcomes in terms of knowledge, attitudes and skills, (6) individual differences in network learning, (7) challenges and opportunities that stem from language, culture and technology, and far more importantly (8) connection and transfer of network learning to school learning.

Moreover, the analysis show that the network established among schools and other institutions has been useful in producing ideas, practices and resources together. Particularly teachers and student
reported that they profoundly benefited from the intra- and intercultural interaction, exchange of ideas, collaboration and production of materials and these experiences added to their learning and professional development in a special way. The information shared, the ideas presented and the perspectives developed were reported to be meaningful and long-term.

These initial findings present important implications for assessing teaching and learning processes in schools and looking for ways to integrate networking into this process.
When: Wednesday 16.30-17.00, Where: 12:020, Blåsenhus

Teachers’ probing questions in mathematical classrooms in primary school

9. General Didactics

Anna Östman

Anna Östman

Abstract: Teachers’ probing questions in mathematical classrooms in primary school

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Keywords: probing questions, teachers’ practise, talk moves, primary school

Abstract Asking questions is a common used teaching activity in mathematical classrooms and by arguing that, there is a relationship between teaching and learning (Smith & Stein, 2011). The conclusion is that questions play an important role in teachers practise in the mathematical classroom and the probing questions are considered critical in encouraging students to explain, clarify and reason (Boaler & Brodie, 2004). Connected to the probing questions, talk moves like revoicing, repeating and wait time are useful for teachers in having a fruitful discussion with students (Smith & Stein, 2011; Kazemi & Hintz, 2014). Asking questions seems to be a teaching activity that teachers do not plan ahead of the lesson even though teachers make explicit that questions are important in the teaching (Boaler & Brodie, 2004).

The aim of the study is to categorize the different types of responses teachers gives to students when students have answered teachers probing questions. The prospective results will be analysed with the attempt to present different types of interaction patterns, which are connected to teachers’ responses and teachers’ talk moves when students have made their thinking available and explicit through explanations orally. The results are going to be presented both qualitative and quantitative.

In order to find the probing questions the framework of nine different types of questions from Boaler and Brodie were used (2004). The data in this study is videotaped mathematic lessons from twenty-five teachers, one lesson from each teacher. Students included in the study are six to nine years old in Swedish primary schools.

Preliminary findings indicate that probing questions are used in all parts, phases, of the mathematical lessons and most common during the lesson phase whole class discussion and when students work in pairs or groups. The results also shows that a common teacher response is the talk move revoicing which often occurs directly after the students’ response to the teachers probing question. How students respond to the revoicing seems to be connected to the students’ first response to the teachers probing question.

This study present result from Swedish mathematical classrooms and the Nordic countries primary schools similarities would make the results interesting and relevant in a Nordic context.
References


Telling a story - being a teacher

9. General Didactics

Ola Henricsson¹
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¹ Ola Henricsson Phd student in Pedagogical Work
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Abstract: It seems as everyone remembers a teacher who told a folktale, a myth or retold a story from his or her own life, and it is no wonder because storytelling is deeply intergrowth with the act of teaching. In this article teachers' storytelling is consider as interwoven with the core of teaching (Hopmann, 2007) and our interest in storytelling brought us to collaboration with an Indian Storytelling organization, Kathalaya in Bangalore in South India. India has a school system which is very much the same as the ancient English empire school system and the influence of resent research on learning and theories have not brought any decisive influence in the everyday Indian school contexts. Instead, despite a fairly rigid school system stories are told.

The overall aim with this article to explore from a phenomenological perspective how teacher’s in Karnataka, India reflect on their own, embodied, storytelling in classroom situations.

Method

A hermeneutical-phenomenological approach has been selected for the interpretation of our interviews with Indian teachers. Also, our study is in line with a phenomenological tradition developed in Sweden by many researchers who deals with empirical data. The interviews were conducted in Bangalore where we interviewed 22 teachers from preschool to teachers in adult education. We interpreted the anecdotes concerning telling stories primary from the perspective of Katharine Young’s (1987) phenomenological inquiry on oral narrative.

Expected conclusions

We discuss the teachers’ reasoning about their storytelling in three different themes: Being a teacher somewhere, Being a teacher of something and Being a teacher with someone. In this study we consider the Indian teachers’ way to use storytelling in teaching as embodied teaching – as a way of being-with the students in pedagogical situations. There is a close connection to the content being taught and unfold from pedagogical knowledge and care. The reason to tell stories, according to the teachers is an answer to a question or issue in a pedagogical occasion in situated praxis.

Relevance

In contrast to Swedish teachers who regard storytelling merely as a teaching-method (Henricsson & Claesson, 2016) these Indian teachers' reason about their experiences of everyday storytelling as being-with. So, from the Indian teachers’ way of telling stories we can learn that storytelling is experienced as a situated teaching practice from being-with and not as a method or theory of being-
for teaching. A question that still remains is whereas storytelling as *being-with* is feasible in Sweden or other Nordic countries - bearing in mind that Swedish teachers neither are familiar with or make use of oral storytelling.

**References**


The role of Swedish school algebra in a historical perspective

9. General Didactics

Kajsa Bråting
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1 Uppsala University
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Abstract: The role of Swedish school algebra in a historical perspective

Solid knowledge of algebra is vital to manage mathematics at upper secondary and university level. Traditionally, algebra has been postponed until adolescence because of former assumptions that young children would not be cognitively capable of thinking algebraically. However, recent research reveals that it is possible and even beneficial to start working with algebra already in early grades (Blanton et al., 2015). This has influenced school mathematics where many countries have revised their syllabuses in order to incorporate algebra in primary school.

In Sweden algebra is a part of mathematics that causes pupils major difficulties. In international evaluations, Swedish pupils have performed below the international average in algebra since the 1960s. Although there have been various attempts to improve school algebra teaching the results in algebra have not improved. The overall purpose of the present study is to contribute to the international research field regarding the complex issue of implementing algebra in early school mathematics by investigating the Swedish case. More specifically, we examine how algebra is traditionally treated in the last five Swedish syllabuses for grades 1–9 from 1962, 1969, 1980, 1994, and 2011. The study is part of a broader research project aiming at characterizing Swedish school algebra on both formulation and realization arenas (Hemmi et al., 2018). The project is theoretically embedded in Bernstein’s theory about classification and framing of educational knowledge.

In order to characterize the algebraic content as well as to investigate what role algebra plays in school mathematics we have conducted a qualitative content analysis where Blanton et al.’s (2015) five big ideas of algebra have been applied as an analytical tool. The big ideas are: Expressions and equations, Generalized arithmetic, Functional thinking, Variables, and Proportional reasoning.

The results show both similarities and differences between the syllabuses. For instance, in the 1980 syllabus algebra represents a very small part of the mathematical content, especially compared with the 2011 syllabus where algebra is emphasized already from earlier grades. All five syllabuses emphasize the importance of everyday mathematics and the practical use of mathematics in contexts relevant for the students. However, there are differences regarding which role algebra plays in everyday life. The 1980 syllabus states that algebra is less important in everyday life and students only need a “certain orientation” of algebra, which is probably a reaction to the great focus on abstract mathematics of “New math” in the 1969 syllabus. In the 2011 syllabus everyday life appears frequently within the algebraic content. A common feature of all five syllabuses is the weak emphasis on the big idea generalized arithmetic.
References:


The Teaching of Psychology – in Sweden and in Europe

9. General Didactics

**Ebba Christina Blåvarg**,

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**Abstract:** To study psychology at the university is one of the most popular routes of higher education in Sweden. The highest of grades are required to get accepted as a student (Universitets- och högskolerådet, 2018). But, for psychology at the upper secondary school level the picture is different. Both the popularity of the subject and the importance of the subject have been downplayed in the latest national revisions (Blåvarg, 2018; Skolverket, 1994; 2011a; 2011b; 2012; 2017). Only about a third of the students come in contact with the subject and then, for the majority, only for two hours a week during one semester, a limited time span put special demands on the teaching of the subject. The scenario with low status at the upper secondary level seem to be about the same in Denmark and Norway, but not in Iceland or Finland where psychology is given increased importance. In an effort to find out more about the teaching of psychology in various Nordic and European countries a survey was distributed during the European Federation of Psychology Teachers’ Association in Reykjavik in April, 2018 (EFPTA, 2018) focusing on subject popularity, choice of content, teaching methods, teachers’ education and also teachers experience of teaching psychology at upper secondary school level. The main aim with this presentation is to expand on and relate the teaching of psychology in Sweden to the teaching of psychology in other nations within Europe and possibly also to consider the subject in a global perspective. The empirical material is the outcome from a survey involving teachers of psychology from various European countries, nation specific policy documents and other texts encompassing the subject. Both discursive and quantitative analysis respectively will be made (Field, 2012; Foucault, 1969; Foucault & Gordon, 1980; Foucault & Rainbow, 1984). The expected outcome is a fuller understanding and knowledge of the school subject psychology in an international setting that can serve as a base for further study of the role of psychology in a globalized world.

**References**


http://www.efpta.org/home/index.asp?SID=12#45


Towards a critique of the Didaktik as a theory of learning

9. General Didactics

Niclas Månsson
Jonas Nordmark

Mälardalen University

Abstract: This presentation is to be understood as a theoretically driven argument about the legitimacy of general Didaktik, as it contributes to a discussion about Didaktik in general, and more specific, the shortcomings of learning theories. Herwig Blankertz (1987) states that unsolved problems do not disappear just because we ignore them. In other words, Blankertz criticises in general terms common technical rationalities to conceal structural problems within organizations such as schools. Our case stem from the unspoken presumption that learning within educational research is not considered to be a problem. On the contrary, learning is generally assumed being at the core center of schooling and therefore unassailable as an educational concept (von Hentig, 1997). This becomes an apparent issue in for e.g. social studies education. In one way, teaching in social studies is about initiating the young person to society. Knowledge, norms, and values should be inscribed into the becoming member of society through instruction. The teachers’ role in that sense is to socialise the next generation into an existing social order. Another mode of thinking about teaching in social studies is to regard the young person as discovering society, within society. The young person is spoken to as an agent of change and societal progression (Hopmann, 1997; Klafki, 1997). The first mode of thinking more or less eliminates the individual capacities for partaking in social change, whilst the other mode risks to forget the burden and accountability to partake in social change. Either way, a distinction between socialisation and learning crumble, as learning as the prime outcome of instructions is taken for granted. In a similar way, we argue, that the idea of general didactics in Sweden either is about learning theories for instruction, regardless the subject, or to emancipate the democratic potentiality of the pupils (Månsson & Nordmark, 2015). In this presentation, we focus on the former as a general theory of learning. Even if socialisation processes assume people who learn ways of being and acting in society, the moral, ethical and ideological aspects of socialisation are easily evaded by such a general theory of learning (Hopmann, 2007). Therefore can no theory of learning fully comprise a general Didaktik. On the other hand can no general theory of socialisation solely ground a general Didaktik, as we argue, it would short circuit the relation between teacher and pupils. The moral dimension of a teacher-pupil relation would in a similar manner be easily evaded in such a general Didaktik. Methodologically the discussion is to be understood as a theoretically driven argument about general Didaktik where we applicate a specific theoretical critique within that field. Hence, the critical perspective offered in this discussion contributes to a discussion about Didaktik in the context of Nordic educational research.
Unfolding what is already there. Workshop-Didaktik for cooperation in a contingent world.

9. General Didactics

Tobias Werler
1 Western Norway University of Applied Sciences, Bergen

Abstract: This paper presentation is about a new Didaktik concept in order to allow student to live a meaningful, cooperative life. Due to the papers conceptual character it does not follow traditional (empirical) research papers. The starting point for this paper is, that risk experiences are a mode of considering and mapping the social and cultural world. The benchmark for measuring this is the person’s individual conceptualization of a meaningful human existence (Bauman, 1998). However, current society’s complexity contributes to placing risks out of reach; there is no place or space for them. Furthermore, there are parties (individuals, teams, organizations, governments) that cause risk while deciding between different solutions to problems. Such risk production makes it impossible to attribute clear causes. Decisions made about actions not only contribute to a complex reality, but cause unintended and unpredictable side-effects (contingency). This is also true of the development of cooperation.

Cooperation is the ability to create with others joint intentions and joint commitments in cooperative endeavours. It is a human behaviour that is functionally integrated and the respective partners have mutually agreed upon it in several ways. Furthermore, cooperation is structured by the processes of partners’ joint attention and mutual knowledge. Such an understanding of cooperation combines both aspects of collective work (Beyerlein & Harris, 2004:18) and (mutual) communication processes about knowledge (Torgersen & Steiro, 2009:153).

The purpose of this paper is to investigate how a Workshop-Didaktik[1] perspective can contribute to the development of cooperation. In this paper, I apply the concept of ‘cooperation”. To solve the inconsistencies of postmodern society, like unpredictability or risk, Sennett proposes meta-level cooperation as a sound mean to support social liabilities. At the same time, cooperation is not binding enough to require unification of the parties involved. It is more than simple functioning and demands working together on common tasks.

Sennett’s description suggests that cooperation is perceived as something positive and desirable. Individuals are presented as parties who pursue a common goal in which attainment is only achievable through cooperation. Furthermore, cooperation requires trust, which often develops and stabilises as a result of experiences gained in the course of cooperation.

The paper examines the question of how contingency, risk and unpredictability impact upon teaching and learning. A Didaktik model, based on Tomasello’s concept of shared intentionality and Sennett’s ideas about the worth of cooperation, is provided. The suggested Workshop-Didaktik answers the question of how people can be prepared for cooperation in a complex and changing world, which is determined by a combination of uncertainty and contingency.
[1] The German term Didaktik characterizes various theories and research approaches about how teaching can instigate learning of content. I will explain that concept more fully presently.
10. Higher Education
A Deweyan approach to ‘practical thinking’ while programming

10. Higher Education

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Abstract: This research in computer science education (CSE) investigates learning to program in higher education. Our aim is to better understand the lab situation for students encountering programming for the first time – a common and important scenario in CSE. We use a theoretical framework from pragmatism to analyze the complex dependencies between ‘practice’ and ‘theory’ in the computer lab.

John Dewey’s action and communication theory (Biesta & Burbules, 2003) directs focus to the importance of habits when thinking. Dewey’s (1922) critique of the separations of body and mind, practice and theory, and also of habit and thought, makes it possible to analyze action as thinking while doing programming. This thinking-while is what we call ‘practical thinking’.

This Deweyan theoretical framework is coupled with a mixed methodology in an empirical study of an authentic classroom in an introductory programming course for engineering students. During the introductory programming labs, the students worked in pairs. The ‘practical thinking’ was observed in action as well as described in interviews. A wide range of data was collected to support triangulation and to obtain a rich holistic picture. Seven structured observations and seven student interviews were conducted coupled with a questionnaire directed to all enrolled students (n=77).

Our preliminary results suggest that the social dynamic between the students in a pair affected to what extent students actively wrote code and interacted with the computer environments/programming languages. The social dynamics also affected the quality of the interaction – to be able to express one’s own thoughts in the programming language. The students connected their ability to think and express their thoughts in the programming language with how good they were in the subject. Programming as a subject was perceived by these novices as something completely different from subjects they already know. Several students expressed that programming is more creative than other subjects, with no clear “right or wrong” way of solving problems. This belief enabled integration of their programming ability with their self-perception as a thinker. The same students also expressed appreciation of the computer’s quick feedback on whether their “thinking” was correct. We thus find a contradictory view of programming, at the same time open and restricted, resulting in an emotional rollercoaster. This revealed itself as student getting stuck, frustrated, and unable to continue with the assignment without help from the teaching assistant.

Practical thinking could be the bridge between the subject’s content and the student’s perception as a learner. This pragmatic perspective, already established in science education (Wickman, 2013), may help us to better understand students’ difficulties in learning to program.
References


Abstract: Research aim

The majority of the enrolled students in higher education bachelor programmes are high-school graduates, many of whom struggle to embrace university requirements for academic writing. Thus, for many students, improving academic writing skills is a barrier for excelling in higher education. As part of the University of Agder's strategy for 2016 to 2020, the University Library and the Department of Education have for two academic years undertaken a development project on approaches to academic writing training and feedback for entry level courses of the Bachelor of Education programme. In the spring of 2018 the development project teamed up with scholars responsible for similar projects undertaken by course conveners' of the university’s Bachelor of Economics and Bachelor of Engineering programmes.

This paper reports on the Bachelor of Education programme’s experiences after two years of exploration. It is primarily based on the approach of the fall term of 2018, which included two integrated approaches: Lectures on academic writing mainly provided by university librarians in collaboration with the course convener at the start, middle and towards the end of the first semester of the programme; process based feedback loops for assignments in each of the two programme courses of the fall semester, provided at the start and towards the end of the semester. The aim of this study is to evaluate the experiences with the approach to academic writing and feedback and identify key areas for improvement and further development of the university's strategy related to students' academic writing skills.

Theoretical framework

The approach draws mainly on the research literature on feedback in higher education, especially the work of David Boud (Boud, et al, 2018; Dawson et al, 2018) and Royce Sadler (2010).

Methodological approach

A common survey was developed for evaluating the approaches to academic writing training and feedback in all three programmes, while each programme further developed additional items addressing its distinct approaches. Furthermore, the study reports on the university librarians, course conveners' and course lecturers self-reported experiences with the trialled approaches to academic writing training and feedback. These two datasets are analysed and discussed.

Expected findings

We expect to identify what students perceive as most difficult related to academic writing in general, where more efforts are needed in general, and in particular related to the development and use of generic academic writing assessment criteria.
Relevance to Nordic educational research
This study is relevant for educators working in higher education programmes in the Nordic countries, especially for those working with entry level courses.

References
When: Wednesday 17.00-17.30, Where: 21:237, Blåsenhus

**Between Lecturing and Therapy – Accessing Two Positions in a Teacher’s Work**

10. Higher Education

**Knut Omholt**

1 Norwegian University of Life Sciences

**Abstract:** The topic of this paper is the teacher’s movements between two positions; in the direction of lecturing or in the direction of being a therapeutic listener. The two roles seem to be opposites, or - in any case - they imply different attitudes and one should be able to span the gap between them. The paper aims to illuminate: What is the experience of each of the two functions? What is the experience of moving between them?

The main theoretical framework is Dialogical Self Theory, developed by the Dutch psychologist Huber Hermans and his collaborators since the 1990s (see for example Hermans & Kempen 1993). It is a theory of how the self is built up. The self is regarded as a multiplicity of positions. An intention is to transcend the split between the inner and outer world by including others as internal positions. The notion “position” suggests a spatial nature of the self. The I can move from one place to another by changes in the situation. Some locations can be easily accessed while others are more difficult to enter into. Each position has a point of view, a story and statements to utter.

Methodologically this is a kind of self-study of practices. It is based on my work as being explicitly both a lecturer and therapist for students. I have kept a journal in which I made notes – visual as well as verbal - from the two roles. The procedure falls within Moustakas (1990) description of heuristic research. It is an internal quest that starts with self-dialogue and leads the investigator to the meaning of experience. It may open up to new regions of oneself and promote self-awareness and even self-transformation. Personal experience and self-study are valued as they give direct access to the constituents of what one has lived. The insights one gain can throw light on the social significance of the question.

Expected conclusions I will present in the paper have to do with the following factors: 1) How I experienced the two positions. 2) What differences I realized there were between them. 3) How they interfered with each other, and how alert I had to be not to let them cheat me. 4) What criteria I lead down for myself in evaluating my behavior in each of the roles. 4) How my performances influenced my identity.

The relevance for Nordic educational research is that socio-emotional questions and learning become more important as the part of students with mental health challenges increases. Teachers will more often encounter the span between performing as a lecturer and a therapist. These circumstances call for knowledge of how one can do self-reflection and share one’s realizations with other teachers.

**References:**

Developing disciplinary identity with new students

10. Higher Education

Bent-Cato Hustad

1 University of Tromsø - the arctic university of Norway

Abstract: Research topic/aim
The paper addresses the need for developing disciplinary identity with new students. New students are going through a transition from being a pupil at upper secondary school into students at higher education. As students are given a great deal of freedom to organize their everyday life, and consequently greater responsibilities for their learning outcome. Difficulties in this transition is commonly related to drop-out and opt-out from their initial choice of disciplinary education programme (Ulriksen et al. 2010, Holmegaard et al. 2014). The aim is to investigate students disciplinary identity two months into their education programme and investigate their prospect of finishing their initial choice of education programme.

Theoretical framework
The theoretical framework for this study is based on identity theory, and more specific professional identity. Identity is a continuous process for each individual. For most people developing a professional identity coincide with changing identity from youth to young adult and therefor utterly important (Heggen 2008: 321). An identity as a student of a certain discipline implies a recognition of oneself as a practitioner of the same discipline in the future (ibid: 322)

Methodological design
This paper is based on a quantitative survey with first semester students attending bachelor of pedagogy and bachelor of special need education. 70 student responded on the survey. The survey included questions concerning students participation in the activities at campus, their experience of disciplinary identity and their professional goals in higher education. In the discussions I will draw upon previous research that adress prevention of drop-out in higher education (Ulriksen et al. 2010).

Expected conclusions/findings
The findings show that the majority of the students can say that their disciplinary identity is important to them. This finding is correlated with their ambition to complete either a bachelor degree or a master degree in pedagogy or special need education. Consequently, I argue that building disciplinary identity early in students higher education is important to prevent drop-out.

Relevance to Nordic educational research
The empirical data is collected from first semester bachelor student of pedagogy and special need education at University of Tromsø, and we regard them relevant to other universities in the Nordic countries. This paper discusses how measures can be taken to prevent drop-out through strengthening the disciplinary identity and the social environment for new students.

References

Oslo: Universitetsforlaget.


When: Wednesday 15.00-15.30, Where: 21:136, Blåsenhus

Discourse and identity in university physics education

10. Higher Education

Anders Johansson

Abstract: Research topic/Aim
University physics is a subject with a lack of diversity. For example, men constitute 70-80% of physics students in most countries. A growing body of research has used the concept of identity to explore how inclusion and exclusion operate in physics education. In my work, I have developed these perspectives aiming to study identity in terms of subject positions enabled in the discourse of physics education. The aim is to examine how the possibilities for being recognized as a successful physics student are structured in physics education at Nordic universities.

Theoretical framework
I have used poststructuralist discourse theory in a Foucauldian tradition (Laclau & Mouffe, 1985; Butler, 1990). This allows a focus on the construction and reconstruction of limits for identification in discourse, and moves away from the development perspectives often employed for identity studies in physics education.

Methodological design
To enable a detailed focus on the discourses of physics education, several case studies have been conducted in different contexts using semi-structured interviews with students as well as participant observation techniques in different contexts. I used single and group interviews to study students’ accounts of taking a course in electromagnetism, participant observation to study the discourse of quantum mechanics courses, and single interviews to study physics master’s students’ negotiations of stereotypical physicist positions. All the material was analysed with discourse analysis tools.

Conclusions/Findings
A general conclusion of my study is that physics courses, when taught from a narrow physics perspective, may limit the possibilities for identification for many students. For example, engineering students on less physics-oriented programmes had difficulties seeing electromagnetism as significant for their programme-related and vocational identifications. Similar results occurred in quantum mechanics, where a strong focus on calculating can alienate some students. Concurrent with the particular appeal that quantum mechanics can have in attracting students to physics, a mismatch between expectations and course practice can cause an identity crisis for students investing in an identity as a quantum physicist. For physics master’s students, finding a place in physics meant negotiating norms about intelligence and “nerdiness”. These common and gendered stereotypical attributions for physicists took on specific significance in relation to subject choice in physics. More theoretical and pure physics directions were implicitly accorded higher status and seen as requiring more intelligence, but at the same time could also be positioned as more nerdy.

Relevance to Nordic educational research
My results shows that in physics, one of the less gender equal subjects at Nordic universities, general
and specific discourses of the education and its courses can work to exclude many kinds of physicist identifications. This research contributes to knowledge about social justice and diversity in STEM subjects in general, and in particular broadens the scope of identity studies in education.

References
Abstract: Topic: The number of students undertaking higher education (HE) beyond national borders is increasing, and substantial mobility is also observed in the Nordic region. Compared to most Western countries, Norway has a high proportion of outgoing students, in line with national policy. This policy rests on the assumption that mobility is related to quality. This paper addresses the relation between mobility and quality in two ways; by investigating characteristics of the students, and by looking at students’ assessments of their study programme. It compares how mobile and non-mobile students diverge regarding background characteristics, motivation and assessments of HE.

Framework: Research suggest that mobile students are characterized by features such as high social origin (Blanck & Börjesson, 2008; high ambitions (Brooks & Waters, 2011), adaptability (Murphy-Lejeune, 2002) and high motivation (Wiers-Jenssen, 2003). Mobile and non-mobile students have been compared regarding social origin, and personality traits (Zimmermann & Neyer 2013). But in general, few studies have compared features of mobile and non-mobile students, particularly not their assessments of quality. Our contribution is to analyse empirically sound data on how mobile students diverge from non-mobile students, and to discuss results this within a framework of selectivity; if mobile students constitute a positively selected group, this may influence assessments, and have policy implications.

Methods: This paper builds on two data sources: A survey to Norwegian students abroad, with more than 4000 respondent (response: 39%) and a survey to domestic students in Norway, wit 20 000+ respondents (response: 45%). Comparisons including t-tests are applied. Regression models are used for investigating factors influencing quality assessments.

Findings: Mobile students more often have parents with HE, but differences are reduced when subject field is controlled for. Mobile students express a higher motivation for studies, are more prepared for class, and report to spend more hours studying compared to non-mobile students. Overall satisfaction is clearly higher than among non-mobile students, and so is satisfaction with teaching and feedback, though assessments vary with host country and subject field. Results suggest that mobile students represent positive contributions to learning environments, in more respects than diversity in cultural background.

Relevance: International student mobility (outgoing/incoming) is high on the policy agenda in the Nordic region. Hence, it is important go get more information on the features and assessments of mobile students.
References:
Education for sustainable development – E-learning opportunities and challenges in a globalized world

10. Higher Education

Sally Windsor
Helena Pedersen, Magdalena Svanström

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2 Chalmers University of Technology

Abstract: This presentation summarises the experiences of developing and starting a web-based masters program in education for sustainable development (ESD). The program is directed towards people with varying backgrounds, that intend to become educators in the field of sustainable development. Given the perceived urgency of a transition to a sustainable society, it is particularly important to reflect on this format for the delivery of education. Is this kind of on-line education suitable for providing the advanced and complex competences that are aimed for and if not, how can the limitations be dealt with? This paper focuses on the strengths and limitations of developing the online Masters course to cater for students from all parts of the world.

The new Masters program has been developed by a multi-disciplinary group of teachers at Gothenburg University and Chalmers University of Technology and started in the fall of 2018. First discussions started in 2014, and in 2016 and 2017, the introductory course in the program - An Introduction to ESD – was conducted as a pilot. Large changes have been made over the three years that the introductory course has been running, to accommodate for learning and other needs that have been experienced.

Previous ESD efforts in e-learning program point to difficulties e.g. with regard to collaborative approaches and problem-based learning (Azeiteiro et al., 2015; Barth & Burandt, 2013) and the need for training of teachers (Barth & Burandt, 2013; Bjørke, 2011). Challenges with regard to the shift in the roles of both students and teachers to a more learner-centred approach that is necessary in this type of e-learning has also been highlighted (Barth & Burandt, 2013). The students need support in developing active ownership of their learning process and the teacher increasingly becomes a moderator with an important role also in managing student emotions (ibid.).

In this contribution, the experiences of the course teacher team from the two pilot years and from the launch of the full master program in the autumn term of 2018 are discussed in relation to challenges like the ones mentioned above, but also with regards to the specific learning platform. Challenges related to ESD are in focus but also other more generic experiences from introducing e-learning are discussed. Additional challenges beyond ESD and e-learning in the specific context relate to the large and multi-disciplinary teacher team that has been involved. However, the benefits of having a multi-disciplinary teacher team for both the quality of the programme and for the joint learning in the teacher team is perceived to greatly exceed the problems.

Exertion, endurance and expressions of masculinity in two demanding professional programmes

10. Higher Education

Minna Salminen-Karlsson

Uppsala University

Abstract: The paper deals with how the study programmes in law and medicine contribute to shaping different kinds of professional middle-class masculinities, in Sweden and in England.

The masculine history of law and medicine still influences the professional education today, even if half of the student body consists of women. However, the professional performances which lawyers and doctors are socialized into are profoundly different (Malatesta, 2011). The paper combines perspectives of professional socialization (Larson, 1977) and critical studies on men (Hearn, 2004). The empirical data the paper is based on consists of interviews with staff and students in two medical and two law programmes, one of each in a Swedish and another in an English university. Altogether 26 staff and 78 students (53 men and 25 women) were interviewed. The interviews were coded with the main focus of the study being men’s identity negotiations in demanding higher education programmes. This paper is based on codes related to professional socialization.

The law programme is largely influenced by big law firms, where the culture is extremely competitive, expects long hours and work around the clock and valorises assertiveness/aggressiveness, i.e. largely embodies what Connell & Wood (2005) denominate as transnational business masculinity. The medical programme, including the professional socialization which largely takes place in clinical work during the studies, promotes another kind of masculinity, which is simultaneously empathetic and authoritative. Common to these two programmes is the valorisation of both intellectual talent and of hard work. While being studious is not regarded as feminine as such, women are attributed with being anxious and stressed about their studies, and the top stressless achievers referred to in the interviews are always male. Both programmes also have endurance tests: in the medical programme it is about enduring long hours when both clinical work and academic studies run in parallel, and in the law programme it is about enduring the stress preceding the exams, the outcome of which is crucial for future career options. Competitiveness is pronounced in the law programme, and exists also in the English medical programme. In both professions there is a hierarchical order of career paths, with those which are seen as more prestigious alternatives are also seen as more masculine.

Research on how prestigious higher education programmes contribute to students’ learning of professional performances, especially in a gender perspective, is largely missing in the Nordic countries. The comparison between Swedish and English educational programmes allows for an illumination of how national conditions, both general and profession specific shape the student experience.


Abstract: Through a specific multiple correspondence analysis (sMCA) of survey responses, the aim of our study is to explore Swedish outgoing exchange students' motivations for studying abroad and selecting country and institution, their experiences during their mobility period and their self-assessed personal development. To interpret the patterns in motivations, experiences and personal development among the students that the sMCA reveals, we also use supplementary variables such as home and destination HEI, country of destination and field of study. The data is drawn from an obligatory programme survey of the whole population (N=6617) of Swedish participants in the Erasmus+ exchange programme who applied during 2014 and 2015.

Broadly, we find that three primary types of students can be distinguished based on patterns and tendencies in the data; those with more academic, labour market, or cultural orientations. These orientations have implications for choice of place and institution. Culturally oriented students interested in study destination, culture and improvement of language skills are overrepresented in countries around the Mediterranean, but also in Berlin. Meanwhile, less culturally and more academically oriented students who put quality, reputation and learning offer first are overrepresented in the neighbouring Nordic countries, as well as at prestigious French HEIs and institutions in Milan. Enrolment in a prestigious programme in Sweden in the arts, business administration, or political science was also more associated with academic or labour market motivations and criteria.

Countries such as the UK, France and Germany can recruit Swedish students as both culturally and academically appealing destinations, where Swedish students can improve the languages taught in school while studying in academically prestigious environments. Eastern Europe exerts a rather weaker attraction based on the investigated motivations, which may be due to the questionnaire’s inability to capture those students’ motivations. Students in Eastern European countries were, however, also overall somewhat less satisfied and experienced lower levels of personal development, compared to students in wealthier regions in the western and northern part of Europe.

The clear oppositions between North and South, and between East and West, both regarding motivations and outcomes, seem to reflect and confirm Swedish students’ social imaginaries of Europe. Southern Europe appears to be seen as culturally exotic but academically inferior. The students who go there indeed more often have a comparatively worse academic experience than those who go further north. The neighbouring Nordic countries, on the contrary, attract students mainly based on academic factors, and they also seem to provide satisfactory academic experiences. Most students go to the western parts of Europe where they are also generally more satisfied.
compared to the few who travel eastwards and who do not seem to view those countries as particularly academically or culturally attractive.

The study contributes by providing robust results based on the entire population, as well as by nuancing the popular image of the Erasmus programme as mainly non-academic in nature. It shows that the minority among Swedish students who use the Erasmus programme for academically oriented purposes are among those most satisfied with their exchange period.
Global English, dialogue, ethics and wisdom – a new combination in higher education?

10. Higher Education

Mirja Hämäläinen¹
Eeva Kallio²
¹ University of Tampere
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Abstract: Education in a globalized world in a time of exponentially developing artificial intelligence and big global problems challenges all education with such inevitable questions as who we are, how we live together and what is ethical. In our paper, we will look at these questions from a transdisciplinary perspective in the context of language education in higher education. Our approach combines theory from psychology, philosophy, education and applied linguistics to examine the potential of teaching English as a lingua franca, a shared language, through ethical dialogue in higher education to start building a path towards wisdom.

We will describe an optional university English course Dialogue: Constructive Talk at Work offered for all degree students at the University of Tampere. The course is based on David Bohm’s (1996) philosophy of dialogue which has been further developed by his successors (e.g. Isaacs, 1999; Ellinor & Gerard, 1998). The topics of the course guide students to self-reflection, thinking together and ethical communication. We will report student feedback and some preliminary results of student wisdom measurements. It is possible that the dialogue course enhances integrative thinking (Kallio, 2011; Kallio, 2018) and therefore prepares the students for the challenges of the globalized world. The dialogue approach is applicable to all languages.

The role of foreign language is not considered in the main works of dialogue mentioned above. However, dialogue in the globalized world cannot happen without a shared language. We claim that there are several aspects of wisdom that dialogue through a shared foreign language, a lingua franca, can develop. These are, for example such qualities of wisdom as an ability to integrate multiple perspectives, transcending individual perspectives concerning universal principles, shared ethical good and compassion (cf. Kallio, 2018). Sitting in a dialogue circle and interacting through English as a foreign language in the dialogue course we describe makes multiple perspectives concrete; there is a need to help and support others in communication; to listen to understand and to contribute to the common group task in an ethical way. Language education in the Nordic countries could well be the pioneer of furthering global understanding through teaching dialogue skills all throughout the language education at all levels and in that way developing wisdom that the world now seems to need more than ever.

References


Global Responsibility and the Reform of International Higher Education: comparability of a Nordic kind?

10. Higher Education

Meeri Hellstén
Stockholm University

Abstract: World society has recently embarked on a fifteen-year global agenda towards improving our future. Agenda 2030 which was launched by the UN in 2015 refers to the 17 Sustainable Development Goals (SDG), of which the fourth involves good quality education. While high quality of education is a cultivation of our future, the advent of globalization has impacted on it in unprecedented ways.

In higher education, globalization has increasingly driven the sector based on market ideology using ‘high quality’ as synonymous with ‘internationalization’. This in turn has been exploited to justify the escalating status competition between universities striving to internationalise in a globalized knowledge economy. The forty-year history of international higher education (IHE) delivery shows a fragmented and short-sighted trajectory (Hellstén & Reid, 2008). Concerns about the social cohesion, cost and responsibility of IHE have been second place to economic incentives driving the system ahead. Critical research has for decades called attention to the vulnerability of a system expanding too rapidly making it unsustainable over time, forcing policy-makers to respond through nationwide reforms.

This warrants an examination of the extent to which current national reform work on IHE resonates with reasoning on sustainable futures. Central to the theme is a case study comparing how two Nordic countries, Sweden and Finland, respond to globalization through institutional change. Both countries are currently undergoing higher education reforms of the ways in which universities engage in international education. The choice of the two neighbouring countries is motivated by their top place on global sustainability scales.

The social constructivist framework for the study derives from world society theory (Meyer, 2010), which claims that systems in the world are becoming progressively similar. World society is conceptualized broadly as the construction of cultural order that is in the main a presumed rather than enacted structure and becomes legitimized as real. The methodological design of the project adapts to Meyer’s (2010) world society theory in subjecting policy documents to a discursive analytic scrutiny, by considering the hypothetical social worlds by means of counterintuitive considerations. The data consists of two national policy documents on IHE (OKM 2017:11; SOU 2018:3). Comparative analyses across dimensions of sustainability appearing in text articulations of SDG4 will be conducted using a discourse analytic text analyses.

Finland and Sweden are two neighbouring Nordic countries that share a common history but enact on IHE policy in remarkably contrasting ways. Both countries claim sustainability, but the findings reveal to what extent this resonates in national higher education reforms on internationalizing the university for the future. The findings contribute towards comparative methodology applied within
and across dimensions of a Nordic example of societal change which is highly relevant for educational research in the region.

References


1. Higher Education

Jerry Obiekwe

1 The University of Akron Wayne College

Abstract: Theoretical frameworks: As more and more students with under-prepared credentials are admitted into higher education institutions and as their retention and success are of paramount importance, ways of learning and ways of teaching of this population of students are critical issues that must continuously be addressed. Much has be written in the literature about the scholarship of teaching and learning of these students in which the prevalent theme is to give equal deference to cognitive and affective activities in the design of the curriculum.

For example, in undergraduate statistics particularly, the lower level courses, pose a great deal of challenge to students. The evidence is the unacceptably high failure rate in these lower level statistics courses. Some of these students use these courses to satisfy their general education requirement for mathematics. The unfortunate dilemma for these students is that they may never major in fields that require high level proficiency in basic statistical literacy.

The teaching and learning of undergraduate statistics has always been about the contents and less about the affective dimensions. There is considerable evidence in the literature that affective aspect of learning is as important as the content; consequently, should be accorded equal deference. The most effective teaching strategy is the one that employs both cognitive and affective dimensions. Essentially, sensitivity to affective issues relating to teaching and learning of statistics particularly at the lower levels has shown to improve learning.

Methodology/research design: This paper examined the psychometric qualities of a Statistics Attitudinal Assessment Instrument derived from the Computer Attitude Scale for Secondary Students (Jones & Clarke, 1994). The psychometric approach here involves structural equation modeling, hierarchical modeling, factor and confirmatory factor analysis.

Expected conclusions/Findings: The methodology, results, conclusions and implications to teaching and learning will be discussed in detail at the presentation.

Relevance for Nordic Educational Research: Since this paper has implications to educational measurement in higher education, it is consistent with the objectives of NERA.

References:
Higher education graduates’ employability and social positioning in the labour market

10. Higher Education

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¹ University of Turku

Abstract: This poster presents a new research consortium between University of Eastern Finland and University of Turku, led by Dr. Päivi Siivonen and funded by the Academy of Finland (2018 - 2022).

The study explores higher education graduates’ employability as a relational and socially mediated process. It takes into account the supply and demand of graduates, and the positional competition inherent in the graduate labour market. The main objectives are: 1: To provide an in-depth investigation of HE graduates’ social positioning in the labour market by examining the level of a degree (Bachelor’s/Master’s), institutional setting (research university/university of applied sciences), disciplinary fields, and the location of the institution (Eastern/Western Finland) and their contributions to the relative value of graduate employability. 2: To formulate a contextualized, cross-sectional and longitudinal account of how the positionality of education and employability delineates employment prospects and graduates’ labour market trajectories. 3: To provide an elaborated analysis of how gender, social background and age contribute to and intersect with graduate employability.

In practice, research work is divided into two sub-projects. In sub-study 1, led by Dr. Mikko Aro (University of Turku), we analyse the relative value of education and social selectiveness in graduate employability. Educational positionality entails that individual’s relative position in the labour market queue, which is affected by education and other background characteristics, becomes a more important indicator of employability than her/his absolute educational credentials. This study develops methods that capture such positionality and its role in mediating social inequalities in large scale samples. Education as a positional good is highly contextual and therefore, we need research that focuses on the particularities of one national system of higher education at a definite time period. The sub-study 1 uses a survey and register-based data-set and quantitative methods. In sub-study 2, led by Dr. Maija Korhonen and Dr. Kati Kasanen (University of Eastern Finland), we conduct a contextualized and longitudinal analysis of HE graduates’ employability and career trajectories. The focus is on the longitudinal processes of employability and the tensions and conflicts that graduates encounter in their labour market trajectories. How do graduates in different positions navigate in the competitive labour market? How do they interpret, negotiate and manage employability and labour market trajectories including transitions and mobility? What kinds of work identities and related abilities are constructed and negotiated? How do graduates interpret and negotiate social differences (e.g. age, gender, social class) in relation to employability? The sub-study 2 draws on qualitative follow-up interviews and narrative-discursive methods.
How can students acquire and practice guidance skills through a web-based study?

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Abstract:
1. Research topic - aim
Development of a flexible bachelor course in counseling and guidance for bachelor students in education. How can students acquire and practice guidance skills through a distance course in a flexible study program?

The aim of the project is to raise awareness of ourselves as teachers on how we can specifically work towards developing student guidance skills in a flexible course (Blended learning - face-to-face classroom practices are combined with computer-mediated activities).

2. Theoretical framework
Nyhus and Nordkvelle (2003) distinguish between linguistic and communicative competence. Communicative competence is about theoretical, practical and bodily knowledge of the situations in which communication is exercised, for example as in guidance.

We understand communicative skills as a competence that optimizes linguistic competence and which can provide a tool for how we as teachers can organize teaching that is to be both close (face-to-face) and remote (online-based), which also requires students to acquire the same competence.

We will use Skagen's (2011) thoughts on Discursive dominance to explore this further.

3. Methodological design
Literature study and survey (questionnaire about student expectations and reflections on the acquisition of guidance skills in flexible study course).

We will operationalize guidance skills by looking at the guidance functions: Key features of guidance are recognition, awareness raising, experience learning and systematic reflection (Halland, 2004). We will therefore specifically ask the students for the understanding and operationalization of these functions (concepts).

4. Expected conclusions/findings
Guidance requires an interaction where there are several parallel processes that structures and develops the guidance. Managing these processes requires active and continuous practice. This can
be challenging to facilitate in a flexible course with online-based teaching, but we expect to be able to specify what didactic and communicative measures help develop the student's guidance skills. What teaching methods we as teachers emphasize can therefore be important for students' learning outcomes. Through the research project we will be able to analyze and document teaching methods suitable for this course.

5. Relevance to Nordic educational research
The project helps to illustrate how we can facilitate learning in the so-called "Nordic model for Lifelong Learning, and is relevant for Nordic research because of the focus on both lifelong learning and facilitating flexible education. The project aims to find out how to facilitate practical skills and applied competence in a field that requires close proximity, but where the learning system itself has a distance. The project also contributes to the debate on quality in flexible higher education.


Abstract: Initiating new students to higher education

1. Research topic/aim

Fresh students may find the transition from upper secondary education to university studies hard and encounter various challenges in adapting to demands and expectations of higher education. Statistics demonstrate that dropout rates are high among students in higher education, especially during their first academic year (NOKUT 2018, Statistisk Sentralbyrå 2018).

This presentation refers to a study connected to a bachelor program in social sciences concerned with the initiation of first term students to higher education. In order to reduce dropout rates and increase the number of graduates the department introduced a program aimed at 1) improving and developing teaching, 2) improving peer relations as well as student-teacher relations, 3) early development of professional identity and 4) have a positive effect on students’ learning outcome.

2. Theoretical framework

Theoretically this study is inspired by sociological theories on social reproduction within the educational system (e.g. Bernstein 2000, Bourdieu and Passeron 2000) and sociocultural learning theories (e.g. Dysthe 2001) and social-realist perspectives on knowledge (e.g. Young 2007)

3. Methodological design

The study includes 120 students (informants). Methods applied are qualitative interviews, questionnaire, discourse analyzes of students’ texts and comparative analysis of exam results.

The results will be discussed in light of organizational and change theory (e.g. Jackson 2015, Fullan & Scott 2010, Senge 1990)

4. Expected conclusions/findings

The most important finding is that students are expected to report be more satisfied with the subject
as well as study environment/student life as compared with similar surveys conducted prior to 2018 and on comparable courses. Secondly, it is expected that the drop-out will be reduced and average exam results will improve.

5. Relevance to Nordic educational research

Drop-out in higher education is a problem for all Nordic countries and our study will contribute towards reducing drop-out and improve learning environment for fresh students.

References:


NOKUT Studiebarometeret: Rapport 1-2018. www.studiebarometeret.no


Inter-relatedness between various stages in the educational system – academic faculty as disciplinary culture carriers

10. Higher Education

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Maja Elmgren²
¹ Uppsala University, Centre for Gender Research
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Abstract: Academics educate future schoolteachers in their disciplines. In turn, the schoolteachers educate the future students in the school subjects. The teacher, whether at university or in school, are carriers of disciplinary culture, which in different ways are manifested in their actions. The aim of the study was to explore the borderland between the academic chemistry discipline and the school subject. More specifically, we were interested in how chemists represent their academic discipline in speech and practice in different contexts, as well as the conceptions and practices implicitly and explicitly communicated.

Theoretically, the study is underpinned by a conceptualization of practices as ‘cultures’ (Hasse 2009, Schein 2010 and Schneider et al. 2013), with their own implicit and explicit rules, different values and underlying assumptions. In addition, theoretical insights from philosophers of science are employed (e.g. Barad 2007, Keller & Longino 1996 and Bensaude-Vincent & Stengers 1997). They have, from feminist perspectives in conjunction with their strong disciplinary belongings, problematized science practice and knowledge.

The empirical data have been collected through interviews, observations and shadowing (Czarniawska 2007). Individual thematic analysis of transcripts and field notes was carried through by two researchers, their results were compared and the analysis refined.

Academics highlighted different aspects, which they thought would be of importance for future schoolteachers in their coming professional role. Apart from chemistry knowledge, they stressed confidence in knowledge and practical skills, such as laboratory work and demonstrations, as well as the capability of evoking curiosity and interest. The chemistry knowledge expected, and emphasized, was highly influenced from the sub discipline of the academic chemist. A reoccurring worry was students’ low interest in chemistry, looked upon with consternation, as the academics themselves were highly engaged in the subject content and its application in nature and society.

Despite the insight about the pivotal role of the actions and values of science schoolteachers for prospective chemistry students (and the rest of the society), some of these academics had not earlier paid attention to their own role as teacher educators for the development of the coming chemistry community. There is thus a need for collegial reflections of what implicit and explicit values and norms of the discipline that are conveyed in teacher education. Furthermore, our results call for further investigations in the inter-relatedness between various stages in the educational system.

References


Intercultural competence through materiality in teacher education

10. Higher Education

Susanne Westman¹
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Abstract: Research topic/aim
Intercultural competence among teachers is crucial as it concerns an ethical and sustainable education and society in a globalized world. Teacher education needs to meet these demands, especially since equity is a major challenge for schools and early childhood education today. A non-equal education risks reproducing and increasing segregation and social inequality. Earlier research points out that teachers, and accordingly teacher students, need to critically examine and come to understand their own cultures and norms, values, privileges and positions, in order to develop intercultural competence.

The aim of the study presented, is to explore how student teachers develop intercultural competence and consciousness about their own hybrid identities, through intra-actions with diverse physical and discursive materialities. The study is guided by questions such as: What understandings regarding the concept of intercultural competence can be created through an alternative way of thinking about materiality and pedagogical relationships in higher education? How can students’ multiple identities and their critical interrogation of the same be enhanced through creating assemblages that are both intra-corporeal, affective and entangled?

Theoretical framework
The theoretical framework is built on new-materialist theories, mainly the thoughts of Deleuze and Guattari, and to some extent also Barad. In different manner, they emphasize materiality as active agents, and that we are and become in ongoing processes of intra-actions. Concepts like assemblages, affection and disruption have come to play a vital role in the study.

Methodological design
This is case study, in which an assemblage approach was developed and used, combining philosophy, science, art and other interacting areas. Different materials and methods such as films, narratives, role-plays, exercises, but also written reflections, participatory observations, recordings of conversations, mind-maps and collage are in play. 55 student teachers in the early childhood education teacher program participate in the study and 2 different courses are in focus.

Expected findings
The tentative results show that affection, stands out as important for developing intercultural competence. The result also show that intra-action with the materiality make teacher students not only reflect upon other persons and groups positions, and fictively experience them, but explore their own positions and hybrid identities. There are complexities that we need to further elaborate on such as time and place for intra-actions, but it seems like assemblages engaging in intercultural competence can be an elaboration for student teachers becoming-other for a while through on-going affective and entangled modes of existence.
Relevance to Nordic educational research
Due to today’s globalization, the demands on inter-/multicultural education and teachers’ intercultural competence and understanding are increasing in the Nordic countries. This is a huge challenge for teacher education programs as they, like higher education in general, is under pressure from different global forces and rest highly on a cognitive and linear agenda which has changed both conditions for, and what is valued in education. This study therefore pick up on the call for further research to improve our understandings of the myriad of ways that intercultural competence can be developed.
Research literacy and critical thinking – students' academic writing and interaction with research

10. Higher Education

Jeanna Wennerberg
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Abstract: Research into academic writing is a long-standing field that is continuously adding a plethora of perspectives, such as academic writing and technology (Scott, Ribeiro, Burns, Danyluk, & Bodnaresko, 2017); general vs discipline specific approaches to teaching (Gardner, Nesi, & Biber, 2018); instructional design (Green, 2016); critical theory (Foley, 2017) and others. In a wider sense, aspects on student learning, teaching approaches and shared socialization are some of the more dominating perspectives in this literature. This paper addresses a strand in this body of research that needs more attention, we argue: empirical analyses of authentic student work as texts on a micro level – how students build their arguments in relation to previous research, and how can this be understood in terms of research literacy and critical thinking. This work is part of a larger ongoing research project about the undergraduate thesis and critical thinking in four academic disciplines, funded by the Swedish Research Council. Theoretically, the present study relates mainly to the concept of criticality as critical thinking in a disciplinary context (Barnett, 1997; Davies & Barnett, 2015), and academic literacies (Lea & Street, 2006).

The texts selected for this study were the ten highest and ten lowest ranked bachelor theses assessed in a previously randomized and anonymized sample of 169 theses with passing grades, from the 14 largest Education departments in Sweden. This particular subsample of 20 theses were analyzed in two separate stages: (1) A close reading with a focus on how student build their arguments on – and interact with – previous research, partly from a linguistic perspective including expressions of certainty, independence and deference in relation to the references used. (2) A content analysis of a selection of sources used by these students, in relation to the different arguments put forth in their theses. Preliminary results from the close reading and subsequent coding in NVivo identify a series of textual expressions that to different degrees contrast with common ideals in academic writing. Preliminary results from the content analysis suggests that although the ten top-ranked theses' arguments build on sources of higher quality, and put these sources to use more skillfully, both groups tend to misrepresented the literature and research they reference to a significant degree, suggesting that research literacy may be lacking even among students who have produced theses in the top 5th percentile. This, in turn, may have far researching consequences for higher education in general and how we view traditional assessment methods with regard to student research.

As the international literature on academic writing is often so closely linked to language, it has become highly dominated by English and a rather limited number of Anglo-Saxon higher education contexts. Thus, primary research building on (e.g.) Nordic languages and contexts that address this international field directly is much needed.
Abstract: Several aspects of assessment in higher education have been described extensively by researchers on the field. Among others the inconsistency and unreliability in assessment has been highlighted and differences in how assessors value and weigh criteria in their judgements have been shown (Bloxham, et. al., 2016). Though, more research about how assessors in higher education understand and use criteria is called for. The research project which will be presented examines how 15 university lecturers at a Swedish university grade the degree project papers provided by students at the end of the teacher training program and how they understand and use the available grading criteria. The focus in the study is on lecturers’ assessment of specific parts of the degree project papers such as methodology and theory, results and analysis, language and structure, since these parts are experienced as particularly difficult to assess. The theoretical framework is based on hermeneutics which enables to examine the lecturers’ interpretation and understanding of the criteria. The study is based on qualitative research interviews with 15 university lectures carried out by three researchers. 10 of the lecturers are working at primary school teacher education program and 5 at upper secondary school teacher education program. The lecturers were chosen by their experience in grading. Three already graded degree project papers from each program were given to the lecturers to read and assess with special focus on the parts mentioned above. No information about the grades was given to the assessors in advance. During the interview the lecturers explained, among others, how they interpreted and understood the grading criteria, which grade they would give and how they would motivate the grade given. The results show that none of the degree project papers was given the same grade by all the assessors. Neither was there full compliance with the original grade in any lectures’ grading. Novice markers were paying more attention to the grading criteria than experienced markers who used personal criteria and “gut feeling” to greater extent. The discrepancies in lecturers grading and in their understanding and use of the grading criteria may result in an unfair and unreliable assessment. On the other hand, the variability in assessment is inevitable and the question is whether the solution can be found in a more detailed moderation. The research about assessment of degree project papers in the teacher education program is still limited and the results of the study are therefore relevant in a wider context. Not least it may open for a discussion about how these issues are handled in the Nordic countries.

Reference:
Student active forms of learning – attempt at a characterization

1. Research topic/aim. The topic being researched in this paper is student active forms of learning, a central theme in present day educational research. The aim of the paper is to attempt a characterization of this concept, since it is often unclear what, precisely, falls under it (e.g. Biesta 2014, 68ff). The paper aims to stipulate a workable definition of student active forms of learning. Also, the paper suggest practical ways in which our teaching might be geared towards greater student activity.

2. Theoretical framework. The paper utilizes insights from a motley of sources to construct a two-dimensional typology of learning forms. Particularly significant sources are: Illeris (2012); Biggs and Tang (2011); Polyani (2000); Ryle (1963); Drudy, Gunnerson and Gilpin (undated). The typology juxtaposes (i) ways of working and (ii) forms of knowledge, on the background of which forms of learning are distinguished and characterized.

3. Methodological design. The paper is a conceptual classification (Opdal 2018) on the background of said framework and a thorough literature review. Also, the last part of the paper contains practical suggestions as to the enhancement of student activity.

4. Expected conclusions/findings. Results in the paper include the following: (i) the characterization of student active forms of learning proves challenging. The typology presented, however, seems a promising starting point; (ii) in terms of being a field of research, student active forms of learning is a sprawling one. Possible reasons for this is that whilst (physically) passive students might be (cognitively) active, (physically) active students might be (cognitively) passive. This might indicate why the characterization of student active forms of learning proves difficult; (iii) the concept of student active forms of learning blurs distinctions between learning and (formative) assessment, thereby challenging the traditional roles of teachers (as the providers of output) and students (as its recipients).

5. Relevance to Nordic educational research. The paper is a theoretical contribution to Nordic educational research. It attempts to survey the field of student active forms of learning and present a map of the terrain in the form of a typology. As a ramification, it also aims at stipulating a definition. The paper is thus a preliminary to more empirical investigations in the sense that it seeks to concretize what to look for when looking at student active forms of learning.

References:


Drydy, S., Gunnerson, L. & Gilpin, A. (red.) (udatert): *Tuning educational Structures in Europe: Reference Points for the Design and Delivery of Degree Programs in Education*, Bilbao: Universidad Deusto


Students in Finnish open university: peripheral participation to higher education

10. Higher Education

Nina Haltia
Arto Jauhiainen

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Abstract: This presentation takes a look at the Finnish open university education and focuses on the students within this system. We analyze the students’ backgrounds, study motives and experiences from the perspective of social justice and analyze how open university contributes to three dimensions of equity in higher education: availability, accessibility and horizontality (McCowan 2016).

Open university education in Finland is not a separate organization but more like a network where all the universities arrange courses that are open to everyone regardless of the participants’ previous educational qualifications. Important aim of this activity has been to equalize access to higher education.

Within the open university system, it is not possible to earn the whole degree, even though the courses or study modules are equivalent to the ones offered within degree education. Further, as they are being offered outside of the degree education context, they are subject to a charge. In order to finish the degree, a student needs to obtain a study place as a degree student, which may materialize through the main admission route or the so called open university gateway. The gateway is a very narrow route to the degree, and the number of students accepted to the universities through this route have remained low.

Previous studies concerning the open university students have stated that the student body is versatile. There are students of different ages and various educational backgrounds. Also, the motives for study vary. Some are very degree-oriented but there are also those who mainly wish to develop their skills and knowledge needed in working life or develop themselves in more general sense.

In our study, we ask how open university contributes to equity in higher education. Our specific research questions are: 1) Who are open university students and what are their backgrounds and life-situations? 2) Why are they studying in open university? 3) How different students experience their studies and what are the barriers or difficulties they face there?

Our data consists of the national survey conducted in spring 2018 for students in open university (N=4706). The survey had items on family background, life-situation, study motives, experiences of studying, and benefits of studying. In line with the previous studies, our data shows that majority of the students are mature students who are at work. There are also younger students, more oriented in pursuing the whole degree. In our presentation, we also present findings on how the experience of study, especially the experiences about barriers of study, vary according to the students’ backgrounds.
Our argument is that open university as a system increases availability of higher education, but it is not similarly accessible for all kinds of students. Further, the fact that the open university does not provide same kind of opportunity as degree education, can be interpreted from the horizontality perspective.

Reference:

Students targeting new learning environments

10. Higher Education

Maria Öhrstedt†
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Abstract:

1. Research topic/aim
In a globalized world, students can easily switch between learning environments. Understanding the process of students’ adapting studying activities to fit new learning conditions is essential to foster sustainable learning. Here, the student perspective of selecting studying activities is elaborated. Similarities in students’ perception of factors guiding them when adapting studying activities to new learning environments, are mapped.

2. Methodological design
First-semester psychology students’ (N = 261) approaches to learning were assessed using the ASSIST questionnaire (Entwistle, McCune, & Tait, 2013). To ensure a maximum spread of approaches to learning in a smaller sample, a selection of students (N=11) was made. Selected students were interviewed twice. Qualitative analysis inspired by phenomenographic research (Tight, 2016) and with the intention of thermalizing (Braun & Clarke, 2006) similarities in students’ perception of selecting studying activities, followed.

3. Theoretical framework
Previous research indicates that students’ approaches to learning affect qualities of learning, and thus students’ ability to achieve course goals (Price & Richardson, 2004). Approaches to learning seem to develop gradually in a process where students’ personal factors interact with actual learning contextual factors (Baeten, Kynadt, Struyven, & Dochy, 2010). Students' subjective perceptions of the learning environment have proved to be of crucial importance for the development of approaches to learning (Qureshi & Zakar, 2013). However, we need to clarify which aspects steer students towards focusing on certain studying activities in particular course contexts.

4. Findings
Students referred to a common set of five reference points perceived as guiding their ways of studying. These were: 1) previous studying experiences, 2) course recommendations, 3) learning outcomes, 4) assessment demands, and 5) time and effort spent on studying. By relating reference points to each other, ways of studying were formed. Study activities were gradually homogenized and described as efficient studying.

5. Relevance
Insight in the development of students’ approaches to learning is essential to understand students’ adaption to new educational settings. Students’ reflections on targeting efficient studying are relevant from a teaching and educational perspective, since they provide guidance in how to design learning environments optimizing conditions for students’ personal understanding to reach target understanding.

References


Supporting the social and academic integration of first year psychology students within Higher Learning

Casper Feilberg

Abstract: Research topic/aim

The study programme of Psychology at Aalborg University receives 150 new students every year. But how to best support their learning environment and study environment? According to Tinto (1993), student retention and dropout must be understood as a question related to the culture of the educational institution and its ability to support the social and academic integration of students. According to Tinto, psychosocial integration and wellbeing are strongly related to a supportive culture of lecturers with respect to the academic integration. Starting from a PBL-pedagogical, Bildung and profession perspective, this paper more specifically raises the question: how can the lecturers and organizers of higher learning activities support the social and academic integration of first year psychology students?

Theoretical framework

In addition to the work of Tinto (1993) with respect to the social and academic integration of students, this paper adopts a Bildung-perspective that empathizes processes of formation, (role) models and ideals (Gadamer, 2004), as well as a profession perspective that empathizes students’ identification with and embodiment of the professional habitus of the psychological profession (Bourdieu, 2000; Feilberg, 2014). Finally, drawing on an existential-phenomenological ontology of human being, students’ lived experiences and activities are studied in the light of three aspects of being: the individual existence, the collective existence (relationships, peers, groups, year group, institution) and our anonymous, undifferentiated (pre-personal, pre-reflective) being, which permeates and precedes our differentiated individual and collective existence (Feilberg, Norlyk & Keller, 2018).

Methodological design

This paper draws on qualitative case studies and examples of psychology students’ first year experiences at a PBL university, by focusing on the exemplary roles of the group supervisor, the seminar organizer, the lecturer, and the semester coordinator with respect to the academic and psychosocial integration of students. This involves empirical material from participant observation, student’s reports and process descriptions, quantitative semester evaluation reports as well as empirical studies (Feilberg, 2014; Wiggins et al. 2016).
Expected conclusions/findings

The paper analyses the personal, social and collective aspects that often intertwine when taking up questions of learning, processes of formation and social-academic integration. In light of this, the paper presents theoretical distinctions and practical understandings that support lecturers and semester-organizers to build a sense of student’s experiences and processes, and how we as lecturers can support their first year integration in our educational institutions.

Relevance to Nordic educational research

The paper presents a PBL-pedagogical, Bildung and professional (habitus) perspective on the planning and implementation of an introductory semester in a higher learning context, with an emphasis on the consequences of the behavior and choices of the lecturer within different contexts. This is relevant to all first year lecturers and organizers within human- and social science studies.

List of References


Tertiary-educated people and the prevalence of self-employment

10. Higher Education

Caroline Berggren

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Abstract: This paper advocates for a societal perspective in contrast to the individual perspective that is dominant in entrepreneurship education to understand the limited impact from this education. Sweden makes the example. The European Union has since the 1990s and increasingly since 2004 (European Commission, 2004) encouraged the member states to invest in entrepreneurship education for national growth and as a solution to unemployment. Women and the tertiary educated are seen as an underexploited source of entrepreneurial potential; women because fewer of them are self-employed than men, and the tertiary educated because they are expected to be innovative, start businesses and employ others.

Frameworks emphasising factors that influence the prevalence of self-employment will be put forward as explanations to the meagre results from years of entrepreneurship policies. These include models of welfare states, theories on gender divisions in education and the labour market and family resources/network theories (Walby, 2011).

Approximately 90,000 tertiary educated, from different fields of study, were analysed and the prevalence of their self-employment in 2006 when they were in their early 30s and in 2012 when they were in their late 30s were estimated. The analysis method was logistic regression and the results were reported as average marginal effects.

Results show that the prevalence of self-employment increased from 4 to 7 per cent among men, and from 1 to 3 per cent among women. It was the ‘hybrids’ (individuals who were mostly wage-employed, but who also had income from self-employment) who increased most. Students educated within fine arts were most likely to become self-employed. This is likely because work within this sector is often project based (e.g., actors, musicians). The field of agriculture/forestry were the second most likely to lead to self-employment. A large proportion of higher education degrees are designed for employment within large institutions (e.g. education, health care, public administration), which explains some of the extremely low prevalence of self-employment among both men and women in this study. Moreover, Sweden is a country with large firms such as Ericson and Volvo, which employ tertiary educated within technology and natural sciences also leading to a low prevalence of self-employment.

A large scale study that gives an overview of the actual prevalence of self-employment in different sectors is unusual. It is common that studies about entrepreneurship education are restricted to the STEM (science, technology, engineering and mathematics) fields with the unfounded expectation that these will lead to self-employment.

This study would like to draw attention to the structural factors that influence individual choices. Entrepreneurship education needs to consider institutional, cultural and structural factors and teachers need to be reflective and critical to counteract the current neoliberal ideology that put the responsibility of employment on individuals (Farny, Hedeboe Frederiksen, Hannibal, & Jones, 2016).


The role of emotions and valuations in supervision of degree projects

10. Higher Education

Maria Zackariasson¹
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Abstract: Within countries adhering to the Bologna declaration, university students are often expected to write one, or even two, degree projects during the course of their education. Hence, the supervision of such projects may be said to constitute an important part of teaching within higher education, and it has also attracted scholarly attention (eg Todd, Smith et al. 2006, Augustsson and Jaldemark 2014, Carlson, Svensson et al. 2016, Wiggins, Gordon-Finlayson et al. 2016). One central aspect of the supervision process, which has been discussed primarily in relation to the supervision of PhD students, is that emotions and emotional aspects may be significant within supervision and for the writing process (eg Doloriert, Sambrook et al. 2012, Cotterall 2013).

In this presentation we will examine the significance of emotional aspects in the supervision of degree projects, aiming to see how resources and strategies connected with emotions and valuations may be used by both students and supervisors. We do this from two perspectives: Firstly we look at the expressions of valuation and emotion that take place in the supervision situation, and analyze these with concepts from the theoretical framework of appraisal (Martin and White 2005). Secondly, we look at how supervisors and students may use the articulation of or references to emotions as a kind of strategy in the supervision situation, using the theoretical concepts anticipated emotions and anticipatory emotions as analytical tools (Barsics, Van der Linden et al. 2016).

The empirical material comes from an interdisciplinary research project on independence in higher education, where supervision of degree projects within teacher education and journalism education, in Sweden and Russia, is the main focus. One part of the material collected within the project consists of recorded supervision meetings, and it this material we concentrate on in this presentation. The paper is of relevance to Nordic educational research through its focus on an aspect of undergraduate supervision that is rarely discussed, even though it is most significant within higher education.

References


11. Historical Research
Civilian resistance by the Church and educational institutions during the German occupation of Norway 1940–45

11. Historical Research

Vegard Kvaan

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Abstract: In research on the Second World War, civilian resistance has tended to be overshadowed by military operations, despite the fact that in Norway the predominant form of resistance was unarmed, non-violent and focused on building morale. This paper discusses the status of our knowledge on civilian resistance, with an emphasis on the Church and educational institutions.

My methodology consisted in first seeking out literature that discusses civilian resistance as a phenomenon, then limiting the field of study to literature about the ideological struggle in Norway, and then further to the ideological struggle within the Church and educational institutions. I also performed chronological analyses, which involved identifying the first works published during and just after the liberation in 1945, following references from publication to publication in the subsequent years and then selecting important contributions based on three criteria: their usage history; their scientific rigour; and the extent to which they contributed new insight at the time of publication. I have ignored literature on local history and accounts of how the battle for the Church and educational institutions played out in local communities in Norway. There is a great deal of literature on this subject, but it is not easily accessible, some of it is unpublished, and the quality of the research is highly variable.

My paper starts with a discussion of civilian resistance as a field of research in general, before investigating the research literature that deals with the ideological struggle within the Church and educational institutions in particular. I will present the biggest and most important contributions based on the three abovementioned criteria, as well as attempting to identify the broader status of our knowledge. Against that background, my ambition is to set out the specific areas where more knowledge is needed, before finally outlining the challenges associated with research in those areas.

In comparison to the Church, the field of education has not been extensively researched. Despite the close ideological affinity between the Church and schools, we have little knowledge about the relationship between these areas of the resistance struggle. The paper shows how research on educational issues, when seen in conjunction with the resistance struggle of the Church, can bring forth new insights on morale-building as a form of resistance during the occupation.

Keywords: Second World War, civilian resistance, morale, education history
Education and mission in the Danish-Norwegian colony Trankebar 1705 – 1720

11. Historical Research

Randi Skjelmo

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Abstract: Education and mission in the Danish-Norwegian colony Trankebar 1705 – 1720

Research topic is education and mission in the period 1705 – 1720. This presentation is based on archive material from the Mission Collegium’s Archive, located in the National Archives of Denmark. The Mission Collegium in Copenhagen, strongly influenced by Pietism as their theological direction, initiated missionary work in the Danish-Norwegian colony of Trankebar and among the Sami people in Norway in the early 1700s. Missionary and educational activities among the Sami people in Norway is well documented, and included both children, adolescents and adults of both sexes. (Skjelmo 2015, Skjelmo 2017, Skjelmo og Willumsen 2017 a, 2017 b, Willumsen og Skjelmo 2017)

In this presentation, it is the college's activities in the Trankebar colony, which are to be investigated. Theoretical framework is Margaret Archer’s morphogenetic approach from her work Social Origins of Educational Systems 1979 [2013].

In the presentation, the following questions will be examined:

How did missionary and educational activities occur in the Danish-Norwegian colony in Trankebar in India?

Who were motivators and actors in this project?

What was the education- and mission-activities?

Who financed and supported this project?

When and why did this project end?

Expected findings are answers to the research questions mentioned above. The findings are relevant to Nordic Educational research because Trankebar was a Danish-Norwegian colony. Education and mission was established by the Danish-Norwegian State in Trankebar prior to education among the Sami population in Norway. The findings also represents an opportunity to explore if and how Pietistic theology and ideology influenced this missionary and educational work 20-30 years before the School Acts of 1739, Forordningen om Skolerne paa Landet i Norge og hvad Klokkerne og Skoleholderne derfor maa nyde samt Almueskoleloven paa landet i Danmark and to investigate if there is an educational and ideological connection between the missionary work and the School Acts. (Skinningsrud and Skjelmo 2016)
References:


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History teacher's teaching practice around the 1940s

11. Historical Research

Johan Samuelsson

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Abstract: The first half of the 20th century saw the breakthrough of the idea of democratic education with an emphasis on accessibility of education for all citizens. Also John Dewey's ideas that the content and form of instruction should be based on democratic principles impacted on many school systems. In Sweden, these ideas had an impact not least on the school reform initiated in Sweden during the 1940s.

In Swedish education history research, great interest has been put on, for example, debates and the long-term consequences of the reform. But in this paper I analyse how the teachers themselves describe their instruction and perspective on a more democratic school.

This paper presents empirical material from the 1940s in which teachers recount how they used the Dewey-inspired methods in their teaching.

The aim of the paper is to enhance the knowledge of how history teachers handled reforms in their professional activities in terms of subject teaching and reform pedagogy in a historical perspective

Theoretical framework

The general approach of this study is based on the education research tradition in which the voices and experiences of the members of the profession serve as a basis for generating new knowledge of specific professional issues (Ball & Goodson, 1985).

The analysis of the empirical material is based on education sociological and subject pedagogical theories, which view school subjects as manifested and well defined curricular domains with methods, aims and content, but also as mutable phenomena (Shulman, 2004; Goodson, 2004).

Methodological design

The empirical material comprises 850 accounts written by teachers and sent to the 1946 National School Commission (SOU 1948:27).

In identifying the pedagogical and subject-specific teaching perspectives in relation to democratization of instruction, analytical frames from Cuban (1993) are used. He uses for instances the following categories:
• Most instruction occurs either individually or in small groups rather than the whole class.
• Students help choose and organize the content to be learned.

Findings/Relevance

Various forms of individualised instruction or group work were recurring features in their accounts, for instance, involving a group project on a specific person or epoch. But the basis was always a predetermined canon with a strong focus on the national aspects of history.

The issue of the influence and impact of reform pedagogy on education has been discussed a great deal in Sweden and internationally (Labaree, 2005). The preliminary study indicates that there were at least elements of reform pedagogy in Swedish schools in the 1940s, albeit a relatively teacher- and canon-centred reform pedagogy.

The study will widen our understanding of teachers 'historical teaching practice, which can shed light on today's discussions about teachers' teaching practices.

SOU 1948:27.
Abstract: Abstract for NERA 2019

Author: Matts Dahlkwist, PhD student and Assistant lecturer at the Department of pedagogy, didactics and educational studies, Uppsala University, Sweden

Title: Landsvägsbyråkraterna

The theme for this study, detailed in a forthcoming doctoral thesis, is the geographical equality question between rural and city in terms of basic education (elementary school/comprehensive school) The four part studie are based on an organization's theoretical micro approach, with the Lipskys theory of "Street-level bureaucrats“(here in the custom form: Landsvägsbyråkraterna) as the basis, and with a focus on the conflicts that arose between various local actors. In 1927 the annual Swedish elementary school reform (enhetsskolereformen) existed as a main objective to achieve greater geographical equality. Was it a “the rural school reform”? Research questions are formulated as follows, on two levels: How shaped strategies at the national level, governmental public assessment texts (SOU), in order to achieve this goal, during the period 1928-1972 in Sweden, and how argued and acted significant actors the same process in local documentation (municipal and School Board protocols)? The geographic delimitation is made up of the rural municipality of Trönö in southern Norrland during two periods, 1928-1951 and 1952-1972. In terms of earnings, in order to achieve the aim of geographical equality came during the period of the organizational form of centralization that constitute a comprehensive main strategic tool from the government side, but otherwise there were no more specific policy tools. ...

Based on the different forms and aspects of geographic centralization, I have therefore been able to identify and shape the two policy areas (SO1, SO2), with the goal of increasing geographical equality. They both approach the areas can be characterized briefly as follows: the initial strategic area (SO 1) deals with the action at the local level, opportunities for adaptation of special measures to local conditions in the countryside. SO 2 deals with the tools and resources of centralization, in the form of national measures to compensate for rural geographical disadvantages, this one focusing on the compensatory measures for centralization which came to dominate the discussion in the studied community, namely, the “skolskjutssystem”, the construction of a central “bygdeskola” and the introduction of school meals. In empirical studies focused partly on the main line of argument (SOU) and on the interpretation and application at the local level who have been identified in the local population (local arguments in municipal school board and local council protocol), for the period 1928-1972, which reflects the case consisting of meeting of a national school reform and its implementation at the municipal level, in a chosen rural municipality.
Ministers of education: towards a global history of a key policy actor

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Abstract: Research topic

The overall aim is to present some findings from a planned project, where we will explore the political role of the minister of education, using historical and contemporary examples both from Sweden and other countries. The point of departure for the project is an apparent paradox. On the one hand: the Minister of Education is the most visible actor in the education policy field. It is the education minister who is expected to "save the school" (or is accused of destroying it); it is the education minister who symbolizes a certain type of policy. On the other hand, in most research on educational policy the Minister of Education is almost invisible. Therefore, we lack even the most rudimentary forms of knowledge regarding a key actor in the educational policy field. Such questions as the social background of ministers, their relation to other policy actors, the expectations on ministers as well as how ministers’ personal political ideals might (or might not) affect major reforms – and how this changes according to historical and national context – remains to be investigated.

Theoretical framework

Our theoretical perspective is based on the concepts of power and organization management (cf Lukes 1974, Coleman 1990, Boström et al 2004). In general terms, the power of the minister depends on at least three conditions: first that they are considered to belong to an elite, second that they control work processes and issues in a specific area and last that they hold a formal leadership position in the organization (Ivarsson Westerberg 2010). The implications of these conditions might vary considerable over time and across national contexts.

Methodological design

Methodologically, the project will involve a comprehensive inventory of materials in the form of governmental reports and propositions, newspaper articles and memoirs/books by education ministers (e.g. Bell 1988; Baker 1993; Thatcher 1995). We will also interview persons using Elite Oral History-methods (Waldemarson 2014).

Expected conclusions

By examining the role of the education ministers, we hope to contribute to increased knowledge of the importance of ministerial personal career paths and ideals for the policies and decisions taken.

Relevance to Nordic educational research

Educational research in the Nordic countries and elsewhere has demonstrated a strong interest in
 educational policy. With few exceptions there are, however, not much written about the role of education ministers.

References


Picturing school - Through the perspective of a child art competitions 1938-1940

11. Historical Research

Elin Låby

Abstract: The competition was organized in collaboration with the socialistic weekly paper “Folket i Bild” (People in Pictures) the art teacher union and the National museum. The themes for the chosen years in this presentation were “Life in my school” 1938, “Life in my homestead” in 1939 and “My funniest school memory” 1940.[1]

By using a combination of visual culture theory, critical discourse analysis and a semiotic analysis the aim is a fruitful discussion about the pictures as well as an interpretation of their content. Discourse analysis show how power structures are transferred both through the schooling system and through the art education, and by representatives from the art scene. How can we read signs that are appearing and reappearing in the pictures, how do they relate to the visual culture of the time? The movement between what and how children are asked to depict specific topics, and how the children respond to and make of this is relevant in analyzing the pictures.

If we want to find historical sources that can tell us about children’s experiences, drawings and paintings made of children can be a relevant source. Archive studies of both pictures, articles and publications concerning the competitions has been relevant methods in this study. The study of children’s art competitions has made it possible both to see what the organizers of the competitions views as winning pictures, and what the children themselves find interesting at this time to make pictures of.

The competition was presented in 1938 in Folket I Bild as “a great success” that was loved both by the schoolteachers and the pupils. Including material from the 1970s, I will discuss how idea of competition in school and in the art subject in school has profoundly changed over time. In the pictures from the competition children as well as adults are depicted, boys as well as girls, countryside as well as city. I want to discuss what discourses of appropriate children’s places, appropriate gender regimes, or power relations between children and adults that come to fore in the pictures. It is important to bear in mind that the pictures can be seen as ideal pictures of school and homestead, were also urbanization and the drive for equality in education as well as the modern art scene are important contextual factors.

The idea of child art has been vivid in all of the western world since end of WW1, and the conflict between competition and the free ways of expression expected from children would be interesting to know more about also in the other Nordic countries. The study can be interesting not only for art teachers but teachers in general in showing ideals of school and childhood. It is of interest also to know if, and how child art and art competitions have been used in the Nordic region, and how this phenomena has been discussed.
Regulating an Uncertain Future: Technology and the Role of Education after 1970

11. Historical Research

Michael Geiss

University of Zurich

Abstract: 1. Research topic and theoretical framework

The economic crisis of the mid-1970s is generally regarded as the starting point for numerous deregulation measures in various political fields. In 1976 the Nobel Memorial Prize in Economic Sciences was awarded to Milton Friedman, whose idea of school vouchers also caused some turmoil in education. (Carpenter & Kafer 2012, Stedman Jones 2012) It is often forgotten, however, that the end of Keynesianism was accompanied by another turning point, which seems directly opposed to the neoliberal program. Many states in Europe now initiated large technology programmes in which private industry directly benefited from state pots. In comparative sociology, this new governance regime as been conceptualised as "technology corporatism". (Bornschier 2000, Parker 2000) The different governmental technology initiatives also increasingly contained educational policy instruments that ultimately culminated in the idea of lifelong learning. (Neave 1988, Centeno 2011)

2. Expected conclusions and relevance to Nordic educational research

As part of a project funded by the Swiss National Science Foundation and devoted to the technological and educational policy responses to the victory of the microchip in Sweden, Switzerland and Germany, the paper outlined here will take the European digital agenda after 1970 as a starting point for examining different national and supranational (European Communities) or transnational (OECD) developments. The focus here is on the question of the function of the educational aspects accompanying the comprehensive technology policy programmes. It is argued that the regulation of an uncertain future was only possible if the soft instruments of education policy complemented the hard industrial interest government.

3. Methodological design

Methodologically, the study is based on historical institutionalism. (Busemeyer & Trampusch 2012, Thelen 2014) The focus is solely on government and EC initiatives, whereby actors, goals, measures and effects are taken into account. As empirical material, a first approximation will take into account above all grey literature, white reports and public statements of the various actors involved.

Bibliography


Scientific controversies during the Cold War: Sjöstrand and Husén on the Sputnik crisis.

Joakim Landahl

Stockholm university

Abstract: This presentation contributes with a historical perspective on the status of educational research. Drawing on writings of two professors of education, Torsten Husén and Wilhelm Sjöstrand, the paper discusses the phenomenon of scientific controversies, in this case between two leading representatives of the discipline. Husén and Sjöstrand diverged on a number of points. Husén was a proponent of the comprehensive school reform, whereas Sjöstrand had a more traditional or conservative stance. This article will focus on their disagreements with a specific focus on their interpretation of the Sputnik crisis. In analyzing their respective opinions about this crisis, the paper wants to discuss the relation between crisis and educational research.

Theoretical perspective

On a more general level, the main interest of the article is the phenomenon of internal scientific controversies. The argument is that such controversies used to be a more palpable feature of educational research, and that this tells something about the nature of the discipline. Drawing on Georg Simmel’s (1970) perspective of social conflict, controversies might be seen as a paradoxical sign of community. The fact that Husén and Sjöstrand used the newspapers to quarrel about the nature, possibilities and limitations of educational research and educational policy, is an indication that they shared some basic assumptions that made conflict possible and relevant. Later such internal controversies have been replaced, it might be argued, by the phenomenon of public bashing, in which persons from other disciplines or backgrounds than educational research, play the role as disparagers of the discipline.

Methodological design

The main used sources are newspaper articles and books written by Husén and Sjöstrand. By comparing the ways in which they described the condition of schooling in general, and the relevance of Sputnik in particular, and how they argued against each other, it becomes possible to give a nuanced view of how crisis narratives were created or counteracted.

Expected findings

Husén and Sjöstrand expressed opposing views of how the conditions of schooling in America should be interpreted in the wake of Sputnik, and to which degree the Sputnik crisis should have repercussions for Swedish educational policy. The controversy was, in other words, about the crisis narrative (Hay 1996) and more specifically about the relevance of transnational crisis borrowing (Takayama 2007).
In times when educational research is under attack from a variety of actors, it is highly relevant to study the different ways in which educational research has been defended or attacked, and how educational scholars have engaged in internal controversies.

References


Swedish sex education 1882-2014: Norms about sexuality in educational history research

1. Historical Research

Sara Backman Prytz
Anne-Li Lindgren

Abstract: Swedish sex education 1882-2014: Norms about sexuality in educational history research

1. Research topic/aim

Sweden was the first country in the world to make sex education mandatory, in 1955. However, historical research on sex education is limited. This presentation will introduce a project on Swedish sex education granted by the Swedish research council. The project aims to critically analyze Swedish sex education in relation to the diverse Swedish educational system over a time period of more than 100 years. Earlier research has pointed to the different and diverse ways the school system has educated future citizens and at the same time produced inclusion and exclusion by categorizations and stratifications of the students based on gender, ethnicity, religion, intelligence, handicap and class. This project will investigate how norms about sexuality intersected with citizenship categorizations and stratifications. The project covers the time period of 1882–2014. In 1882, school became compulsory in Sweden and in 2014, the latest official guidelines was published by the Swedish National Agency for Education.

1. Theoretical framework

Theoretically, the studies within the project will be based on theories from history of childhood and from gender history. These will provide important tools for analyzing a wide range of source materials in the project.

1. Methodological design

The project will use an educational history approach where specific research questions guide the analysis. Part of the analytical framework includes how notions of childhood were produced in sex education and how international standards influenced Swedish sex education. The project will use data from schools stored in archives, governmental reports about sex education, and teacher guidelines about how to perform sex education, textbooks and educational materials used in class rooms.

1. Expected conclusions/findings
The project will provide knowledge on how citizenship has been conveyed and negotiated in the intersection of sexuality and childhood through sex education over a longer period. It will be an important contribution to research on how norms of sexuality functioned and functions in society. However, given the extent of the project, and considering the fact that the researchers have not yet begun their archival research, it is not yet possible to discuss concrete results.

1. **Relevance to Nordic educational research**

In the field of history of education, little attention has been paid to sex education in Sweden. Therefore, this project will be of great importance to educational research regarding sexual norms and how they have been mediated by schools. It will also concern questions on gender, ethnicity, religion, intelligence, disabilities and class in different schools. The project is placed in the field of history of education, but will also be of great interest for researchers in for example education and childhood studies, given its interdisciplinary perspective.
The Swedish Philosophy and Psychology Teachers’ Association and the journal SOPHIA – influence and battle, 1943 – 2011

11. Historical Research

Ebba Christina Blåvarg

Abstract: In the first week of January 1943, there was a well-attended meeting at the Board of Education (Skolöverstyrelsen) in Stockholm. A group of prominent Swedish psychologists and philosophers got together and form the Philosophy and Psychology Teachers’ Association (Filosofi- och psykologilärarnas förening; ”Svenska Dagbladets historiska arkiv”, 2018, 1943-01-08). The founding members of the group were people of societal importance, several of the them professors and also authors of well renowned and widely spread textbooks in the field. The associations stated purpose, according to president Einar Tegen, was "to attempt to make the study of philosophy and psychology active aspects of popular education and the cultural society." The way to achieve this goal was believed to be through increased education in philosophy and psychology in school and at the university. The associations opinion was that philosophy and psychology, were not given the appropriate attention at the time. The group was inspired by the situation in United States of America, where Professor Tegen had been able to study the importance given to studies in psychology. The association's ambition was to make more room for philosophy and history of thought in the curricula and to ensure that psychology was to be compulsory for all upper secondary school students. The association also founded a journal, SOPHIA (see for instance: ”Sophia (Lund)”, 1982). My presentation is about the association during the years of 1943 - 2011, the journal SOPHIA and the debate and work within the association when struggling to promote the subjects psychology and philosophy. I aim to use discourse analysis to discern patterns of power in the material from and about the association (Foucault, 1969; Foucault & Gordon, 1980; Foucault & Rabinow, 1984). The expected outcome of this study is to better understand the power relations involved in promoting the school subject psychology in Sweden, to add to the mapping of the subject’s historical establishment and to serve as a platform for Nordic collaboration on psychology as a school subject in the equivalents of upper secondary school.

References


The Swedish school in Astrid Lindgren’s children’s books – a place for historical experiences

11. Historical Research

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Abstract: All children have to learn the multiplication table at school. Many children call it “the pluttification table”, a name that they share with more and more generations since Pippi Longstocking played at going to school in the 1940s. Swedish schools have a history that many Swedish people know about, not mainly through research into the history of education but thanks to literature. The starting point for this article is some of the well-known characters in Astrid Lindgren’s children’s books and how they describe and experience school. The aim is to investigate the historical picture of schooling that the children give in these stories and how it can function as a common point of reference for the relations, structure and norms that are administered by education and schools.

Historical descriptions in children’s books have been investigated to understand common understandings of various events and developments. It is a well-known fact that history has been used to build nations and strengthen them in both children’s and adult literature, as well as to criticize contemporary societal ideas.

The theoretical starting point of this investigation is the function of historical representations as a space of experience. When Lindgren wrote her stories in which children’s everyday life is the background against which many adventures take place, she created a past. Today, the scenes in which school, the classroom, the school playground, the teachers and the pupils are depicted picture a time when children went to a different type of school from what today’s readers have experienced. Nevertheless, recognition plays an important part when reading the books or seeing the films, both for the children and for the adults who either read the books aloud or look at the films together with their children. Lindgren’s context is a Swedish one, but the fact that her books have been translated into more than 100 languages proves that her stories and the way she depicts children’ experiences at school have caught the fancy of very many different cultures. That is why it is also reasonable to assume that they bring together other generations as well, thereby contributing to a certain extent to a popular-history picture of the Swedish school and its educational system.

This study focuses on the stories about Noisy Village, Madicken, Pippi Longstocking and Sunnan Meadow, and in the books and film versions of the books (altogether 17 books and 8 films) nine episodes have been analyzed where the setting is a school (classroom or school playground) or school time (for example, the way to school, end-of-term celebration, school excursion). A multimodal text analysis approach has been used to examine the text and illustrations that not only complement but also work together in the construction of school and the way to school that is expressed on the page or in a film scene.
The result that the investigation hopes to achieve is an understanding of the school as historical material held in trust not only by education historians but also by people’s shared experiences.
When: Wednesday 17.00-17.30, Where: 21:238, Blåsenhus

“It is exacting” - How younger pupils perceive and identify historical significance.

11. Historical Research

Karin Sandberg
Mälardalens University

Abstract: Research topic/aim

I will present how younger pupils define and perceive historical significance without any previous instructions or teaching on how to identify or define historical significance. Capability to identify historical significance is needed as a part of historical thinking.

Theoretical framework

Historical thinking is the ability to understand how one's own perceptions of history have been formed, how history is reproduced in society and in teaching of the school subject history, how history is selected and presented (Lévesque, 2008). Historical significance, Stephane Lévesque classifies, as the ability to identify the events or changes that are important to study in the past. Both Christine Counsell (2004) and Matthew Bradshaw (2006) have formulated criteria of historical significance that are used in the presentation to define historical significance.

Methodological design

The pupils in my study were interviewed in semi-structured interviews. The questions were focused on what they thought were significant in the past and how it is identified and selected. The pupils reasoned around what history is as phenomenon and what, and by whom, history as a school subject is defined, what is taught in the subject and why these parts of the past are selected in the teaching. The pupils’ answers were categorized and the categories then related to Counsell’s, Bradshaw’s and Lévesque’s definitions of historical significance and historical thinking and providing a discussion on their definitions of historical significance.

Expected conclusions/findings

When the pupils’ answers are compared to Counsell’s and Bradshaw’s definitions of what is to be significant, both similarities and differences can be noted. The pupils emphases numbers in their definitions, the more people that were affected the more significant an event is according to the pupils. That an event in the past effected a lot of people it is likely that it was both remembered, resonant and far reaching which are some of Counsell's and Bradsaw's defintions of historical significance. Other aspects of thier definitions are not as visibel in the emperical material. The pupils emphases the thrilling parts of the past, the past is a source of entertainment.

Relevance to Nordic educational research

By providing an insight in how and what the pupils identify as historical significant, an
understanding of how pupils perceive history can be provided. Such an insight is interesting from several points of view. First it gives an insight in the historical thinking that the pupils brought into the classroom, an insight that might be helpful both to teachers and to researchers. Secondly, it also provides an insight in how the pupils form historical significance based on the history the pupils have met in society and in their prior teaching.

References


12. Inclusive Education
When: Thursday 16.30-17.00, Where: EBC 5

**Analysing the assessment of special education needs: views of investigators and decision makers**

12. Inclusive Education

**Daniel Östlund**¹  
Thomas Barow²  
¹ Kristianstad University  
² University of Gothenburg

**Abstract: Research topic/aim**  
As stated by the Swedish Education Act students that who are at risk to miss the objectives of the education is recommended to undergo a special educational needs (SEN) assessment. The SEN assessment is conducted by the student health team (SHT), a multi-professional group involving staff with medical, psychological, psychosocial and special education competences and assessment should give the school guidance in what kind of support the student should receive. Hjörne and Säljö (2014) points at risks in SHT’s work when adopting an individual focus. This is contradictory in relation to the policy documents, which pinpoint the need of a focus on both the individual and the learning environment. With this background, we have a particular interest in perspectives of SEN investigators in the SHT (special needs teacher) and decision-makers (principals), deepening an earlier study (Barow & Östlund, 2018). The aim is to gain knowledge about views on SHT’s procedure, assessing and analyzing SEN and what kind of interventions or support that are suggested. The overall research question is: How is the SEN assessment procedure organised and conducted from the investigators’ and the decision makers’ point of view?

**Theoretical framework**  
The study draws on concept on thought styles (Fleck, 1979). Thought styles occur in scientific context as well as in professional communities and in this study, we assume that the SHT’s form thought collectives that are characterized by specific thought styles.

**Methodological design**  
The data originates from 14 semi-structured interviews with SHT staff and principals in southern Sweden. The interview transcriptions were analyzed based on a qualitative content.

**Expected conclusions**  
The findings shows that there are varying thought styles in the data, which relates to both holistic and more individual approaches. Both investigators and decision makers strives toward a focus on the learning environment. However, the structures and systems within the schools and the municipalities is constructed with from an individual/categorical view.

**Relevance to Nordic educational research**  
In the Nordic countries, there are policies that states that all students should be given the support they need. Findings from our research can contribute to further discussion on procedures for securing that students with SEN are investigated with reliable methods and is given adequate support based on the SEN assessment.

**References**  

Abstract: The aim of the paper is to report from an ongoing action research in two Norwegian municipalities. The focus of the project is to support local agencies at municipality level as well as institutional level on developing competence for inclusive practice.

Theoretical framework

A national “expert” committee has analysed the present situation for children in need of special educational support in kindergarten and school. Their report states that we need to change our organizational system dramatically in order to strengthen the competence closer to the children (Nordahl, 2018). In line with recommendations in the report, inclusive practices are dependent of the development of local competence, supported by the policies and practices at the municipality level. The project is based on two assumptions:

1. Development of (special)-pedagogical competence. Several researchers claim that a prerequisite for inclusive practice is that these two parts of educational discipline meet in dynamic cooperation (Haug, 2017; Persson, 2013).

2. Teachers’ professional development. Research based knowledge must be interpreted by the professionals in common and transformed into the local context (Hermansen & Mausethagen, 2016; Røvik, 2014).

Methodological design and findings

The paper reports results of analysis of documents, focus group interviews and questionnaires in spring 2018. Based on these results the municipalities have started implementing various types of development work that will be followed closely by the researchers in 2019 based on an action research design. The research focus is directed towards the partnership between EPS and the schools and their common processes of developing professional competence concerning inclusive education. Preliminary findings point at several challenges, both related to organizational issues at municipality level as well as school level, and to professional issues, especially questions about attitudes and understanding of diversity and special needs. A key question for further discussion is thus; how to create a partnership between EPS and school, that contributes to the construction of locally anchored competence and inclusive pedagogical practices for all pupils in school.

Relevance to Nordic educational research
Inclusive education is a key principle in the Nordic countries as well as at global level, and, different cooperation and support structures are developed in order to support the development of more inclusive practice. The new practice developed in this project is an example of such structures.


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Relevance to Nordic educational research

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cooperation and support structures are developed in order to support the development of more inclusive practice. The new practice developed in this project is an example of such structures.


Dear Migrant: Assimilation, Segregation and Exceptionalism in Letters from Norwegian Adolescents to their Migrant Peers

12. Inclusive Education

Christian Engen Skotnes
Priscilla Ringrose, Irmelin Kjelaas, Guro Korsnes Kristensen
1 The Norwegian University of Science and Technology

Abstract: In Norway, the growth in the numbers of newly arrived adolescent migrants has brought both new pedagogical and social challenges for the education sector. In particular, it has impacted the upper secondary schools (VGS videregående) and adult education establishments (VO voksenopplæring) receiving these students. The study is undertaken as part of a wider project on education and migration with adopts a majority-inclusive approach to integration (LIM; 2017-2020). Drawing on postcolonial theory, it investigates citizen and non-citizen students’ attitudes towards integration. The research was conducted as a support for developing social studies courses on integration and migration from a decolonial pedagogy perspective. Such a perspective holds that education towards “an ethical globality” is only possible if there is recognition of the relations of power underlying colonialism and Eurocentrism (De Lissevoy, 2010).

While addressing the new challenges of globalization requires a process of two-way integration (Atger and Carrera, 2011), in the Norwegian context, integration is commonly equated to assimilation. The integration of non-western migrants is associated less with education and work, and more with the adoption of ‘good’ and ‘superior’ Norwegian values, especially in the family sphere (McIntosh, 2015). In this study we investigated citizen and newly arrived migrant students’ understandings of integration. How do they understand integration? To what extent do they view it as conditional on assimilation? What norms and values did they associate with Norway and Norwegianess? The method involved text solicitation during social studies class in two physically adjacent VGS and VO schools in a town with a recently arrived non-western migrant population. Students were asked to write a letter to a migrant who has just arrived in Norway, telling them what to expect, giving them insights into Norwegian culture and social norms, and drawing on their own experiences where possible. This presentation covers the analysis of the texts from the VGS group only.

We suggest that the citizen students’ responses revealed an understanding of integration as a one-way process, emphasized the stark segregation between both groups, showed a view of migrants as “lacking”, and were concerned with non-citizens adoption of norms in the public rather than private spheres. Students subscribed to a view of Norway as an exceptional country in terms of governance and physical environment, but potentially hostile to newcomers. The study showed the need for schools to address social and structural segregation, and for power dimensions to be addressed more radically in social studies teaching on integration and migration. In conclusion, I will outline the LIM project’s decolonial pedagogy project as a potential strategy for addressing these needs.


Dilemmas of inclusion and “giftedness”. What are the Prerequisites in Swedish Education Policies?

12. Inclusive Education

Caroline Sims¹
Gunnlaugur Magnússon²
¹ Uppsala University / University of Gävle
² Uppsala University

Abstract: Dilemmas of Inclusion and “Giftedness”. What are the Prerequisites in Swedish Education Policies?

Since the publication of The Salamanca Declaration 1994, inclusive education has been a significant international aim. However, due to ambiguities of the concept of inclusive education, the organizational conceptions vary greatly both between and within countries, both as regards what is seen as sufficient measures of inclusion and as regards “who” is seen as the focus of the concept. While some countries have maintained a focus on the placement of pupils with diagnoses and physical disabilities in mainstream classrooms, other countries have adapted a wider scope. For instance, in Sweden, the notion of a pupil in need of special support is comparatively wide, primarily focusing on the risk of not achieving knowledge goals of the curriculum. Thus, any child can be seen as in need of special educational support for a period of time, which can also be seen in Swedish statistics (cf. Giota et al., 2009). In that sense, Sweden maintains a broad definition as regards “who” is in focus for special educational intervention, but a narrow organizational view as regards what inclusion means in practice, namely a placement-oriented one. Additionally, focus tends to be on school problems that are typically related to low achievement (due to the focus on knowledge goals) and behavioral/social problems.

In recent years, the concept of giftedness has been receiving increased attention in the Swedish education discourse, in particular as regards the notion of inclusion. The question has been whether or not the education system is prepared to accommodate pupils that may need more challenges and faster pace and whether the system is able to acknowledge or recognize problems that these pupils may have within the system.

The aim of this paper is to critically engage the issue as a matter of definition, and of policy. What are the prerequisites for the recognition of the gifted students in Swedish policy documents? Are they encompassed within the general framework of inclusion in the education system and what measures can be seen as possible within the policy framework?

In this presentation we provide an analysis of how a selection of policy documents regulating Swedish education portray this dilemma. What tensions are created and what possibilities are offered as a way of moving forward?

The theoretical and methodological framework for analysis and interpretation is adapted from Ball (2006), his concepts of ‘policy and text’, and ‘policy as discourse’. We will also use Bacchi’s
framework of poststructural policy analysis (Bacchi, 1999), using particular questions to tease out normative notions of “the problem” in policy as well as the measures seen as desirable or undesirable.

We believe our results have implications for the theoretical development of the notion of inclusive education as well as the policy environment in Sweden and, more broadly, the Nordic context.

Keywords: giftedness, dilemma, policy, Swedish education, inclusion, special education
When: Thursday 10.30-11.00, Where: EBC 6

Enhancing equity through an intervention?

12. Inclusive Education

Johan Malmqvist
Gunvie Möllås

1 Jönköping University, School of Education and Communication

Abstract: Research topic/aim

Concerns about increased inequity have been raised in Sweden (Skolverket, 2009; 2018) and the Swedish school inspectorate has focused on how municipalities work in accordance to educational legislation in this regard. The present Swedish school law is explicit that the schools must work in a compensatory way to counteract background conditions of socioeconomically disadvantaged children. There is a substantial challenge for policy makers as well as practitioners in “breaking the link between disadvantage and educational failure (Ainscow, 2016, p. 161).” The present study focused on one municipal intervention in four schools. The research aim was to investigate the municipal’s work with attaining the educational legislation regarding pupils with low academic achievement, through the use of an intervention. More specifically, barriers and opportunities on different levels in the municipal organization were studied during the two years long implementation.

Theoretical framework

The communicative relational perspective (CoRP) (Ahlberg, 2015) has been used in order to investigate the complexity in an intervention which originates in a municipality’s obedience to legislation, through a bureaucratic large-scale organization consisting of a number of hierarchical levels all the way down to the classroom situation for pupils and their learning in four schools with different conditions.

Methodological design

Mixed methods were used in order to describe and analyze the prerequisites for the intervention and the complex relations and communication processes between different levels (the societal, school, group and individual level) during the implementation phase. The extensive data material was collected and produced through individual interviews, focus group interviews, observations, staff and student questionnaires, self-reports and examination of documents.

Expected conclusions/findings

A large number of barriers for the intervention have been found. Some of these were inherent in the specific intervention design that has been used, while others were of a general type. Examples of the former specific type were: terminology used, the top-down character, the interpretation of the main focus for the intervention and the four schools’ different ways of ‘reacting’ to this intervention. Examples of the general type were: a high turnover of staff in the municipal central administration as
well as in the schools, the high work-load and the pressure on schools due to the increase of immigrant children, which coincided with the intervention.

Relevance to Nordic educational research

The study is conducted within a Swedish context, therefore being part of the Nordic countries. The issue of interventions directed towards students with low goal attainment may be regarded as important for all Nordic countries.

Referenser


Exclusion of pupils who are supposed to be included: A sociological analysis of autistic and ADHD pupils in PE

12. Inclusive Education

**Anette Bentholm**

1 University College Nordjylland, UCN

**Abstract:** Following the 2012 Inclusion Act, fewer Danish pupils receive special education; more special needs pupils are now in mainstream education. It is estimated that up to 43% of special needs pupils included in mainstream compulsory education since 2012 have autism or ADHD (Baviskar et al., 2015; DH, 2016). This group, which previously were mostly provided with specially adapted education, is indicated by teachers and social educators as particularly difficult to include in mainstream classes (UVM, 2016) with levels of teacher support of only 15% (Baviskar et al., 2015). Inclusion is challenged in many ways and practice falls far short of the intentions of the Act. A survey from 2016 showed that 25% of special needs pupils in Denmark were exempted from physical education (PE) and thus effectively excluded from this part of their education (DH, 2016). PE places greater demands than other subjects on pupils’ motor and social skills; children with autism or ADHD are more often challenged in these areas, which may explain why exclusion rather than inclusion takes place in PE.

**The aim and research question of this study is:** What are the possibilities and constraints of including pupils with autism or ADHD in PE?

**Theoretical framework and methodology design:**

The empirical research will take place in six mainstream classes at two public schools in Aalborg, Denmark. A process-oriented methodology will be used (Baur & Ernst, 2011), with an ethnographic fieldwork design, including 45 participant observations in PE lessons, 11 semi-structured interviews with pupils with autism or ADHD, four focus group interviews with the relevant PE teachers and six social network analyses in the classes.

The empirical framework will be analysed from a macro and micro perspective, using the process sociologist Norbert Elias’ theory of the established and the outsiders (Elias & Scotson, 1994) and micro-sociologist Erving Goffman’s theory of stigma (2014).

**Some conclusions:** Several pupils state in the interviews that they do not feel part of “us”, i.e. the “we-relationship” in PE. “Them”, i.e. the others in the class, are seen as well-established and closely bonded, and this limits many autistic and ADHD pupils’ opportunities to be part of PE classes. Feeling like an outsider in PE may also be related to pupils’ social position in the class, which is not necessarily connected to their PE ability. In cases where these pupils are exempted from PE, or where the PE teacher ignores their absence, the teachers’ actions have the unintended consequence...
of social exclusion for these pupils. This topic is also relevant in a Nordic perspective because the inclusion of pupils with e.g. autism or ADHD is a continuing challenge in all the Nordic countries.
Exploring public discourse on inclusion/exclusionary schooling

12. Inclusive Education

Kerstin Göransson¹
Karin Bengtsson¹, Susanne Hansson¹, Gunilla Lindqvist², Nina Klang²
¹ Kerstin Bengtsson Karlstads universitet, Kerstin Göransson, Karlstads universitet
² Gunilla Lindqvist, Uppsala universitet, Nina Klang Uppsala universitet

Abstract: Inclusive education is a goal the Nordic countries, as well as many countries and their school systems support. Even so, studies show that this goal seems to be hard to achieve (e.g. Arnesen, Mietola & Lahelma, 2007; Ferguson, 2008; Nilsen, 2010). On an organizational national and/or local level several countries, including the Nordic countries, schooling is provided for many children with disabilities in more or less segregated context, e.g. special groups, special classes or special schools. One starting point in this paper is that a foundation of inclusive education is exclusion, and as such important to explore different aspects of (Slee, 2011). Another starting point is that educational discourses – such as inclusive education, education as a public good or a private good – are parts of a wider public discourse of education and schooling. To our knowledge there have been very few, if any, studies exploring how discourses of exclusion and inclusion are emerging in a public discourse of education and schooling.

Public perception about different types of exclusion within educational systems is developed and sustained by the news media. Our goal is to understand better the nature of a public discourse about exclusionary schooling of pupils labelled as having an intellectual disability (SPID, Swedish särskola). Drawing on positioning theory (Harré & van Langenhov, 1999; Harré & Moghaddam, 2003), storylines about SPID and positions within these storylines are identified from all articles published in the two national daily newspapers in Sweden (Dagens Nyheter and Svenska Dagbladet) between 01.01.2010 – 31.10.2018, N=75.

Preliminary results show that the discourse is characterised by little controversy regarding the necessity of the existence of a ‘special track’ for certain pupils (SPID) within the education system. Together the identified storylines and positions limits the possibilities of contradictory storylines and positions that would make the dismantling of SPID meaningful and sensible. The most dominant theme (in 52 articles) that most of the storylines corroborate, concerns the risk of pupils being wrongly enrolled in SPID due to inferior quality of procedures for diagnosing eligibility to SPID. This is described as a 'tragedy', at the same time SPID is described as ‘splendid’ for pupils who ‘belong there’.

References:


teach each one and everyone, *European Journal of Special Needs Education*, 23:2, 109-120


Abstract: This study focuses on the complex work and ethical challenges facing social pedagogues (SPs) in Iceland due to an ideological shift from the medical view on disability to the relational human rights-based understanding. This paradigm transformation calls for shared commitment of all actors and collaborative inclusive practices as stated in Article 24 of the UN convention on the rights of disabled people (CRPD) where the right to inclusive education is outlined. SPs in Iceland have been part of the primary school professional community since the 1974 law on compulsory education opened up the school system for disabled children. There is an ever-increasing demand for SPs’ professional services in inclusive schools in Iceland where they are hired to support diverse groups of students, especially those with high support needs in academic and social settings. However there is a lack of research focusing on the essence of their sought-after contribution within inclusive schools. Furthermore, research on how their professional expertise is acknowledged and valued within the professional community of inclusive schools is needed. The SPs professional role and ethical competences are rooted in the human rights approach manifested in the CRPD and their newly revised ethical protocol. The overall aim of the presented study is to explore, describe and interpret the views and understandings of SPs about the social pedagogue as a contributing actor within inclusive schools in Iceland. The theoretical framework of the study is based on relational theoretical understandings, combining the social relational disability theories and human rights perspectives and the cultural-historical activity theory (CHAT). CHAT is used to analyse and interpret the SPs’ perspectives on what hinders and what supports the implementation of successful inclusion. The data introduced here is derived from two main sources; a half-open questionnaire and focus group interviews. The questionnaire consists of 30 questions many with the possibility of further explanations and expression of views and opinions. Three focus-group interviews were performed with the total of 20 participants working within Icelandic inclusive schools. What we found to be the most serious contradictions when analysing the findings through the lens of CHAT is the discrepancy between policy ideals, the SPs’ professional values and ethics and the reality SPs face within inclusive schools. This crystallises in a lack of a shared vision on the object at hand and also the lack of collective effort in developing support measures to ensure every child’s entitled rights to quality education and recognition as a valuable member of the school community. Based on our findings we argue that it is important to acknowledge and utilise the SPs professional expertise embedded in the human rights approach and their innovative practices as part of transformative expansive learning culture and collective change effort in accordance with Article 24 in the CRPD.
In- and exclusion in the practice of manual-based programmes in day-care

12. Inclusive Education

Oline Pedersen

1 University College Nordjylland

Abstract: In- and exclusion in the practice of manual-based programmes in day-care

The aim of this study is to investigate both the in- and excluding elements in the practice of manual-based programmes in Danish day-care institutions.

Danish day-care institutions have a long tradition of prioritizing the children’s personal development rather than their education, which means that there has been no tradition of formal teaching of the children before they enter school. To some extent, this has changed: A series of new demands on the day-care system have emerged: The PISA-tests in schools (which began in 2000) affected the day-care area with new demands to prepare the children better for education. Furthermore, written learning plans became mandatory in 2004. Personal and social development are two out of six themes that these learning plans must cover, and as regarding these two themes, manual-based programmes have gained ground as a pedagogical tool in the Danish day-care system.

Some of the popular programmes is Second Step, Best Buddies and The incredible years. The programmes use a group-based method and they have in common to focus on behaviour, emotions and conflict solving, and furthermore they have an inclusive intention in common.

The interest of this presentation is the practice of these programmes: what happens during these programme-lessons and what are the implied demands to the children in this practice? Furthermore, I have a special interest in the children that are not capable to accommodate to these demands.

The theoretical framework for this study consists of a combination of four orientating concepts: Michel Foucault’s concepts of power and discourse (1980, 1982), Pierre Bourdieu’s concept of symbolic violence (1989, 1998) and finally the concept of the hidden curriculum, invented by Phillip W Jackson (1968). These four concepts allow me to investigate what is happening while manual-based programmes are practiced.

The methodological design of this study is qualitative, and it consists of a combination of ethnographical fieldwork and different kinds of interviews. The fieldwork took place in three different day-care institutions, and it was supplemented with observations in two preschools. The interview-material contains interviews with different key persons concerning the practice of manual-based programmes.

Expected conclusions/findings

In this presentation, I will focus on the question about in- and exclusion. The programmes are based on inclusive intentions, but at the same time my observations show that not all the children are able to participate in the ways that the programmes expect of them, and these children often end up in
excluded positions.

I find this topic relevant to Nordic educational research though that manual-based programmes and other school-preparing inventions are gaining currency in the day-care area in the Nordic countries.

References


Inclusion and special needs education: Towards a framework of an overall perspective

12. Inclusive Education

Rune Hausstätter
Stine Vik

1 Inland Norway university of applied sciences

Abstract: Inclusion and special needs education: Towards a framework of an overall perspective.

In earlier publications, we claimed that inclusion is not special education; however, perspectives on inclusion will have profound impact on the special educational field both theoretically and in practice (Hausstätter, 2013, Hausstätter og Vik 2016). This paper is divided into two sections: in section one, a model of special education will be presented and the relationship between special- and inclusive education will be discussed. In section two, Vygotsky’s principles of defectology is placed within this model as an example of how inclusion and special education can be combined.

The model presented, is based on different approaches dominating the western approach to education: Pädagogik versus Education (Biesta, 2010) and special education: the God versus the Bad (Hausstätter, 2010). Based on these approaches, the model will present four different focus areas of special education, the deficit approach, the possibility approach, the limitation approach and the growth approach. By dividing the field of special education into four different areas, the model clearly shows how the field of special education can contribute to understand alternative approaches to education. It is claimed that the dominant way of understanding inclusive education is linked to the “possibility approach”, however it is argued that special education has a greater potential to support inclusion through the “limitation approach” and the “growth approach”.

In the second part of this paper, we will support our claim by presenting some views on special education developed from Vygotsky’s defectology. It is claimed that Vygotsky’s understanding of education is in essence an inclusive approach to education. Vygotsky’s criticism of western “negative education”, almost hundred years ago, is still a valid and his alternative in “positive education” is crucial for developing an overall approach to inclusion within special education.

The conclusion presented is that by linking Vygotsky’s views on defectology to inclusion and place this within a framework of special education. The professional field of special education will have a tool for elaborate and clarify how this field can contribute to the development of inclusive learning environments. Special education is not about trying to mend the problems created by ordinary education, it is about creating opportunities for alternative settings for human interaction. Thus, special education can be part of a social strategy to change society as presented in the “growth approach” in this paper. By using Vygotsky’s, “positive education” as a pivotal point for education, we can outline challenges and possible solutions for SEN teachers when inclusion should be reached through practice.
Inclusion for Pupils with Special Educational Needs in Individualistic and Collaborative School Cultures

12. Inclusive Education

Jorun Buli-Holmberg

Abstract: Inclusion for Pupils with Special Educational Needs in Individualistic and Collaborative School Cultures
An interview study with teachers and school leaders in Norwegian primary and lower secondary schools

Research topic/aim

The main theme is the realisation of the intentions of inclusive education for pupils with special educational needs (SEN) in Norwegian primary and lower secondary schools. This focuses on three core areas: curriculum planning, the roles of the teachers and the school leaders to the realisation of the intentions of inclusive education for pupils with SEN.

Theoretical framework

Research suggests that development of the school culture can help to foster an inclusive practice (Zollers et.al., 1999). Some underlying characteristics of the school’s culture are related to the success of inclusion: an inclusive leader, a broad vision of school community and shared values (Carrington, 1999). Hargreaves (2001) distinguishes between different school cultures, including fragmented individualism and collaborative cultures. Fragmented individualism is characterised by private-practising teachers, who work on their own and are keen to protect themselves from external interference. Collaborative cultures, are characterised by the fact that teachers recognise the value of collaborating and find that it contributes to communality and provides a form of support between them.

Methodological design

In order to answer the research question qualitative interview was used to enable the informants to explain and reflect on how the education was planned, organised and carried out. The interview guide was semi-structured and contained questions on pre-selected themes and a flexible and open form of conversation, which made it easier to maintain a focus on the themes. A total of 20 interviews were conducted in the four schools. Four teachers (two general education teachers and two special education teachers) and one school leader at each school were interviewed. We chose a thematic approach for our data analyses (Braun and Clarke, 2006). The main themes were derived from our research questions. The sub-themes emanated from information that emerged during the interviews.

Expected conclusions/findings
The results are based on interviews with teachers and school leaders. The analysis shows a clear and systematic correlation between the results in the three core areas, and indicates that the teachers and school leaders are part of school cultures with predominantly individualistic or collaborative practices. We find that most of the teachers have an individualistic approach to their practice; they work on their own and seldom collaborate with or support each other. At one of the schools, however, we see a clear tendency for practices that are based on collaboration and joint efforts. The same pattern is also found in the school leaders’ focus on individualistic or collaborative strategies in their efforts to realise inclusive education for pupils with SEN.
Inclusive Subject Matter Teaching

12. Inclusive Education

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Abstract: Inclusive Subject Matter Teaching

Lektor, Ph.d. Laura Emtoft, lektor Lise Overgaard Nielsen, adjunkt Stine Dunkan Gents og adjunkt Helle Eeg.

Since 2011 there has been significant changes in the policies governing inclusion in Denmark and substantial changes to the legal basis for special education. This puts teachers and students in a new situation. Inclusive subject matter teaching focuses on how the teaching of Danish and mathematics looks in an inclusive environment with demands for development of, for instance, collaboration and problem-solving competencies. The goal is to gain further insight into how general education, special education, and subject specific didactics jointly can support and develop 21st century skills in an inclusive environment.

The field of special education has historically – and still – characterized by divisions concerning different perspectives and different ways of conceiving what the problem is and what might be the solution. It is possible to identify at least three different main perspectives. The Individual Perspective, The Social Perspective and The Relational Perspective (Tetler. 2009).

In the didactics of Danish inclusion is typically connected to the individual perspective. The focus tends to be on specific difficulties such as dyslexia and language understanding (Svendsen, 2016). Within the specific context of mathematics education, the same tendency is visible, but recent research has moved towards a relational perspective (Schmidt, 2015). The research project deploys Wenger’s concept of participation (Wenger, 2008), which is understood in both a social and an educational context.

The research design is based on an adapted form of pedagogical ethnography. The project combines observation-based interviews (Kampmann, 2017) with short periods of observation of 10 teachers. In the collected material, we use our analytical framework to show the teachers’ understanding and practice with a focus on the interactions between general education, special education and subject matter didactics.

The preliminary findings indicate that inclusive education still principally orients itself towards a special educational perspective grounded in the individual with a focus on training and structure.

This research project suggests that when teachers use strategies and methods based on an individual
perspective their subject matter specific and general educational repertoires reduce to classroom
management, reward systems, and a substantial focus on training and individual work.

In the Nordic countries inclusive education research has been foundationally influenced by the
ethical/political discourse on social justice. In the Anglo-Saxon tradition the focus for inclusive
education research has to a much greater extent been based on a pragmatic/economic discourse with
implementation strategies and methods as the basic point of reference. In Denmark, we increasingly
see a shift in inclusive education research towards a pragmatic discourse with a focus on pedagogy
and didactics (Schmidt, 2015).


Universitet.

Universitet.

Tetler, S (2009). *Specialpædagogiske perspektiver og deres konsekvens for praksis.* København:
Gyldendal.

Abstract: Multilingual pupils in specific reading and writing difficulties/dyslexia

Abstract

Research topic/aim

The research study highlights the area of specific reading and writing difficulties/dyslexia in Swedish, among pupils who have another mother tongue language than Swedish. The aim of the study, more specifically, is to investigate how elementary schools in one municipality describe how they prevent and identify specific reading and writing difficulties / dyslexia among multilingual pupils, and how support is provided to develop their reading and writing skills.

Previous research has showed that reading and writing difficulties among multilingual pupils are difficult to assess (Hyltenstam, 2010). There is a risk that the difficulties encountered by multilingual pupils in their reading and writing development, is wrongly understood to be entirely caused by the pupil’s language background. Consequently, the specific difficulties with phonology or orthography may not be detected in time due to incorrect assessments. As a consequence of this, it is probable that pupils will not get support based on their needs and prerequisites (Bøyesen, 2006; Hedman, 2009). Research in the field that combines multilingualism and reading and writing difficulties is limited, making it urgent to investigate educational approaches more closely.

Theoretical framework

The research design is based on the sociocultural perspective, where learning is considered being dependent on the interaction between the individual and the environment. Theories in reading and writing development, specific reading and writing difficulties/dyslexia (Gough & Tunmer, 1986; Høien, & Lundberg, 2013) and multilingualism combined with literacy (Cummins, 1981) have been used together with the socio-cultural perspective (Säljö, 2010; Vygotskij, 1978).

Methodological design

A web based questionnaire has been developed and sent to all schools in one large municipality. It was addressed to special educators.

Expected conclusions/findings

Preliminary results show that the schools point out several important areas of development regarding literacy skills of multilingual pupils. One area that schools highlight is to take advantage
of the pupils first language skills, both when it comes to identifying specific reading and writing difficulties, and when it comes to efforts aimed at developing reading and writing skills in second language.

**Relevant to Nordic educational research**

The issues that this study focuses are common in the Nordic countries.

**References:**


Policy, Practice and Perceptions of School Segregation for Newly Arrived Adolescents in Norway.

12. Inclusive Education

Irmelin Kjelaas\textsuperscript{1,2}

\textsuperscript{1} Priscilla Ringrose, NTNU
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Abstract: In Norway, the unprecedented growth in the numbers of newly arrived adolescent migrants has brought new pedagogical and social integration challenges for the education sector. Many of the newly arrived students are so-called SIFE – Students with Interrupted or no Formal Education (Dewilde & Kulbrandstad, 2016). SIFE over 16 years of age are entitled to primary education in accordance with the Norwegian Education Act. In many municipalities, this implies that these students are placed in segregated adult education establishments (voksenopplæring) for two-four years, before being enrolled in mainstream upper secondary schools. This segregation is controversial in the Norwegian educational context, as Norwegian schools are regulated by the principle of “the unitary school,” implying that students are included in the same school regardless of capabilities and socio-economic background (Nilsen 2010). However, The Norwegian Ministry of Education argues that “the remedial measures offered to the students will increase their ability to be included [in mainstream schooling] in the longer run” (Hilt 2016:587). Thus, the underlying rationale behind this policy is “segregation for integration”.

In this study, both newly arrived minority students in adult education establishments (N=12) and students in mainstream upper secondary schools (N=12) were interviewed about their perceptions of integration in its broadest sense. This qualitative interview study was undertaken as part of a larger 3-year project on education and migration, LIM – Language, Integration, Media, funded by the Norwegian Research Council, 2017-2020. Altogether eight focus group interviews were conducted, each with three students. The interviews with newly arrived immigrant students from Eritrea and Syria were interpreter-mediated.

All student groups, both in the adult education establishments and in the upper secondary schools, were very concerned about the segregated school system and perceived it as a major barrier to integration. They describe it as reinforcing marginalization, exclusion and xenophobia, and our analysis finds that this policy also reinforces paternalistic perceptions of immigrants, as in need of the majority population’s help, support and empathy. Based on these findings, this paper discusses the policy, practice and perceptions of school segregation for newly arrived minority students in Norway. Drawing on Hilt’s (2017, 2016) theoretical and empirical work on inclusion and exclusion processes in educational contexts we highlight the unintended implications of the segregation policy as experienced by the students themselves.

By highlighting the students’ own experiences and perceptions, the paper provides new and important insights into the implications of education policy.

References:


SENCOs and preschool teachers – their work with children in need of special support

12. Inclusive Education

Petra Gäreskog
Gunilla Linqvist

Abstract: Research topic/Aim: This paper focuses on the division of labor regarding special educational needs coordinators (SENCOs) and preschool teachers who work with children in need of special support. The overall purpose of the study is to increase knowledge concerning work with children who are deemed to be in need of special support in preschool. The main study consists of two separate studies. The first study helps to visualize SENCOs’ tasks, perceptions and role. In study II, a particular focus is on how preschool teachers perceive the jurisdiction of work related to children in need of special support and how tasks negotiated in relation to the work of SENCOs.

Theoretical framework: A theory of professions, primarily based on Abbott (1988), is used to understand SENCOs’ occupational role and work, especially in the light of Abbott's reasoning concerning jurisdictional control and division of expert labor.

We are also interested in SENCOs’ perceptions, therefore it is relevant to use different perspectives on special education. In this study, we use Persson’s (1998) terms, categorical and relational perspective, to understand how SENCOs and preschool teacher explain causes of children’s difficulties.

Methodological design: The first study is part of a total population study where all SENCOs in Sweden ($n=4252$) who were examined by the examination acts of years 2001, 2007, and 2008 were sent a questionnaire. In a later phase of the procedure, the responses from SENCOs working towards preschool were extracted from the 3190 responses received and reported earlier. Thus, this study consists of 523 participants (i.e. 16.4 % of the 3190 respondents).

The second study consists of interviews with preschool teachers about their work with children in need of special support and how they describe their cooperation with SENCOs.

Expected conclusions/findings: The results show that SENCOs’ working hours are primarily spent on consultation. They regard their possibilities to influence their colleagues' views on children's difficulties as high. Regarding SENCOs’ perceptions of why children have difficulties in preschools, a large number of SENCOs indicate that it is because preschool is poorly prepared to handle children's differences.

The second study is currently in the analyzing process. However, preliminary results indicate that preschool teachers have great confidence in SENCOs’ work.

Relevance for Nordic Educational Research: This study examines SENCOs’ work in Swedish preschools. It is relevant to compare and discuss their role within a Nordic context. Earlier studies
indicate that Nordic Countries are similar when it comes to the role and work of SENCOs (Takala & Ahl, 2014). However, little is known about SENCOs’ work in preschools.

References


Abstract: Developmental Language Disorder or DLD (previously known as Specific Language Impairment) constitute the most prevalent type of special educational needs (SEN) in many countries. In Norway and Belarus alike, about 4–10% of preschool children with the majority age of 5–6 have DLD. This group receives the most attention in terms of SEN assistance or SEN practice (Khitruk 2017; Nordahl 2018).

Significant criticism of SEN practices’ quality, validity and usability as a statutory right and assistance for children with DLD in both countries has been submitted (Khitruk 2017; Hannås & Hanssen 2016; Hanssen & Hansén, 2017; Nordahl 2018).

Paradoxically little research has been conducted in this area to reveal a more in-depth picture of identifying and articulating the SEN practices that may assist practitioners to develop these practices. At the same time in both Belarus and Norway, there is a reported need for increased commitment to achieve more in-depth understanding and elaboration of SEN practices to make preschools a high-quality arena of development and to give children with DLD an appropriate SEN assistance (Khutruk 2017; Nordahl 2018).

Two countries, Belarus and Norway, were selected for the purpose of comparison, as examples of how different social, political, and ideological contexts have led to a diversity of perspectives regarding SEN practices in preschools. The article’s aim, by a comparison between Belarus and Norway, is to specifically explore the following question: How are the SEN practices for children with DLD in preschools constituted?

The study adopts a qualitative approach. The cases under study are the SEN practices in ten preschools (five from each country), which were described, perceived, experienced, and carried out by preschool employees, meaning that the practices of the preschool staff, rather than of the children themselves, serve as the object for this study. The data for the study was gathered via semi-structured interviews, video recordings and video-based conversations.

The theory of practice architectures developed by Kemmis (2014) is used as both a theoretical framework and an analytical tool to illustrate the practices studied. Results present the SEN practices in two countries as divergent profiles and offer interesting perspectives for future discussions about which kind of frameworks are necessary for taking care of the diversity and the pluralism represented in the preschools of both countries.
References


Hanssen, N.B. (2018). Special educational needs practices in Norwegian and Belarusian preschools (Doctoral dissertation), Bodø, Nord University


Special teacher education universals

12. Inclusive Education

Marjatta Takala\textsuperscript{1} 
Marie Nordmark\textsuperscript{1}, Karin Allard\textsuperscript{1}
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Abstract: Research topic: Our aim is to compare special teacher education curricula in two Nordic countries, look do they have inclusive elements and reflect the results with other countries.

Theoretical framework: General education seems to need special education to support pupils, although we live in the era of inclusion (European Agency for Special Needs and Inclusive Education, 2016). In order to have these special educators, every country has an own system of educating them. It seems that the content and study time as well as requirements to students varies from country to country. In a study done by Darling, Dukes & Hall (2016), four universals were found, namely: a) policy, b) practice, c) pedagogy, and d) teacher preparation/co-curricular activities. Together 51\% could be categorized into the last one, teacher preparation/co-curricular activities, which included general learning activities used to teach/train teachers how to instruct students as well as varied aspects of field experience and its critical role in the preparation of special teachers. The smallest was policy (4\%), with topics like bridging the gap between training and practice.

Methodological design: In our study, we compared Finnish and Swedish special teacher education (STE) curriculum, meaning here the one year Finnish or 1.5 year Swedish STE for qualified teachers. We looked at the internet based curricula of all six Finnish and seven Swedish universities offering this education. We did a content and text analysis to the curricula.

Expected Findings: We found common topics as well as country specific issues. Both countries’ STE includes a lot of core professional skills and knowledge, like the basic national documents and support systems with individual education plans and teachers’ responsibilities. The Swedish special teacher students can choose between five specialization options, while the Finnish STE is a combo degree. There is no organized and supervised teaching practice in Sweden, but it is central in Finland. However, we also noticed that there could be global demands for STE. Like human universals, there could be special education universals. One common issue is globalization, which should discussed in STE. Another might be various learning difficulties. However, also the neoliberal education policy might have some effects on the goals of inclusion. The universals as well as the new educational policy are discussed.

Relevance to Nordic educational research: While the Nordic countries have rather similar educational requirement to pupils at school, also the requirements for teacher education and in this case STE, could be similar at least to a certain point. In order to create an optimal STE in cooperation with neighbor countries, curriculum related issues differences need to be discussed.

References

Abstract: Student participation in cooperative learning

Research topic/aim

The aim of this planned study is to explore expressions and perceptions of student participation in teaching characterized by cooperative learning. Based on the aim of the study, this paper will focus on what typifies teaching that is characterized by cooperative learning in terms of student participation.

Theoretical framework

In this planned study the Social Interdependence Theory (Forslund Frykedal & Hammar Chiriac, 2018; Johnson & Johnson, 2005) will be used as theoretical perspective, combined with The Framework of Participation (Black-Hawkins, 2014) and the socio-cultural concepts dialogue and scaffolding as linked to ZPD (Dysthe, 1995; Gibbons, 2006; Vygotsky, 1978). The ideas that learning is affected by interaction, collaboration, communication and activity are shared by all of the above and together they can provide this study with the necessary concepts for collecting, analyzing and presenting the results.

Methodological design

The study has a qualitative approach and observations, video recordings in the classroom as well as focus groups interviews with students will form the basis for the outcome. The methodological design with video-recordings and stimulated recall will be presented and ethical issues will be discussed. The study requires to be ethically tested.

Expected conclusions/findings

The expected outcome of this study is to find out what characterizes cooperative learning, in terms of student participation, according to current and previous research. The study may contribute to a more nuanced discussion of issues relating to student participation in the classroom. At NERA 2019 I would like to discuss and get other researchers’ opinions on the theoretical framework and the methodological design of this study.

Relevance to Nordic educational research

The ideas of cooperative learning as a teaching method are widely spread, not only in Sweden, but also in the Nordic countries as well as globally. Since most studies in this field has been conducted
outside the Nordic countries, this study may contribute with knowledge on how cooperative learning in relation to student participation can be understood in this context.

References


Teacher Education for Inclusion: Preparing Teachers to Work in Inclusive Settings

12. Inclusive Education

Hafðís Guðjónsdóttir
Jónína Vala Kristinsdóttir
University of Iceland

Abstract: Topic

The growth of migration in Iceland is leading to increased population of pupils with different ethnic, linguistic and family backgrounds. This means that teacher educational practices must place emphasis on inclusive and multicultural education, and second language teaching (Banks, 2013). The purpose of the research is to investigate how teacher educators prepare their student teachers to work in the growing diversity in schools. The aim is to develop the preparation for inclusive practices. Research question: How are educational programs at the School of Education designed to prepare teachers for inclusive schools?

Theoretical framework

Globally the issue of teacher education is high on the policy agenda and move towards a more inclusive education system. Ideas of inclusion assume that every learner has equitable access to education and that schools organize learning spaces that accommodate everyone in the spirit of universal design (Hall, Meyer, & Rose, 2012). Although the idea of inclusion regulates the curricula and education systems in many countries, the meaning is interpreted differently between countries and even professionals in the same country (Ross, 2018). Teacher educators are constantly looking for effective ways of incorporating inclusive education as an integral part of the teacher education (Guðjónsdóttir, et. al., 2007).

Methodological design

This was a qualitative study and data was collected through focus group meetings and document analyzing. Participants were educators from two different faculties, that all focus on educating student teachers for comprehensive schools and preschools. Three focus group meetings were conducted, the discussions were recorded and transcribed. The course catalog was read through and analyzed according to the criteria. The data was analyzed through thematic approach according to the research question and theoretical framework.

Expected findings

The preliminary findings indicate the different ways student teachers at UI are prepared to respond to the diverse student population in schools. The courses, mainly selective, focus on work in inclusive settings, how to teach students with Icelandic as a second language, and cultural differences.
Relevance to Nordic educational research

The findings of this research can help teacher educators in the Nordic countries understand how globalization and diversity in student population affect initial teacher education and how we can collaborate about the matter as we create or develop educational programs that address the situation and prepare teachers for the future teaching.

References:


When: Wednesday 14.30-15.00, Where: EBC 5

**Teacher training for inclusive education in Slovak universities**

12. Inclusive Education

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**Abstract:** Inclusive education is both a vision and practice of welcoming, empowering and supporting learning of diverse students in a shared school environment (Villa & Thousand, 2016, p. 18). Practising inclusive education requires school teachers to acquire relevant attitudes, knowledge and skills, which are connected to this vision of inclusion (EADSNE, 2012). The university training of future teachers should involve developing these attitudes, knowledge and skills in teacher students through the course content and the school placement enabling them to experience inclusive education in practice (Symeonidou, 2017). Several researchers in Slovakia (e.g., Lechta, 2013) claim that the pre-service teacher training in Slovak universities does not adequately prepare future teachers for practising inclusive education. This research project aims to explore the question of how the teacher students themselves perceive their training to practise inclusive education.

This research project utilises mixed research methods. In its quantitative aspect it uses a questionnaire with 26 questions inquiring about attitudes, knowledge and skills in inclusive education, designed for teacher students in their last year of Master studies at the Faculty of Education, Comenius University in Bratislava. The data was collected in February-March 2017, reaching the return rate of the questionnaire of 72.1% from all the relevant teacher students (n=111). For the qualitative aspect of the study, two focus groups with teacher students were organised in May 2017 – one at Comenius University in Bratislava and the other one at Matej Bel University in Banská Bystrica. Each focus group involved approx. 10 students and lasted approx. 2 hours. They were transcribed and coded through the software of Dedoose. Thematic content analysis was used to analyse and interpret the data.

The quantitative findings revealed that teacher students perceived themselves to be mostly prepared for practising inclusive education in terms of their knowledge, but less so in their attitudes and skills. Attending a university course on special education or teaching students with SEN was significantly correlated with higher level of inclusivity in terms of students’ knowledge in inclusive education. Having an experience with students with SEN within the practicum was not significantly correlated with higher level of inclusivity in any areas. The qualitative findings from the focus groups revealed some major shortcoming in the organisation of practicums (too short, too late, low quality of practicum teachers, etc.) and in that teacher students perceive themselves to be inadequately prepared for differentiating teaching methods to diverse students. While these findings are specific to the Slovak context, they offer some relevant implications for how to organise teacher training in universities in the Nordic context, as well.
References:


Teachers' self-efficacy for inclusive practices and its sources in Japan and Finland

12. Inclusive Education

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Abstract: This study aims to examine the extent and sources of Teachers’ Self-Efficacy (TSE) for inclusive practices and to explore whether there are similarities or differences in how the sources of efficacy affect TSE in Japan and Finland.

Inclusive education, that means students with diverse educational needs are included in mainstream schools, has become the focus of educational policy attention around the world since the Salamanca Statement was published (UNESCO, 1994). However, its implementation in policies and practices vary by country depending on its sociocultural and historical backgrounds (Savolainen, Engelbrecht, Nel, & Malinen, 2012). Comparative analysis enables researchers to understand how the meaning of inclusive education influenced by social, historical, and cultural factors, and the outcomes may create new ideas and approaches for developing inclusive education in different countries (Savolainen et al., 2012).

Teachers clearly play an important role in implementing inclusive education. TSE has been attracted research interest in previous studies, which is associated with teachers who create an inclusive classroom (e.g., Savolainen et al., 2012). Bandura (1997) defined self-efficacy as one’s belief that one can produce desired effects in a particular situation, and TSE is specific to teachers. In addition, it is proposed that there are four sources of self-efficacy: a) mastery experience; b) vicarious experience; c) verbal persuasion; and d) psychological and affective state (Bandura, 1997). Although TSE for inclusive practices has been investigated in several previous studies, very little is currently known about the sources of TSE for inclusive practices, and still fewer have compared the sources of TSE across different countries.

Data were collected using a questionnaire from 261 Japanese and 1123 Finnish teachers. The questionnaire consisted of two scales. One is Teacher Efficacy for Inclusive Practices (TEIP) scale
(Sharma, Loreman, & Forlin, 2012) which includes three sub-scales: a) efficacy in instruction; b) efficacy in collaboration; and c) efficacy in managing behavior. The other is Sources of Teacher Self-Efficacy (STSE) scale which is newly developed in the ProKoulu project in Finland. Hierarchical regression analysis in structural equation modeling utilizing a Cholesky decomposition approach (de Jong, 1999) was conducted to reveal unique contribution of each source to TSE.

The results indicated that mastery experience was the most powerful source which uniquely contributed to TSE for inclusive practices in both countries. Verbal persuasion, that is feedback from other teachers and staffs, affected teachers’ self-efficacy positively in Finland; however, it affected negatively in Japan. It is concluded that the effects of the four sources on TSE depend strongly on sociocultural context.

Reference
What Characterizes influential Special Needs Research?

Claes Nilholm
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Abstract: Research topic/aim: The topic of the present project is high-impact research in special needs research. More specifically, influential reviews in this area will be mapped and analyzed. The aim is to increase our knowledge about topics, theories, methodologies and theories dominating the field in addition to summarizing the main findings. The final aim is to critically evaluate the research field.

Theoretical framework: The theoretical points of departure are taken in pragmatism (Rorty, 1989). This means in the present context that the inquiry is built on the following assumptions: 1) there are different legitimate research traditions partly with their own criteria for what counts as valid knowledge (Habermas, 1986) b) social and educational practices as well as findings have to be related both to the development of knowledge and to the development of society.

Methodological design: An approach labelled SMART (Systematic Mapping and Analysis of Research Topographies) will be utilized (Nilholm, 2017, Nilholm och Göransson, 2017). In addition to encompassing the theoretical assumptions above SMART involves the following methodological steps in the present study:

1) Discern research arenas (in this case a North-American and a European) 2) Identify 25 high-impact reviews about special needs education in each arena, 3) Assemble background data 4) Map and analyze central aspects of the reviews regarding e.g.: a) topics b) theoretical traditions c) theory d) method e) results f) use of central concepts. 6) Deeper analysis of some of the aspects mentioned 7) Overriding characterization and critical evaluation of the research area. (cf Nilholm & Göransson (2017) for a similar study involving original research)

Expected conclusions/findings: The study will identify and compare several important characteristics of North-American and European research in the field in its mapping phase. Moreover, the deeper analysis of some aspects (which aspects is yet not decided, it might e.g. concern deeper analysis of how special needs education is defined and/or what the main findings of the field are and what their implications for practice are) will yield additional insights. Most importantly, the study will yield a critical evaluation of the research area (as it is represented in high-impact reviews).

Relevance to Nordic educational research: The present study is relevant to Nordic educational research in especially three ways: 1) It is for several reasons important for Nordic Researchers in special needs to have knowledge about the configuration of these arenas 2) The study will provide a view of the international impact (topic-wise, theoretically etc) of Nordic special educational researchers
It should be mentioned that the project might incorporate a mapping and analysis of Nordic special educational research as reflected in reviews.


What does the requirement for daily physical activity in Danish schools mean for the least physically active pupils?

12. Inclusive Education

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Abstract: A recent Danish school reform requires all pupils to have 45 minutes of teacher-led physical activity every day (Lov 406, 2014). This is because of an increasing disparity between the least and most physically active pupils in recent decades (Pedersen, B. et al., 2016). This new requirement aims to enhance pupils’ health and learning and encourage the least physically active (Lov 406, Paragraph 15, Point 1, 2014). Preliminary studies show that 65% of Danish schools meet this requirement (Oxford Research, 2018), but it remains unclear whether the least physically active pupils are becoming more active. Studies have shown that the least physically active children tend to choose more sedentary activities because of low self-esteem (Palowski et al., 2016), and are more likely to be in a vulnerable position (Andersen & Helweg-Larsen, 2008). Greater support from teachers is required to help this group become more active physically (Andersen, H.B. et al., 2018), but studies show that teachers often provide most support to already physically active children (Sarraxin et al., 2006).

The aim and research question of this study is: How is physical activity in school understood and experienced by the least physically active pupils and how do these pupils experience the role of teachers in relation to physical activity in school?

My overall methodological design is a multiple case study (Flyvbjerg, 2006) involving three schools in Aalborg, Denmark, which were selected based on the criterion of maximum variation in terms of social profile, size and location. The selection of the least physically active pupils was based on objective measurements in autumn 2017.

The research is based on:
Qualitative interviews combined with drawings: 32 Year 3 pupils
Participant observations of six classes in Year 3 and 4: 2-3 weeks at each school in spring and autumn 2018.

The empirical framework will be analysed using systematic combining (Dubois & Gadde, 2002), based on the sociologist Norbert Elias’ theory of the established and the outsiders (Elias & Scotson, 1994) and micro-sociologist Erving Goffman’s theory of dramaturgy (2014).

Expected conclusions/findings

The research is ongoing and the presentation will only show the initial analysis: The least physically
active pupils often take little part in physical activity and remain in the periphery. However, in the interviews, most pupils report being very physically active. There is thus a discrepancy between the observations and the pupils’ own perceptions of their participation in physical activity. The pupils also find that teacher-led physical activity takes up less of the school day as they become older, and that teachers only support physical activity to a limited extent. This topic is relevant to Nordic educational research because the increased polarization in physical activity is not only a challenge in Denmark. Further, it is important to discuss how far schools can support all pupils in a culture of physical activity based on a discourse of learning and health.
Abstract: “Like a family”
Pupils discourses and sense of belonging in a co-teaching class.

The purpose of this research is to find out what kind of discourses pupils produce related to their studying in a co-teaching classroom. Discourses were analyzed using the Analytical Model of Belonging (Sumsion & Wong, 2011). The model was chosen because the aim was to look at discourses from the perspective of belonging.

The sense of belonging is one of the basic needs of humans. People want to belong to a group and be approved and interact (Yuval-Davis, 2006.) In school, pupils also want to be approved to the class and interact with other students. Teachers can support pupils sense of belonging to a class. One working-method in school is co-teaching. Co-teaching means a situation where two teachers plan, teach and evaluate together (Fluijt et.al., 2016). Co-teaching is a way to promote inclusion in school.

The data of this research consists of pupils Focus group- interviews. Pupils studied four years in a co-teaching class. Both a class teacher and a special education teacher worked in that class. Five of the pupils had a disability / severe special needs. Interviews were made when the pupils were in the 6th grade in this co-teaching class and repeated after one year when pupils were studying in a secondary school. Pupils were interviewed in two groups: pupils with and without a disability were interviewed separately.

The method used was discourse-analyze. The focus was on spoken of co-teaching, on issues which were not mentioned and on possible hegemonic discourses.

The results include five discourses: a positive change, time, different class, like a family and equality. The equality-discourse was a hegemonic discourse. Equality was very absolute and equality was mentioned every time when the pupils spoke about possible differences between pupils.

When discourses were examined using the Analytical Model of belonging (Sumsion & Wong, 2011). Six different dimensions of belonging were found. Using the model showed that there was some categorization in class. Some of the pupils mention bad and noisy behaviour in a classroom and complicated group work. But still, pupils wanted to belongs to “our class”. It seems that co-teaching is a beneficial teaching method according to the pupils. In this research, pupils felt safe and used the expression “Like a family” and studying in a class where co-teaching was used daily had enabled it.

There is little research about pupils’ ideas about co-teaching. Research is mainly focused on teachers’ experiences. All Nordic countries are engaged to develop teaching inclusive school. If we
want to develop an inclusive school, it is also important to hear the pupils' experiences.


When: Wednesday 16.30-17.00, Where: EBC 6

“We can never say we have no money” - Financial resources and pupils’ rights to special support

12. Inclusive Education

Marie Carlsson

School of Education and Communication, Jönköping University

Abstract: Marie Carlsson School of Education and Communication, Jönköping University, Jönköping, Sweden

“We can never say we have no money” - Financial resources and pupils’ rights to special support

According to the Swedish Education Act (SFS 2010:800, chapter 3) every pupil in school has a right to achieve the support that is needed to attain the educational goals. Since 1991 Sweden has a decentralized school system, the responsibilities for schools has devolved from the state to the municipalities. The Swedish Education Act (SFS 2010:800) and the Curriculum for the compulsory school, preschool class and the leisure-time centre (Skolverket, 2018) states the regulations. These acts include values and definitions of learning outcomes in different areas and subjects, which the municipalities have the responsibility to fulfill. Since 2006 several national regulations have been introduced in order to regulate and steer education. In accordance with a lot of western European countries, Sweden has been exposed to neoliberal management reforms. Research aim This paper presentation is based on an ongoing research project. The aim of the study is to make an explorative analysis of the organization of school in the light of pupils in need of special support and the importance of the funding model for this, seen from a longitudinal comparative perspective.

Theoretical framework The theoretical framework of this study is social constructionism and institutional theory. The concepts loosely couplings or loosely coupled systems will be useful in the analysis of the results (Meyer & Rowan, 1977; Weick, 1976). Methodical design A comparative case study design has been used. The empirical study is conducted in a medium-sized Swedish municipality. Interviews have been carried out with politicians and school leaders at the municipality level. The interviews were conducted at two different moments, during 2007 and 2017.

Expected findings The preliminary findings that will be presented is based on how the respondents describe the funding model, the use and the negotiating process of money in relation to pupils’ rights to support in school and how these descriptions have changed during the last ten years.

Relevance to Nordic educational research According to Imsen, Blossing and Moos (2017) we can find similarities in the three Scandinavian countries Denmark, Norway and Sweden considering fundamental values for education and an increasing impact of new management technologies since the 1990s. In the light of this it is relevant to explore consequences for pupils in need of special support, through a case study.

References


13. ICT & Education
Designing for playful learning: operationalising playfulness in the design of an app for foreign language learning

13. ICT & Education

Caroline Cruaud

1 University of South-Eastern Norway

Abstract: In our globalised society, proficiency in foreign languages is a crucial skill, highlighted by the European Union as one of the 8 key competencies for lifelong learning. However, engaging students in learning foreign languages at school can be challenging as Nordic reports tend to show (e.g. Speitz & Lindemann, 2002). Through a 4 years project on the use of gamification for foreign language learning (FLL) at the high school level in a Norwegian context, themes of student participation, emergence of learner autonomy and playfulness were investigated (Cruaud, 2018). In this research, playfulness is seen as an attitude and the design of playful situations as the creation of a playful frame in the classroom giving students the possibility of a playful interpretation.

This particular paper will focus on the design of the application from a design-based perspective (DBR) and identify the potential tensions between design expectations (meaning potentials) and students’ use of the application (actualisation). In other words, it will investigate how a playful frame can be operationalised in the design of a gamified application for FLL and analyse the students’ interpretation of this operationalisation.

In order to do so, the paper will first look at the design process of the application from a DBR approach through a movement between the theoretical level of research and the practical level of the design of a prototype. Then the paper will turn to the use of the application in the classroom through the analysis of data collected in a one-year-long fieldwork. Interview with students, video observation in the classroom and datalog from the application will help reveal how the design expectations were taken up by the high school students.

The analysis shows that students have taken ownership of the application and used it in unexpected ways, for example crossing the line between collaborative and individual work on tasks, independently of what was designed in the first place. Even though this result was unexpected, it is in line with the other finding of this paper regarding the operationalisation of playfulness in the design of the application. Indeed, this movement between meaning potential and actualisation showed a way of allowing space for playfulness and interpretation in the use of the application. We can clearly see how some elements of design can be set in place beforehand in the application, but also in the larger instructional design through the teachers’ introduction of the work with the app in class, in order to open up for a playful interpretation of the learning activity.

This paper gives an example of research and practice on Game-Based Learning and the use of digital technologies in FLL in a Nordic context.

Abstract: My research focuses on the development of a theoretical framework called digital capital and an associated digital capital questionnaire. The framework digital capital (DC) is an extension of Bourdieu’s (1986) work on capital. In his seminal work *The Forms of Capital* Bourdieu distinguished between three forms of capital: the first is economic capital which refers to monetary and material possessions; the second capital is social capital and refers to an individual’s social networks, relationships and contacts; the third form of capital is cultural capital and refers to an individual’s knowledge, education, skills and behaviors. Understanding what types of capitals is valued in a specific context is an advantage as it can assist an individual in her advancement in that particular context. With the three types of capital in mind, DC can loosely be defined as the possession of economic, social and cultural capital that support an individual in her development towards a CS identity.

To define DC in detail this study reviews existing literature on what values and experiences computer science (CS) students mention as crucial to their development of interest in CS and their motivation to study CS. In doing so, I am able to systematically map what types of DC have a substantial effect on young learners. Defining DC is important because computing knowledge is a powerful source of capital since many aspects of life are driven by technology and many economic opportunities in life relies on an understanding of how technology works. DC can, therefore, be seen from a social justice perspective where capital can encourage or prevent participation in CS. Since capital is self-reinforcing it is crucial to make capitals that encourages engagement with CS explicit so that we can increase equity in CS education. Unfortunately, as the situation is today, engagement with computing is an inequitable practice. It is well known that women and people from lower socioeconomic status are underrepresented in CS related studies and occupations.

Once the definition of DC is finalized, this study aims to explore the level of DC among young learners (ages 10-16) in Sweden through a DC questionnaire. The expected findings from surveying DC is a better overview of the distribution of DC among Swedish youth and an increased understanding of the underlying social and cultural mechanisms affecting a young person’s predisposition and engagement with CS.

DC questionnaire enables researchers, educators and organizers of computing related activities to better target their efforts when working towards a more inclusive CS education, which is an exceptionally live issue as CS is now a mandatory part of the Swedish K-12 education. The DC questionnaire also provides an instrument and a new lens to investigate the effectiveness of different CS interventions. Lastly, the DC questionnaire contributes to new insights into how to work practically to broaden participation in computing related activities.
Developing The Digital Capital Framework Towards an Inclusive Computer Science Education

13. ICT & Education

Tina Vrieler

1 Uppsala University

Abstract: My research focuses on the development of a theoretical framework called digital capital and an associated digital capital questionnaire. The framework digital capital (DC) is an extension of Bourdieu’s (1986) work on capital. In his seminal work The Forms of Capital Bourdieu distinguished between three forms of capital: the first is economic capital which refers to monetary and material possessions; the second capital is social capital and refers to an individual’s social networks, relationships and contacts; the third form of capital is cultural capital and refers to an individual’s knowledge, education, skills and behaviors. Understanding what types of capitals is valued in a specific context is an advantage as it can assist an individual in her advancement in that particular context. With the three types of capital in mind, DC can loosely be defined as the possession of economic, social and cultural capital that support an individual in her development towards a CS identity.

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References
When: Wednesday 16.00-16.30, Where: 12:010, Blåsenhus

Digital learning in schools: A literature review of longitudinal studies

13. ICT & Education

Vilhelmiina Harju
Antti Koskinen, Leila Pehkonen
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2 Tampere University of Technology

Abstract: The literature review aimed to explore empirical longitudinal studies about digital learning in the context of primary and secondary education. More precisely, it aimed to answer the following two questions: What kinds of longitudinal studies have been published about the topic between the years 2012–2017 and what effects of digital technology usage on students’ learning did these studies report.

Digital learning, that is learning facilitated and supported by digital technologies, is nowadays seen as an essential part of formal education. Digital technologies are described, for example, to decrease barriers to education by improving accessibility or reducing costs (e.g. Yuan and Powell 2013) and to influence methods of cooperation and collaboration with members inside and outside school (Blau and Shamir-Inbal 2017). Ability to use digital technologies is also seen as a key competence needed in the present and tomorrow’s world (e.g. European Commission 2018, 3). Despite the large number of previous studies concerning digital learning, several researchers have highlighted the need for longitudinal research about digital technology use in the field of education (e.g. Olofsson et al. 2011; Tay 2016).

The databases used in this literature review were Scopus and Web of Science. From 1,989 articles, 13 papers met the in advance set criteria to be included in the review. The included papers were analysed and coded according to qualitative content analysis.

We identified six categories of different aspects of learning focused on in the studies. These were: affection, attitude, and motivation; subject-specific knowledge and skills; transversal skills; learning experience; elements of the learning environment; and identity. Both positive and negative indications on learning could be found.

This paper draws a multi-dimensional picture of longitudinal digital learning research. The results do not indicate that students’ learning clearly benefits from using digital technologies longitudinally or for longer periods of time although some studies suggested that digital technologies can enhance learning and motivate students.

This literature review presents the reported impacts of longitudinal digital technology use on students’ learning. During the last decades, several countries, including Finland, have integrated use of digital technologies into their national curricula. We need to know more about the impacts of technology use on learning in order to make viable and sustain decisions that influence education.

References


Digitalisation in preschool – part of democracy foundation?

13. ICT & Education

Ann-Britt Enochsson

Karlstad University, Sweden

Abstract: Research topic/aim

Democracy education is one of the primary goals in preschool education and perhaps the most important preparation for life. In a project at Karlstad University in Sweden, different aspects of democracy in Early Childhood Education (ECE) are studied. The overarching aim of the project is to develop content and models to connect an increased scientific ground and proven experience concerning issues on democracy education in ECE. Recently, The National Agency of Education has decided on a new curriculum for Swedish preschool. There is a stronger focus on letting children use digital tools, and to develop children’s digital competence. The new curriculum will be implemented from July 2019. Therefore, the research question in this specific study is:

• What views are expressed by the preschool teachers regarding digital media in relation to democracy?

Theoretical framework

The project is grounded in a theoretical understanding of teacher agency according to Priestly, Biesta and Robinson (2015), who advocate an ecological approach. Within this view, the experiences developed in the past and developing experiences during their teacher education are important in the present, at the same time as the present is important to enable a vision of how to act in a future situation in their teaching.

Methodological design

In all, 48 preschool teachers and childcare workers participated in the study. Data was collected through focus group interviews with teams of participants working at the same preschool. Collective mind maps were used as focal points in the interviews. “Förskolans demokratiuppdrag” [preschool’s democracy mission] was written in the middle of a big sheet of paper and the interviews were structured around this concept. Part of the interviews concerned digital tools and digital competence. All the interviews were recorded, and transcripts of the recordings and the mind maps were analysed. The analysis focuses on how the participants’ experiences are expressed in the present.

Expected conclusions/findings

The preliminary findings show that the different experiences expressed by the participants lead to different views on whether or not the digital devices have a role in fostering democratic citizens. The experiences expressed also affect the cultural conditions, but less – it would seem – the structural and material conditions, and they determine how digital tools are used with the children. Lack of
preschool teachers’ and childcare workers’ own digital competence seems to be a reason not to view the digital devices as important.

Relevance to Nordic educational research

Working with developing the digital competence of tomorrow’s citizens and giving them access to digital tools is an important mission in relation to democracy. Statistics show that many Swedish children start to use digital media already as infants. Research on how preschool teachers are working within the area is a topic of great interest.

Reference

Digitalization and digital competence in school policy: implications for school leaders' digital competence

13. ICT & Education

Josef Siljebo\textsuperscript{1,2}
\textsuperscript{1} Umeå University
\textsuperscript{2} Department of Education

Abstract: Digital technologies are more and more becoming natural elements in many areas of society; from education to healthcare; and in private sectors as well as public. In policy, this is for example evident in global organizations such as the OECD, regional organizations such as the European Union, as well as on more local levels. In several Nordic countries, the expansion of digital technologies into most areas of society is called digitalization, and in present policy described synonymous with vast opportunities and societal transformation. Given this development, a digital competence (DC) that can support the individual in a digitalized society seems key. To achieve this, DC has recently been given a central role in Nordic policy. In Sweden, this is done with a national digital strategy. In this strategy, it is said that the goal is that Sweden should become the world leader in harnessing the opportunities of digitalization. One central part of this strategy is the digitalization of education.

Consequently, one major task for Swedish schools is now to bring policy into practice and develop what is termed as an adequate DC of students’ and teachers’. In a complementing national strategy for the digitalization of Swedish schools (The Swedish Government, 2017), school leaders are targeted as key actors and their own DC is given specific attention. It is argued that to achieve strategic development of schools through digitalization, the development of an adequate DC of school leaders is important.

However, the concepts of digitalization and DC seem over-simplified in school policy. Further, the epistemological roots of policy concerning digitalization of schools – purposing to change organizations per definition dealing with epistemology – seem unclear. Also, DC of school leaders needs more attention in research (Pettersson, 2018).

Given this context, the aim of present study is to contribute to a more qualified understanding of digitalization and DC in policy, specifically regarding school leaders’ DC. In order to build this understanding, the epistemological roots of digitalization and DC are traced and compared in historic and present policy, with focus on their intersection. Policy documents between 1985 and 2017 that relate to digitalization and DC in schools are chosen and analyzed through epistemological concepts (Dunne, 1993).

It is expected that the intersection between digitalization and DC will hold challenges in this regard for Swedish school leaders when they try to bring digitalization policy into practice. Moreover, it is expected that the findings can contribute to a holistic concept of DC for school leaders, where policy awareness is one constituent part. Finally, it is expected that the findings can be transferred to other Nordic and European countries where researchers and practitioners are reflecting on digitalization in
education.

References


Abstract: Aim
The aim of the study is to describe and analyse teacher feedback in social science (samhällskunskap) in both analog and digital context to make variations of practice visible and to distinguish possible contradictions with significance for a formative feedback practice.

Theoretical framework
Activity theory (Leontiev, 1977/1986; Engeström, 1987) has been used to analyse empirical material with feedback seen as an activity. The focus is teachers’ feedback actions that are mediated through tools, for example written text, oral speech or a matrix in the digital Learning Management System (LMS).

Methodological design
In study 1, 2009-2010, five teachers’ feedback practices were studied through classroom observations, collection of different forms of assignments with teacher comments on and teacher interviews. In study 2, 2016, seven teachers’ feedback practices were studied in an environment with one student- one computer. The practice that was in focus in the second study was feedback in the LMS. The data consists of observations of the “social science room” in the LMS, collection of written assignments with teacher feedback from the LMS and teacher interviews.

Expected conclusions/findings
In the analog context the main contradictions appeared between the summative and formative feedback functions. All written assignments were graded and the teacher’s role as an assessor was salient. On the other hand the teacher talked about the importance of feedback as a springboard for learning and that function was also to be seen in the feedback given. In the digital context, the LMS, a similar contradiction appeared. One difference between the contexts was that a third activity could be distinguished in the digital context, a documenting activity. In this activity in the LMS the central motive was to secure the information about the grades for the school and for the teacher. In the analog context the documentation of the basis for the grades was separated from the practice of giving feedback, in the LMS it was not. The feedback in the LMS served a formative, a summative and a documenting motive.

Relevance
According to a systematic review of formative assessment there is a need for further investigations under different conditions, for example the age of the pupils and different subjects as well as different aspects of formative assessment, for example feedback (Hirsch & Lindberg, 2015). The LMS is a relative new tool in secondary school and the use of it is increasing (DeSmet et al., 2012). The digitising of school is an ongoing development therefore it is of interest to study the
implications for teacher’s feedback practice.

Referenser:
Abstract: Internet literacy among six-graders - an intervention study

The purpose of the study is to investigate six-graders’ Internet literacy. Students are expected to search for information, find relevant sources from the Internet and use multiple sources as a basis for writing synthesis in everyday classroom. Thus multiple text comprehension is seen as an integral part of Internet literacy (List & Alexander, 2017). However, students seem to have difficulties to find relevant www-sources and use these sources for learning purposes (Hautala et al, 2017).

Methodological design

The participants were 248 six-graders from ten primary schools in urban areas of Finland. 131 girls and 117 boys aged from 12 to 13 years (M=12.14, SD =.41). This study is a part of larger research project (IFuCo SA 294163) and has a quasi-experimental, a pre-test-intervention-post-test design. Students were trained to search for relevant information and write a synthesis in a six weeks intervention. A performance oriented Internet application called NEURONE (Sormunen et al., 2017), was used in pre- and post-test. Every student had a computer available. Two kinds of authentic science tasks were used in a counterbalanced way. Students had to search for three relevant sources, bookmark them and write a synthesis. The quality of the syntheses was scored from 0 to 12 points.

Findings

The students in both intervention and control groups improved their search skills measured by the amount of bookmarks of relevant sources from the pretest to posttest (F (1, 246) = 32.0 , p<.000). However, no statistically significant differences were found between intervention and control group in the search phase. In writing a synthesis the intervention group outperformed statistically significantly the control group F (1, 246) = 7.35, p = .007, p^2 = .029).

Table 1.

Bookmarks for relevant sources and quality of synthesis

Relevance for Nordic countries

Our results indicate that the intervention supported students’ Internet literacy, especially in writing synthesis. In general, there is need to discuss the role of Internet as learning material in Nordic countries. Furthermore, Internet literacies need to be systematically trained as a whole including all
phases. Both teachers and students need support (Sormunen et al. 2017).

References


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Making meaning of “open” in educational research

Sara Mörtsell

Abstract: The topic of this research is an examination of the meaning and boundaries to "openness" in educational research, in order to explore some of the contradictions and theoretical underpinnings of the open/closed concept in education. Some difficulties in defining “open” has been observed by open education scholar Weller (2014 p.28), who comments that a definition of the concept may be broad enough to fit anything and at the same time risk becoming meaningless.

“Open” has been linked to equitable educational opportunities and claimed to revolutionize education and science (Jhangiani and Biswas-Diener 2017). Furthermore, advocates of mainstreaming open and “opening up education” with technologies include governments, intergovernmental organisations such as UNESCO, the EU and large foundations such as Hewlett Foundation (Bliss and Smitt 2017). Still, the rationale and concept of “open” in education is by some considered under-theorized (Peter & Deimann 2013; Knox 2013), which is why this research overview will aim at adding clarity to the meaning of “open” and how it relates to matters of pedagogy, knowledge, the learner and technology.

In presenting the findings, I will discuss to what extent different trends, patterns and theoretical underpinnings emerge, such as attention given to dualist arrangements or whether more sociomaterial approaches are used to review and map boundaries of open (Knox 2016).

The method in this study is a systematic research overview of peer-reviewed publications, which will be carried out in the next three months, with subsequent analysis of how “open” is conceptualised in the relevant literature and what questions can be raised from it. As the push for “open” is making its way into the Nordic educational agenda, as elsewhere, there are opportunities with concerning Nordic educational research with such questions.

References


Mobile phones in school - digital Bildung and the school as a normative space

13. ICT & Education

Odin Fauskevåg

Institutt for pedagogikk og livslang læring, NTNU

Abstract: Mobile phones and social media permeate the lives of many young people. In France, iPads and phones are forbidden in public schools. A ban is also discussed in Norway. An important argument is that digital devises distract pupils focus on learning and make them less attentive toward each other. I argue that the digital mediation of life in school (and life in general) could be addressed on a deeper level, namely as a question of Bildung. The concept of Bildung describes a particular relation between human beings and the social and objective world. Digital artifacts such as mobile phones, mediates our relation to reality. This means that such artifacts also affects and conditions our possibility of Bildung.

I will discuss three different theoretical frameworks on digital Bildung – that is, three perspectives on how digital technology mediates our relation to reality: The first framework focuses on the increased possibilities of communication offered by digital technology. This perspective is found in Løvlies (2003) article “Teknokulturell danning”. The second framework emphasizes the increased access to information caused by digital technology, and the resulting information- and knowledge society. Digital Bildung as the mastery of the knowledge society, is a perspective found in for example Erstad (2010, 2007). Thirdly, inspired by Hegel and Taylor, I present a normative perspective on digital Bildung. The frameworks of communication or information, I argue, does not capture the essence of Bildung. Bildung is a normative concept, and describes a subjectively engaged and normatively committed relation to reality – to oneself, other persons, places and institutions. In light of the communication- and information frameworks, it is easy to understand digital technology solely as a potential positive contribution to young people’s life. The normative framework opens a more critical and nuanced perspective.

I argue that the danger of digital technology is its potential non-normative mediation of reality. For example, if mobile phones reduces pupils focus and attention in school, the result is not only less communication and information (or learning), but also a reduced social-normative space as the medium where pupils express themselves as subjects As such, the mobile phone may undermine the school as a normative space, as a place structured by commitment and subjective meaning. Partly inspired by Turkle (2012, 2015), I will give examples of how digital technology may reduce, or change, the normative relation to the self, to others, to democracy, to concrete places and to time. The general point is that digital technology often mediates reality in a normatively weak way. Consequently, digital technology may reduce the possibilities for Bildung as a normative and subjectively involved relation to reality.

Narcissism or Masquerade? Selfies as Visual Communication in Vocational Education Classrooms

13. ICT & Education

Janne Kontio
Sofia Lundmark

1 Karlstad University, Sweden
2 Uppsala University, Sweden
3 Södertörn University, Sweden

Abstract: Being the third most popular platform among Swedish people as of 2018 (Internetstiftelsen, 2018), and the most used platform among Swedish teenagers (Statens Medieråd, 2017, p. 49), Snapchat use among Swedish youths has not been substantially investigated from discourse analytic perspectives (however, see Wickström, upcoming). The present study examines interactional aspects of Snapchat use by Swedish teenagers in a vocational school setting, based on a combination of video recordings of classroom activity and screen-recorded smart phone use.

The data for this article is drawn from a larger collection of video and screen recordings of youths’ smart phone usage in Swedish upper secondary schools (“Uppkopplade klassrum”, VR/UVK, Dnr 2015-01044) and consists of approximately 75 hours of recordings of students in two upper secondary classes; learners of hairdressing and building- and construction work.

Larsen & Sandbye (2013) suggest that we need to “look at photos not just as images but as material and social objects that mould and create identity and social relations between people”. Thus, we approach the images and interactions in the data by applying a framework inspired by the works of Erving Goffman on impression management (Goffman, 1990); specifically concerning interactional aspects of self-presentation and processes of situated identities.

The results from this study gives us important insights into digital youth culture in general, and more specifically about the very image loaded lives youths live, in and through their use of smartphones. The study goes in depth to show how the use of images is done in actual practice and when it occurs in interaction in an institutional setting. The use of selfies among youths has often been described as narcissistic (Sorokowski et. al., 2015), but by showing when and how the actual production and consumption of images is done, this study aims to differentiate and make visible the different kinds of actions made by the users; self-presentations, self-representations and masquerade, thus emancipating the youths and giving them a certain amount of agency. More specifically, we note that the use of smart phone cameras and images mirrors different aspects present in these vocational classroom cultures, as have been found by previous research (Nyström, 2012), and the anti-school culture that can be seen in these vocational education data stands in stark contrast to what can be found in similar data concerning upper secondary schools preparing for ensuing studies (Wickström, upcoming).

References:


Wickström, P. (upcoming).
Abstract: Based on the PISA results, Finland is often described as an educational wonderland where literacy and other basic skills are generally mastered. Even in Finland, not everyone is literate. According to PIAAC 2012, about 11% of the Finnish adults lack basic reading skills (Malin et al., 2013), and it is recognized that literacy education is needed among them too. Some of these adults are non- or low-literate immigrants, and they are nowadays considered the main target group of adult literacy education. So far, non- and low-literate adult immigrants have not been in focus of recent research in Nordic countries. This study sheds light on this challenge by focusing especially on the development of digital literacy.

In this paper, we discuss the following issues by using qualitative content analysis:

- For what purposes do the non- or low-literate adult immigrant students use ICT (e.g., smartphones) in their daily life?
- How, if at all, does ICT foster the students’ language learning and participation in the society?

Theoretically the study is informed by the usage-based approach of second language learning. According to this approach, an important factor behind language learning is interaction with other language users. Through this interaction, situated language practices are co-constructed. (See Eskildsen, 2008.) Literacy, then, is seen as a social practice and not merely as an individual process. In this paper, we focus on digital literacies defined as semiotic activities mediated by electronic media. (Thorne, 2013.) It is important to build digital literacy skills on what the non- or low-literate learners bring with them to the classroom: the learners’ socio-cultural past follows them to the lessons, and literacy practices always involve the learners’ socially dependent values and attitudes.

The data comes from 12 interviews of non- or low-literate immigrants. The data was collected during the ongoing project Getting a grip on basic skills: Pedagogical design for teachers and advisers in migrant education, which is a project coordinated by the University of Jyväskylä, Finland. The project focuses on the development of basic skills (ICT, literacy, numeracy, and studying skills) among immigrant adults by improving the professional expertise of the teaching personnel with an on-line in-service teacher training.

In this paper, we discuss what kind of learning opportunities the use of ICT offers for the students. In the large frame of reference, we contemplate if students’ everyday life and school actually meet and how to support the development of the L2 learners’ language skills through ICT. What kind of social and semiotic digital practices should be included in the curriculum to meet the needs of the students?
References


Orchestrating Group Learning in Science with Digital Animations and Insights into Agency in Learning to Learn

13. ICT & Education

Irina Engeness¹
Magnus Nohr¹, Ilka Nagel¹
¹ Østfold University College

Abstract: This study examines teacher orchestrating of students’ group learning in science with digital animations and provides an insight into how teacher-student interactions and other resources may contribute to enhancing students’ agency in learning to learn by addressing the following research questions:

RQ1: How did the teacher orchestrate students’ group learning with digital animations in science?

RQ2: What are the implications of the teacher actions for enhancing students’ agency in learning to learn?

A cultural-historical perspective has been chosen to examine the teacher orchestrating of students’ group learning in science (Vygotsky, 1980). This perspective considers learning as a social and culturally situated process in which co-participants jointly construct interpretations of their context. Analyses of the teacher’s assistance draw on Galperin’s conceptualisation of learning (Galperin, 2002).

A group task designed by the researchers and the teacher was integrated into the teaching flow of the topic Genes and Inheritance. The task focused on building students’ conceptual understanding of normal and sex cells division in a compare and contrast exercise and by employing digital animations in Viten.no. Five target groups of four students, were videotaped during the project. Another camera followed the teacher. 1374 minutes of transcribed video recordings constitute the data material of this study. Mixed methods were applied to analyse the data. The one-way ANOVA test was used to examine differences between the number of teacher interventions in different phases of the learning process. To examine teacher orchestrating students' engagement with the task, teacher-student interactions were analysed qualitatively. The qualitative analysis explored the nature of the teacher interventions in the groups. The analytical procedure employed was interaction analysis, where interactions between interlocutors are analysed sequentially.

Findings reveal patterns in the teacher’s guidance: the teacher fulfilled the orienting, executive and controlling functions while orchestrating students’ learning. The teacher relied on and interplayed with the compare and contrast task, digital animations, and collaborating peers. However, it was the compare and contrast task that demonstrated an approach to study scientific concepts which may have contributed to the development of learners’ understanding about to engage in learning in science. By adopting such an approach, learning activity has the potential to not only help students to achieve learning outcomes but it becomes a tool in the learning process aimed at the development of students’ as learners. The study, therefore, raises questions about the need for practitioners’
awareness of the type of support technology and other resources provide to assist both conceptual learning and enhancing students’ agency in learning to learn.

Understanding how to go about learning is an important imperative in educating learners of the globalised world. Therefore, teachers and researchers are in need of knowledge that provides an insight into how to orchestrate such learning in modern classrooms within which digital technology is a reality. This study aims to contribute by addressing this demand.

References
Student podcast as enactment of student agency.

13. ICT & Education

Lisabeth Carson

1 University of South-Eastern Norway

Abstract: Student podcast as enactment of student agency.

Research topic and aim:
In this paper, we analyse a student-initiated podcast about becoming a teacher, as an arena for enactment of student agency (Eteläpelto, Vähäsantanen, Hökkä & Paloniemi, 2013). In the podcast, we argue, the students position themselves as coming teachers, thus enacting agency by participating in, and potentially changing the educational landscape in which they are about to enter.

Theoretical frameworks:
The study has a sociocultural approach (Edwards, 2001), and we consider the podcast as an arena for becoming part of the teacher profession.

Agency is understood as “the capacity of humans to distance themselves from their immediate surroundings and it implies recognition of the possibility to intervene in, and transform the meaning of, situated activities” (Mäkitalo, 2016, p. 1)

The students’ positioning and enactment of agency in the podcasts, becomes evident in the students’ discussions about their views and perspectives on teaching and learning in technology rich environments.

Methodological design:
First, the material was mapped using a thematic approach (Braun & Clarke, 2006). Second, extracts where the students position themselves and initiate an idea, agree with, elaborate on, questions, or disagree with what someone else initiated, or refrain from responding (Gresalfi, Martin, Hand & Greeno, 2009, p. 53) were selected and analysed using interaction analysis (Jordan & Henderson, 1995).

Preliminary findings:
The study shows how technology can contribute to enable student agency in teacher education. The podcast opens a room for dialogue, which enables the students to position themselves as co-producers, by discussing and positioning the role of the teacher in in a technology rich learning environment, thus contributing to ongoing educational discourses for their own education and of the profession into which they are educated.

Relevance to Nordic educational research:
The study will contribute to the understanding of perspectives on teaching and learning that arise in technology rich environments and what changes in the teacher role these may imply. Further, it provides new insight into student agency and the podcast as an arena for enactment of this agency.
References:
Teacher's TPACK proficiency in a digitized school

13. ICT & Education

Karin Ollinen¹
¹ Lunds University

Abstract: Teaching in a contemporary digitized school, involves a great variety of opportunities, as well as challenges. The context of the teaching influences the opportunities and challenges in different aspects. Effective use of digital tools in education requires specific competences for teachers. In this case study, teachers’ competences were studied using the TPACK (Technological Pedagogical Content Knowledge) framework, developed by Koehler, Shin and Mishra (2006). The study presents findings from studies of four teachers at two different schools who teach science to pupils aged 14-15. The teachers were chosen at schools where the technological prerequisites to teach science using digital tools exist, and where the headmaster actively supports digital progress. In this case it means that each pupil and teacher has a personal computer and that the headmaster has an interest in the area of digital school development and improvement with the use of digital tools. Data was obtained by documenting lesson planning, transcripts from interviews with teachers using semi-structured interviews, field notes from observed science lessons and documenting digital fora connected to the teaching. The overall aim of the study is to investigate how teachers describe their use of digital tools when planning and teaching science. Observations focus on whether teachers’ decisions are deliberate and conscious or whether they make they same choices regardless of the subject content? It seems that it is not possible to say if digital tools in science education are good or bad, the question is more complex than that. It depends on the teachers’ awareness and the choices they make when planning and conducting a lesson. The way the teachers organize and conduct their work shows that they often combine their different competences. Results indicate that their TPACK components work together, but there is a difference between the four teachers’ digital proficiency. This emerges when the teachers talk about how and why they do or do not choose to use digital tools. Two teachers express a developed awareness of why and how they use most of the resources. They also express how they would like to develop their teaching in the future by using another pedagogical approach or trying other digital tools. The other two teachers do not express a clear vision of areas of development. Results show that a common area of development for all of them, is how they use digital fora to help pupils as well as themselves. For example, all of them use Google Classroom, but they just post things there without utilizing the features that the tool offers. The teachers’ awareness of opportunities offered by digital tools could be advanced considerably. The ongoing analysis indicates that teachers tend to forget that digital tools may be used in a variety of ways depending on the objectives. Technology offers new opportunities, but if teachers do not use digital tools consciously they might miss the possibility that they offer.

Abstract: Research topic/Aim:

The gap between the school and the workplace as learning arenas is often emphasised in discussions about vocational education. The aim of this study is to gain more knowledge about teachers’ work to bridge this gap between the two learning arenas in upper secondary vocational education and if and how it develops over time when using digital technology as boundary objects. Our starting point is the research questions:

- **How do teachers in vocational education work with digital technology as boundary objects between schools and workplaces?**
- **What do the teachers want to achieve with this work?**
- **Is there a change over time in the teachers’ narratives, if so, what/how?**

Theoretical framework: The project builds on theories on boundary crossing, where the differences between learning arenas are seen as a learning potential and the two-sided interaction between contexts is highlighted as an important contribution to vocational programmes (e.g. Akkerman & Bakker, 2012). Akkerman and Bakker (2011) claim that different boundary objects can adopt a bridging function, thus contributing to bridging different contexts. In their study, they discerned “four mechanisms of learning at the boundary” (p 142). When using these learning mechanisms earlier, we found by coincidence an iterative progression between the different learning mechanisms (Kilbrink, Enochsson & Söderlind, accepted), which we use to identify how teachers discover new gaps and develop their teaching.

Methodological design: As participants, we purposively selected 6 teachers working with digital devices and applications in order to bridge the gap between school and working life in Swedish vocational education at upper secondary level. The teachers have been interviewed at their schools respectively on two different occasions to find out if their view of their work has changed, individually. If so, how it has changed, what caused the changes, and if new gaps are identified. Altogether there are 12 in-depth interviews.

Expected conclusions:

Preliminary results show that there are many possibilities for learning when using digital technologies in vocational education and especially in relation to oral presentations and motivation. However, there are also obstacles to overcome in relation to for example organizational factors and individual interest. To date, there are preliminary results showing the teachers development.
Relevance for Nordic Educational Research

The results from this study are relevant for understanding how digital technology can contribute to teaching and learning in vocational education which take place in two different learning arenas.

References


Abstract: This study aims at contributing to knowledge about how the learning situation is affected, in terms of participation, interaction and inclusion when a 15-year-old student, partially homebound as a result of a physical disability, goes to school assisted by a telepresence robot in combination with Google Classroom. The overall research question is “What impact can the use of a telepresence robot in combination with Google Classroom as mediational means have on the learning situation in distance education?” The study focuses on interaction and perceptions of inclusion in the authentic classroom situation.

The study is performed through a sociocultural lens where humans are agents in their own development (Daniels, 2008). Google Classroom and the Double telepresence robot serve as mediating resources for student learning, inclusion and participation in the classroom context in this study.

Previous studies show that participation in the distance situation can be facilitated through the telepresence robot, but that the communication of lesson material to the homebound student is a challenge when using a telepresence robot for a homebound student (Newhart and Olsen, 2017). To solve this issue Google Classroom was used as channel for pedagogical material and parts of communication.

This qualitative case study focuses on one student in an authentic situation. Data was collected in the form of field notes from participant observations of classroom interaction, documentation from activities in Google Classroom and transcribed semi-structured interviews with participating teachers, the participating student and guardians. Analysis was performed using content analysis. Observations focused on what is visible and interviews on the perceptions of participants.

Findings show that the homebound student was a passive participant in the context. Despite the lack of active student participation the use of a telepresence robot in combination with Google Classroom facilitated pedagogical inclusion and cognitive progression in this case of distance education. On the other hand technical issues, such as inadequate audio and video, and lack of telepresence interaction are found to be factors that hinder social inclusion.

Implications for teaching situations where telepresence robots are used are that the environment has to be adapted to the situation to facilitate social inclusion. Teachers could improve the education situation by providing access to the correct lesson material and keeping classroom voice volumes at a level that allows for interaction between the robot student and peers. By including the homebound student in classroom activities and encouraging interaction between the homebound student and peers teachers could also affect the perception of social inclusion. Google Classroom seems to be an
important factor in the pedagogical inclusion of a homebound student. Teachers are recommended to use the resource and its assessment features to communicate lesson material and using assessment features actively.

References:
Why people fail to identify credible news: Civic online reasoning in relation to education and mind-sets

13. ICT & Education

Thomas Nygren¹
Mona Guath²
¹ Department of Education Uppsala University
² Department of Psychology Uppsala University

Abstract: A pivotal part of being an informed citizen today is to be able to access and evaluate digital news in constructive ways (Carlsson, 2018). Noting how news consumption is a pivotal part of democracy (Carlsson, 2018) it is central to understand how people with different backgrounds, education and attitudes are able to determine the credibility of different types of digital news.

In this paper we investigate people’s self-reported habits, education and attitudes towards digital information in relation to their abilities to determine the credibility of false, biased and credible digital news to better understand similarities and differences between people who are more and less skilled at evaluating digital news.

In theory and practice it has been noted that people need what has been labelled civic online reasoning (McGrew et al. 2017, 2018). Civic online reasoning is defined as “the ability to effectively search for, evaluate, and verify social and political information online” (McGrew et al. 2018, p.1); a pivotal skill in a digital world where news are used to spread rumours and lies. Even if “the call for more news literacy programs has been deafening recently” (Wardle and Derakhshan, 2017, p. 68) we know little about how skilled different people in Sweden actually are at evaluating digital news and how this relates to for instance education and self-reported media literacy skills.

In this study we investigate the ability of representative sample of Swedish adults to determine news credibility in relation to their mind-sets, education and backgrounds. Participants were asked to self-rate their ability to fact-check online information, rate the importance of credibility of news, rate how reliable information on the internet is, and how much fact checking they do at their work. We then tested to what extent they were able to determine the credibility of different sources, evaluate credible and biased uses of evidence, and corroborate information in a performance test with digital news.

Our findings highlight how rating access to credible information as important and higher education and high age is associated with a better performance in our test of civic online reasoning. Poor performance is more associated with a highly rated internet info reliability and fact-checking at work especially among younger respondents. Our interpretation is that people who think that digital information is reliable, will underestimate the challenge of assessing credibility of news on the Internet due to lack knowledge. This may be linked to research in the field of overconfidence among incompetent performers and under-confidence in high performers called the Kruger-Dunning effect (e.g., Kruger & Dunning, 1999). We also find it possible that the type of skills that people use at work may not be the type of competence needed to make accurate assessments of online news. Our
findings is a call for more research to promote active citizenry, critical and constructive thinking in a digital world.
When: Thursday 09.30-10.00, Where: 12:010, Blåsenhus

«I first thought Canvas was scary»: Students' attitudes towards technology in constructing online social presence

13. ICT & Education

Monica Johannnesen¹
Louise Mifsud¹, Leikny Øgrim¹
¹ OsloMet - Oslo Metropolitan University

Abstract: Research topic/aim

Findings from recent research indicates that the nature of dialogue is essential in online learning, in particular the social presence of those engaged in such learning (Anderson & Dron 2011). While virtual learning environments, such as Canvas, strongly support the academic discussions, social network sites, such as Facebook, support the immediate and intimate nature of personal dialogues (Johannesen, Mifsud & Øgrim, 2018). There is no evidence indicating whether these differences are due to the technology itself or users’ attitudes.

Theoretical framework

In this paper we draw on a sociomaterial perspective on learning and social interaction (Fenwick et al, 2011), where phenomena are understood as entanglements of material and social entities. In studying a situation where communication is mediated through digital devices, understanding the relationship between technology, human actors and learning is essential, among others to establish social presence. Social presence is defined as the degree to which the participants in digital learning environments create a sense of other participants being physically present. (Gunawardena and Zittle 1997).

Methodological design

The data were collected from 22 student-teachers’ Facebook and Canvas dialogues, coursework and course evaluations. We employ virtual ethnography (Hine 2015) as a methodological approach.

Preliminary findings

Preliminary findings indicate that students’ perception of the tool, Canvas, is key to forming their academic discussions and use of a more “formal” language in reflecting over their own comments and contributions to the discussion. Students use these dialogues as a stepping stones for academic coursework. The students’ attitudes towards engaging in dialogues in social networks such as Facebook appear to be different, with practical issues such as sharing course literature, birthday greetings and virtual classroom venues dominating. These findings suggest that the materiality of the virtual learning environments plays a crucial role in forming students’ attitudes towards a particular discussion forum and thereby the nature of the dialogue.

Relevance to Nordic educational research
Online learning approaches are adopted into campus educational programmes and constitute of learning methods and digital skills for the 21st century. This study contributes to the body of knowledge within the field of online learning by investigating how attitudes toward technology use play a role in establishing social presence and dialogic learning.

References:


14. Multi Cultural Educational Research
**Academic achievement as the means to social integration? Tutoring newly arrived students in Sweden.**

14. Multi Cultural Educational Research

**Osa Lundberg**

1 University West

**Abstract:** Academic achievement as the means to social integration? Tutoring newly arrived students in Sweden.

**Research topic/aim**

The purpose of this project is to examine how study tutors and mother tongue teachers promote social integration with newly arrived students. Study tutors have limited resources and time for mentoring newly arrived students, but are regarded as key people, the bridges and links, to resettlement academically and socially (Bunar 2010, Nilsson and Bunar 2016, Avery 2017). The process of resettlement is outlined in migration and integration policies, yet local policy makers and heads of schools determine the interpretation and implementation of migration and education policies. The main question of concern is if study tutors work with social integration of newly arrived students and if so, how do they promote social inclusion within peer groups?

**Theoretical framework**

The theoretical impetus is derived from the sociology of knowledge and the analysis of the organization, structure and function of study tutors work in relation to promoting social integration (Bernstein 2000). The sociology of knowledge framework also applies analysis to different levels of power and control (micro, meso and macro levels) with concerns to migrations policy and how migration policy is translated by ground-floor bureaucrats within the arenas of production, recontextualization and reproduction (Bernstein 2000, Watters 2008, Lipsky 2010).

**Methodological design**

Semi-structured interviews were carried out with ten study tutors and/or mother tongue language teachers from five different schools within the same municipality. Interviews were conducted between October and December 2018, transcribe and analyzed thematically.

**Expected conclusions/findings**

The findings suggest tensions between the social needs of newly arrived students and the high demands and expectations geared towards academic achievement. Social integration primarily means learning how to becoming a student. Promoting friendships with peers and participation in social activities are encouraged, but not seen as an intentional goal or purpose of schooling.

**Relevance to Nordic educational research**
This study connects migration and education policies to the pedagogical work of study tutors, the resettlement of newly arrived student and social integration with peers. This is relevant to policy and provisions for migrant students and educators.


When: Thursday 08.30-09.00, Where: Von Kraemer 1

Anger, shame and whiteness – using memory work as an educational tool for reflections on racialization and whiteness

14. Multi Cultural Educational Research

Iram Khawaja¹, ²
¹ Aarhus University
² Associate Professor in educational psychology

Abstract: This paper is based on many years of experience in teaching topics such as otherness, marginalization and whiteness on a postgraduate level in Copenhagen Denmark, and looks into the processes that are at play when using memory work to facilitate narratives of racialization and (non-)belonging. Memory work is an auto-ethnographic research method (Haugg 1987, Davies et al 2001), but is in this context used as an educational tool to create space for critical reflection on the embodied meaning of race, otherness and whiteness. The paper aims to illustrate and discuss how it is possible to facilitate constructive discussions on race, whiteness and otherness in an academic environment where the majority of the teachers and the students are white. Using poststructuralist and postcolonial key concepts and perspectives such as power, discourse, otherness and positionality, the paper addresses some of the structural and ambiguous power relational dynamics at play in educational settings where diversity and otherness might be topics you touch upon in your curriculum but most often is not something you have experienced firsthand. The analysis will look into the different positionalities, power struggles and the affective landscape of a classroom, where some moments become more affectively charged resulting in feelings of anger, shame or resistance, when dealing with topics such as white privilege and the construction of the other. These processes are especially interesting to look into when the position of the teacher is occupied by someone who can be seen as belonging to the group of racialized others. The position as professional/academic and the personal position of the teacher can be confounded thus requiring new ways of fashioning the educational context and goal. The aim of the paper is two fold: on the one hand a focus on how to use memory work in educational practices around race and whiteness, and on the other hand to focus on what comes out of such practices, thus concluding on what we can say about the negotiation of institutional racism and whiteness in academia, what new insights we can gain in regard to the positionality of the students and the teacher and how we are to use the affective landscape of the classroom when teaching race and whiteness.

These points are of high relevance for Nordic research in education because race and whiteness most often is not discussed- the focus is on the others, and as educators and researchers we need to look more closely at the processes that reify and reproduce the existing power relational structures that we set out to examine and sometimes destabilize. This paper proposes memory work as one of the methods that can be used in this regard – to destabilize and make visible our existing discursive understandings and ways of dealing with race and whiteness.
When: Thursday 10.30-11.00, Where: Von Kraemer 1

Identity-agency of Multilingual Pupils in a Finnish Complementary Language Classroom

14. Multi Cultural Educational Research

Dukkeum Sun
1
1 University of Jyväskylä

Abstract: Today growing diversity in the primary educational sector is evident due to the radical increase of global travel and migration. Accordingly, more and more children in language classrooms are becoming multilingual and multicultural (Pinters, 2017). In this sense, a language classroom is one of the most meaningful places not only for the target language improvement but also for their entire life where their moment-to-moment language use stays tuned with the complexity of meanings, identities and language repertoires (Dufva, Suni, Aro, & O-P, 2011). This perspective on a language classroom rejects the etic experimental results projected by some SLA theory, regarding learners as passive input receivers (Dewaele, 2005). Instead, it values the language learners’ socioculturally interacting properties with an emic perspective (Kalaja et al., 2015).

Aligned with a lot of previous research with social constructivist views on learning, this research has been equipped with a new insight on language learners. The goal of this study is therefore to provide an insightful perspective on these issues by answering an overall research question: “How is the pupils’ identity-agency manifested in a language classroom?” This study is designed based on the ecological view on the immigrant pupils who learn Finnish as a target language in a complementary language classroom during a whole semester in a Finnish primary school (van Lier, 2000). The data will be gathered and analyzed by classroom observations, the interviews of the pupils, teachers and parents and the pupils’ linguistic tasks according to qualitative methods such as multimodal analysis and interpretative phenomenological approach (Grbich, 2013). This empirical research will show how the pupils’ self-directed learning behaviors are presented dramatically in spite of the discrepancy between their own views on language learning and the adults’ and how they as active agents use potential resources (affordances) for their identity development – which is to say, identity-agency (Ruohotie-Lyhty & Moate, 2016).

Keywords: Finnish complementary language classroom, ecological view, affordance, identity-agency

References


Intercultural awareness and migration narratives

14. Multi Cultural Educational Research

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² Faculty of Business, Languages and Social Sciences, Østfold University College
³ Department of Foreign Languages, University of Bergen

Abstract: Research topic/aim
Migration and other processes of globalization are increasingly shaping the world around us. As a result, there is an increased need for intercultural awareness, both in society and in the classroom. The Foreign Language classroom can and should address these issues, by adopting transnational perspectives and exposing the students to different worldviews, in order to develop their understanding and tolerance. We argue that migration narratives - narratives that represent or discuss the experiences of migrants and refugees - may provide useful for developing intercultural awareness. The main research question is:

How can migration narratives contribute to fostering intercultural awareness in the foreign language classroom?

Theoretical framework
The intercultural perspective has received increased prominence in foreign language teaching over the recent decades. According to Liddicoat & Scarino (2013), the goal of this perspective in education is to “…decenter learners from their preexisting assumptions and practices and to develop an intercultural identity through engagement with an additional culture” (p. 29). Intercultural competence is one of the core notions in the Norwegian Foreign Languages Subject Curriculum, yet many teachers find the concept challenging to operationalize (Haukås & Vold 2012). In addition, previous research has shown that textbooks in Foreign Languages remain within a monocultural perspective, and may convey stereotypical views (Brown & Habegger-Conti 2017, Eide 2013, Vajta 2011). This presentation is based on research (Gjesdal et al. 2017) that introduces migration narratives as useful material for fostering intercultural awareness in the foreign language classroom.

Methodological design
The paper presents an analysis of literary and aesthetic materials from the foreign language subjects French, Italian and Spanish. Visual analysis and close readings of texts are applied in order to discuss how students can be engaged with the intercultural aspects, as well as potential challenges.

Expected conclusions/findings
Preliminary findings indicate that migration narratives may help to disrupt the monocultural focus and give a more realistic representation of the language areas. Furthermore, they may create a sense of identification for Norwegian students with migration/exile backgrounds. In addition, they may provide a concrete way of working with intercultural awareness, which may otherwise be hard to grasp and conceptualize.
Relevance to Nordic educational research
In light of recent societal phenomena such as the “refugee crisis”, there is an urgent need to address issues of tolerance and intercultural awareness in educational settings.

Literature


Liminal spaces and temporary places: Dilemmas in education for newly arrived pupils.

14. Multi Cultural Educational Research

Ulrika Jepson Wigg

School of education, culture and communication, Mälardalen university

Abstract: The topic of this paper is to outline dilemmas in education for newly arrived pupils. Over the past 5 years, Swedish authorities, schools and researchers have tried to navigate the field of educating newly arrived pupils, and a lot of attention has been paid to receiving these students in the best way. Sweden saw a big rise in the number of refugees during 2014 and 2015, which meant that many schools received many newly arrived pupils during a short period of time. This also meant that many schools had to give the reception of these pupils more attention than had perhaps been the case before.

In policy texts about education for newly arrived pupils, discourse seems to suggest that education for these pupils pose a number of problems, which can be solved by performing a number of steps correctly. In this presentation, I put forth the idea that alongside with the actual and well-known problems in the process of receiving newly arrived pupils, a number of dilemmas also arise to which there are no easy solutions. The dilemmas can be sorted into three different categories; organisational (e.g. should the pupils start in a group with other newly arrived pupils or should they be integrated from day one?), pedagogical (e.g. how to support and encourage a pupil while also having to fail that same pupil?) and social (e.g. should pupils be allowed to socialise with whom they want, even if it leads to segregation?).

The theoretical framework of the presentation is the concept of liminality, which can be understood as any “betwixt or between” situation, and as applicable in both space and time (Turner, 1967; Thomassen, 2009). The concept contains three areas; type of subjects, temporality and spatiality. Each area holds different dimensions which can function together in a variety of ways. The analysis in this presentation will make us of all three areas, and examines the dilemmas in relation to when they arise, where they arise and who they affect. Methodologically, the material used has been accumulated during several research projects, development projects and courses for teachers, of which I have been a part. Thus, there is no one methodological design, but rather a combination of methods including interviews with teachers, observations, group interviews with teachers, and reflections written by teachers and principals.

The expected conclusions point to a shift being needed in how we view schooling for newly arrived pupils, from solving problems to dealing with dilemmas, and what that would entail for school practice. The analysis aims to offer ways of understanding and handling the dilemmas, and how the dilemmas set conditions for the spaces and places the pupils inhabit. This paper is relevant to Nordic educational research in that it makes a contribution to the research field of education for newly arrived pupils and in broader sense deals with issues concerning justice and equality.
Multicultural Education, Learnification and Bildung in a Nordic Perspective

14. Multi Cultural Educational Research

Gro Hellesdatter Jacobsen

1 Syddansk Universitet

Abstract: Research topic
The aim of the presentation is to discuss the current status and challenges of multicultural education in a Danish and Nordic context. The relative absence of a debate on multicultural and/or antiracist education has been an issue in Denmark during the last decades, and it is claimed that Danish curricula and school policies reflect a discourse of monoculturalism (Kampmann 2003, 2011; Kristjánsdóttir 2018). Simultaneously, a negative discourse on immigration is prevalent in the political sphere. In the light of this political turn to the right, tendencies of monoculturalism and nationalism seem an obvious explanation for a lack of multicultural thinking in education. However, there may be a supplementary explanation of the absence of a debate on multiculturalism. The assumption is that the absence of a debate on multiculturalism is not only caused by nationalist policies, but should also be related to the rise of a learnification discourse (Biesta, 2009) leaving out normative issues from the agenda, which were earlier in the centre of the Nordic and Continental education (Kristensen, 2017). The presentation will discuss the Danish version of this development turning from understandings of pedagogik and Bildung towards a focus on seemingly value neutral, evidence based approaches related to concepts such as visible learning and school effectiveness.

Theoretical framework and methodological design
The presentation is a theoretical study informed by a diagnosis of the contemporary approach (Hammershøj 2015; Kristensen 2008) and building on a review of research and debate publications on education of minorities and multicultural education in Denmark from 1998-2018.

Expected conclusions
The learnification and school effectiveness paradigm has not only displaced normative issues well known from the continental tradition of Bildung from the Danish debate on education, but it has also blocked the way for the ‘new’ normative questions known from Anglo-Saxon traditions of multicultural and anti-racist education to enter the debate. Hence, a critique of lacking multiculturalist education should not only take into account a paradigm of nationalism, but also a paradigm of school effectiveness.

Relevance to Nordic educational research
The presentation will outline possibilities of debating the relation between multicultural, Bildung, and school effectiveness arguments and approaches related to education of minority students in both Denmark and other Nordic countries.

References


Newly-arrived students' experience in secondary school choice.

14. Multi Cultural Educational Research

Brendan Munhall

Stockholm University

Abstract: 1. Research aim: This study aims to build an understanding of recent research on the experiences of young newly-arrived students choosing upper-secondary school. The support these students receive through formal and informal channels and the multitude of barriers that they face are of particular interest within the Swedish school-choice context. Based on analysis of these experiences, preparedness for choice and the recognition of students’ knowledge can be better understood.

2. Theoretical framework: Within Sweden’s unique quasi-market education system, year nine students face a life-defining choice of which upper secondary school they wish to attend. This choice places them on an academic path that can determine what opportunities are available to them later. Perhaps more importantly, this choice may split students along socio-economic lines encouraging separate schooling experiences in direct conflict with the core values of the Swedish education system. Previous research suggests that many newly-arrived students lack a comprehensive understanding of school-choice yet little current research explores the decision-making process or perspectives leading up to this choice. Additionally, the immigration boom of 2015 limits the current relevance of the empirical studies presenting an opportunity for related study.

3. Methodological design: Using a theoretical review of literature the current landscape of Swedish school-choice, experiences of newly-arrived students and counselling support strategies that have been used will be explored. The use of different theories and concepts will also be taken note of. Finally, identified gaps in research and the degree that empirical research is current will provide potential future research routes.

4. Expected conclusions: The primary goal of this theoretical review is to identify relevant theory and methodological strategies for use in a later empirical study. A clear view of current research traditions will illuminate research gaps and provide a platform for future research.

5. Relevance to Nordic Educational Research: The recent years of high migration in Europe have altered demographics across the continent and countries such as Sweden have made significant efforts to integrate newly-arrived students into the education system. Previous research has suggested that these minority groups have experienced segregation and been limited in school choice but little work has been able to explore the topic since 2015. A current and thorough understanding of the experiences and perspectives of newly-arrived students for school-choice would allow for more effective recognition and support to be provided.
When: Wednesday 14.30-15.00, Where: Von Kraemer 1

**Participation for all? Discourses on inclusion and exclusion of newly arrived students in compulsory school.**

14. Multi Cultural Educational Research

**Malin Brännström**

Dept. of pedagogical, curricular and professional studies, University of Gothenburg.

**Abstract: Topic/aim/relevance**

Sweden has, like many other European countries, seen an increase in newly arrived students over the last decades. The education offered to these students, has been sharply criticised on several points which has led to discussions about the “best model” for the education of these students. In Sweden, legislative changes resulted in a new set of recommendations for the education of newly arrived students in 2016. In these, there is a shift towards an increased focus on the importance of newly arrived students’ ‘participation’ with the rest of the school. This can be seen as a response to a body of research and agency reports, suggesting that newly arrived students are experiencing feelings of exclusion, and stressing the risks of exclusionary practices towards newly arrived students (e.g. Nilsson Folke, 2017)

This paper investigates the meaning placed on concepts such as inclusion and exclusion in relation to education for newly arrived students – by policy, school staff and employees in the Swedish education sector. Further, the paper will discuss limitations and possibilities created for newly arrived students by different discourses in relation to the heterogenous students included in the category newly arrived students, will be discussed.

**Theoretical framework**

Discourse theory emphasizes the contingency and temporality of every concept and the ongoing struggles between, and within, different discourses, about what significance that should be attributed to different signs (Laclau & Mouffe, 2014). In this paper, this theoretical framework is used to investigate the ongoing struggles about the education provided for newly arrived students, especially in relation to concepts such as inclusion, in order to illuminate what is taken for granted, what is considered important and what is silenced in these discourses.

**Method**

The paper draws on ethnographic fieldwork, which included participant observations at three Swedish compulsory schools and interviews with school staff and employees in the education sector.

**Expected findings**

Preliminary findings indicate that inclusion is seen as a crucial factor in school success for newly arrived students, although different meanings are attributed to the concept. For a majority of the study’s participants however, inclusion seems to mean participation in “regular” classes, and
meeting “Swedish” friends and classmates. However, the desirable rapid and complete inclusion into the mainstream only seems possible for the newly arrived students who are positioned as successful in school and/or in Swedish. Further, it seems as if discourses of inclusion has gained ground at the expense of a pedagogical discourse, i.e. discussions on suitable pedagogical content and form. Possible consequences of this in relation to the newly arrived students who are considered difficult or impossible to include will be discussed in the presentation.

References


When: Wednesday 16.00-16.30, Where: Von Kraemer 1

Teachers' Experiences of Educating Young Adult Immigrant Students

14. Multi Cultural Educational Research

Ingrid E. Elden
Nord University

Abstract: More immigrant students than native students drop out of upper secondary school in many Western countries. Furthermore, immigrant students has generally lower scores than native students (Hos, 2016; Lindblad, 2016; NOU 2010). In Norway, immigrants 16 years or older in need of lower secondary education, receive their education in schools for adults, or in special classes in upper secondary schools. Their right for education is grounded in the Education Act, §4a-1 (2006), which states that adults have the right to receive lower secondary education as long as they are not qualified for higher secondary education. The students that receive this education are heterogeneous according to age, competence, qualifications, goals and background. The students also have various needs concerning their situation as newly arrived in Norway. The aim of this study is therefore to investigate teachers’ subjective experiences of their role as teachers for this particular group of students. The methodological framework is hermeneutic phenomenology (van Manen, 2014), which means that the lived experience is in focus.

Data is collected through video observation and interviews of seven teachers (cf. Normann, 2017). The teachers participating in the study work as teachers in two different municipalities that provide lower secondary education for recently arrived immigrants above the age of 16. Three teachers work at an upper secondary school that offers lower secondary education for newly arrived in a special “welcome class”. Four of the teachers work at a school for adults, which offers both lower secondary education, and various courses in Norwegian. The data is analyzed through a six-step structure for interpretive phenomenological data analysis (Smith, Flowers & Larkin, 2012). Preliminary findings show, among other things, that all of the teachers experience the need and desire to push society’s values or personal values on their students. They also share the experience of simplifying the form they speak to their students. The data analysis will be completed during autumn 2018 and the results viewed through the lens of the theory of practice architectures (Kemmis et al., 2014). This project can thus shed light on how practices and arrangements influences the education in a globalized world.

References:


When: Thursday 11.00-11.30, Where: Von Kraemer 1

The culture of helping peers at a Swedish municipal multi-lingual lower secondary school

14. Multi Culutural Educational Research

Charlotta Rönn

Department of Education, Mid-Sweden University

Abstract: Research Topic/Aim
The emphasizing on individualization of the pupil in the learning situation, in national and international curricula, can be regarded as a westernized perspective that might be at the expenses of a more communicative approach on learning (Rizvi & Lingard, 2010). The increasing migration rate in the Nordic countries, has led to growing numbers of multicultural schools and new needs in the local school context. The study’s purpose was to explore the culture of helping peers when doing schoolwork. The focus was: What do pupils help each other with, when working on written assignments? How do pupils help each other with written assignments?

Theoretical Framework
From a sociocultural perspective, learning is regarded as a fundamental social phenomenon where the individual competence is developed through interaction with others. In these learning processes, the one who masters a proficiency guides and scaffolds the novice (Säljö, 2000/2010). Furthermore, the theory gives an opportunity to understand how schoolwork can both hinder and promote the aimed learning (Carlgren, 2015).

Methodological Design
In this ethnography study, a school was selected where 50 % of the pupils have a foreign background (both parents born abroad), with relatively few newly arrived pupils (arrived to Sweden the last four years). In an 8th grade class with 25 pupils, speaking 14 different native languages (including Swedish), participant observation was carried out during four months, followed by video recording of the pupils, focusing on informal conversations between peers during lessons in Mathematics, Swedish, and English as a foreign language. Interviews with the same pupils was carried out when the pupils were in 9th grade. The study was approved by the Ethical vetting board in Umeå.

Expected Findings/Conclusions
The data show that the pupils helped their classmates to a great extent. Inside the classroom, they discussed, posed questions, explained to peers, and corrected grammar and spelling, but also wrote parts of peers’ written assignments. However, the interviews revealed that the pupils over the last 4 years had developed a creative coping strategy in managing the system with individual written assignments: outside the classroom, during leisure time, pupils copied and rewrote each others’ written individual assignments to a great extent, but also wrote parts or entire written assignments for classmates, to be handed in as individual assignments for grading - resulting in a behaviour as if they “knew-how” to write assignments. However, their coping strategies might result in that the pupils in biggest need of help by teachers and peers in the writing process, tended to be excluded from working on their assignments inside the classroom.
Relevance to Nordic educational research
A broader understanding of the pupils’ perspective on helping peers, opens up for adapting the teaching after the pupils’ needs and experiences, and might have an impact on teaching methods used in class as well as content design in the Nordic countries.

References:
Abstract: This presentation focuses on the design and establishment of a participatory action research project collectively undertaken by teacher educators at the University of Iceland with the aim of developing a framework for multicultural teacher education. Our research focuses on reconceptualizing teacher education in light of recent demographic shifts; Icelandic society has changed a lot in recent years and so have pre- and elementary schools. Demographically, Icelandic preschools were comprised of less than 2% of immigrant children in 1996; today, this percentage exceeds 12%. In 2017, 9.9% of pupils in Icelandic compulsory schools had another mother tongue than Icelandic but in the year 1997 the percentage was 0.8. Such demographic shifts demand a reconceptualization of how teachers are prepared.

In light of this new demographic reality, recognising the need for transforming teacher education and purposefully seeking to move away from deficit positionings of immigrant children a group of teacher educators at the University of Iceland engaged in a participatory action research project with the aim of better preparing student teachers to work with children from immigrant backgrounds. We were guided by the following question: How do we prepare student teachers for practising multicultural education?

To address the research question identified above, we mapped our extant understandings of multicultural education, problematising the paradigms employed by commonplace definitions (Goodwin, Cheruvu, & Genishi, 2008) and moving to develop a shared definition and common understanding of multicultural education as education for equity and justice, aligned with the aims of critical multicultural education (Souto-Manning, 2013). In doing so, we engaged with praxis (naming our understandings, problematising, reflecting and negotiating action).

Specifically, we engaged with participatory action research (MacDonald, 2012) and generated data in various ways drawing on the intersection of arts-based and qualitative approaches (Cahnmann-Taylor et al., 2010) via collective interviews, seeking to reconceptualise our practices and producing new understandings. We used trans/scription as analytical method, seeking to produce “compressed renderings of original transcripts that utilize techniques from poetry and the dramatic arts to highlight the data’s emotional “hot points” (Cahnmann-Taylor et al., 2010, p. 2548).

As we share our process, we posit that this offers important implications to the field education as the collective learning journey undertaken by Icelandic teacher educators can inform the construction of sites for the reconceptualisation of teacher education in the other Nordic Countries.
References


Welcome, to what? - Refugees families' stories about meeting with preschool in Sweden

14. Multi Cultural Educational Research

Susanna Anderstaf
Jönköpings University

Abstract: Abstract text

A NERA proposal for presentation must be written in English. The abstract must have between 450 and 500 words (Incl. references, if you have any) and should include the following sections:

Welcome, to what? - Refugees families' stories about meeting with preschool in Sweden

Research topic/aim

In 2015, Sweden received a large refugee stream from different countries. Almost 163,000 people applied for asylum. Sweden have never before received so many people during such short time (Swedish migration board, 2015). Many of these families have now been given municipal placement and have also been offered a place for children at preschool. This study examines how refugee families experience the first time in preschool. By taking part of the families' stories about their experiences from their first meeting with preschool the study contributes to knowledge of how preschool can be perceived as a meeting place for education and as an important part in integration processes.

Theoretical framework

The theoretical framework is inspired by Emmanuel Levina (1978/2008) and Zygmunt Bauman (2016). That in the meeting with The other as new opportunities to understand are opened up, the meeting with someone who is different, that is when we can share the world. This openness means that The other can never be reduced To me, but rather is a precondition For Me.

Methodological design

The design of the study is qualitative, and the material, is based on interviews with two families, which in this case are represented by two women. Interview as a qualitative method wants to highlight people's experiences of different phenomena, but it can be done in a variety of ways. The interviews that have been conducted have sought a form of conversation based on openness, proximity and to some extent personality (Johansson 2005, May 2001). The families in the study have had their children in preschool for about 6 months at the time of the interviews. This relatively short time and experience of preschool is thus seen as an asset and a prerequisite for participation in the study.

Expected conclusions/findings
The results show that families experiences of Swedish preschool is fantastic when it comes to caring. What they lack is, information about what the preschool's mission is, about what their children learn at preschool, and what they do all the days.

Relevance to Nordic educational research

Referenslista


When: Wednesday 17.00-17.30, Where: Von Kraemer 1

Why some children stay behind? - Gender, cultural diversity and marketization of school choice

14. Multi Cultural Educational Research

Associate Professor Margaret Akinyi Obondo1
Linda Jonsson2, Professor Guadalupe Francia3
1 Södertörn University, Institution of Culture and Learning
2 Mälardalen University, School of Education, Culture and communication
3 Gävle University, Faculty of Education and Business

Abstract: Issues around choice and marketization of schools have been a popular topic for educational research agenda in Sweden especially after the government enactment of the free school choice policy in the 1990s. This paper will explore an aspect of this topic focusing on the interplay between gender, cultural diversity and local marketization of schools. The data is drawn from a one-year study in a sub-urban school district in Sweden experiencing tendencies of gender and ethnic segregation with some schools moving towards being predominantly “boys” or “girls” dominated while others becoming predominantly culturally diverse or “immigrant” dominant schools.

The study sought to examine the reasons behind school choice and gender imbalances and the possible academic and social consequences for the pupils and the schools. The methods employed are both qualitative and quantitative involving (a) examining the local school district statistics for trends on pupil’s enrollment and transfers, (b) interviews with selected school principals on views on choice and enrollments (c) text analysis of the school homepages to examine individual schools’ marketization strategies.

The study draws from theories of education and market oriented neo-liberalism extolling competition and marketization of schools with the increased emphasis on chasing credentials, accountability, choice and efficiency. The market-oriented theories not only support free school choice but also influence policies and practices that exacerbates inequalities between schools and inequalities within schools. As a counter to the market-oriented theories, the study is also informed by the literature and perspectives that advocate forging alliances between schools, parents and institutions rather than competition. The proponents of these counter narratives advocate democratization of schools as a way of attaining more quality, equity and social justice.

The findings confirm the tendencies towards gendered and ethnic segregated schools resulting from aggressive marketization of certain schools to attract certain groups of pupils resulting in some schools becoming “macho” or boys dominant schools while other becoming “immigrant dominated” schools; the consequences to the schools and the pupils are still to be explored. The analysis also shows that care, empathy and academic support for culturally diverse pupils are important factors explaining why some pupils prefer to stay behind in culturally diverse schools where they find social inclusion and experience academic support but risk “being left behind” with increased skimming of the weakest schools and emphasis on academic credentials as a way of securing a chance of successful entry into the world of work.
The study’s relevance to the Nordic Educational Research are twofold: it adds to the existing studies on school choice and marketization in the Nordic countries; and at the same time provide new insights into the interplay between gender imbalances and segregation and the possible implications to schools’ local educational policymaking.
“Mothering” and “Othering”: Being a Teacher of Newly Arrived Adolescent Migrants

14. Multi Cultural Educational Research

Guro Korsnes Kristensen¹
Irmelin Kjelaas¹, Pricilla Ringrose¹
¹ Norwegian University of Science and Technology

Abstract: Although European educational systems have long histories of serving immigrant and language-minority students, the unexpected timing and size of recent immigration flows have emphasized existing shortfalls in systems and competencies (MPI 2015). In Norway, the unprecedented growth in the number of newly arrived adolescent migrants has brought possibilities and challenges to the education system, and in particular to the adult education establishments and the upper secondary schools that have received these students. Research into the needs of adolescent migrant students has stressed their multiple and complex needs. They have experienced both displacement and trauma and must adapt to a new society and culture and acquire a new language. In addition, they have highly varied educational backgrounds and qualifications (Thorshaug and Svendsen 2014). How do the teachers working in this system – that is in adult education establishments and in upper secondary schools - experience working with newly arrived adolescent migrants?

Whereas most teachers in upper secondary schools have no specific qualifications for working with newly arrived adolescent migrants, the teachers in the adult education system are to a larger extent qualified for working with this target group. However, since many newly arrived migrants have been settled in rural schools where teachers have little previous experience of working with this group of students, there are also staff in adult education schools who are not well prepared for teaching this target group (Aamodt & Lunde 2014). As a result, many teachers are left to themselves when it comes to creating a good learning environment and efficient teaching tools for these students. The aim of this paper is to explore the teachers’ perceptions of their roles in relation to this group and the coping- and teaching strategies they have developed. How do the teachers perceive this particular group of students, including their needs and potential? How do they narrate their own experience as teachers? What demarcation lines do they describe as circumscribing their role, and in what ways do they resist/uphold and negotiate these lines in relation to the actors and/or institutions and regulations which they engage with in everyday life?

The paper is based on seven group interviews with a total of 19 teachers, of which 10 were working in the adult education system (two schools) and nine in upper secondary schools (two schools). The vast majority of the teachers interviewed were women (15). Preliminary analysis of the interviews indicates that the teachers working with newly arrived adolescent migrants experience the teacher role as very extended, in the sense that it often goes beyond teaching and covers practical dimensions, as well as care. As such their roles can be understood in terms of “mothering”. This extended “mothering” role is often additionally inflated when the teachers are the only point of contact between students and Norwegian society. At the same time, the teachers also tend to “other” their students, which we read as a mechanism for coping with the feelings of being overwhelmed by the students’ needs and by the lack of resources at institutional level.
15. Literacy Research Network
Globalisation and academic literacy

15. Literacy Research Network

Lars Holm
Aarhus University

Abstract: In recent decades, national elite universities have evolved into international mass universities, prompted by wider global transformation processes and internationalisation politics (Lillis 2001). Increasing numbers of students attend international study programmes abroad and contribute to a diverse migratory landscape. In terms of international higher education, the temporary bringing together of students with different social, cultural and linguistic backgrounds creates new kinds of 'educational contact zones' (Pennycook 2007), making a complex interplay possible between local and global scales (Brandt and Clinton 2002).

One aspect of these new educational contact zones that has tangible significance, but has received relatively little scholarly attention, is the diversity of literacy experiences and norms that students and teachers often bring to international study programmes. In addition to their different national, cultural and linguistic backgrounds, students often carry a variety of educational histories into international study programmes, comprising different fields, concepts and representations of academic knowledge – the latter including students’ own oral and written knowledge production. From the perspective of academic literacy studies (Lea and Street 1998), this diversity of students’ educational and discursive experiences may be understood as a significant but often overlooked educational potential in diverse study programmes, enabling students to reflect upon and deepen their conceptual understandings and positions, along with their skills in communication and argumentation.

This paper contributes to the continuing discussion about academic literacy in international higher education. Approaching international study programmes as temporary educational contact zones, marked by a broad diversity in students’ educational and discursive experiences, I examine the negotiation and relocalisation of academic literacy among students of the international master’s programme, Anthropology of Education and Globalisation (AEG), University of Aarhus, Denmark. The paper draws on an understanding of academic literacy as a local practice situated in the social and institutional contexts in which it appears. Based on extensive qualitative interviews with eleven AEG-students, I analyse students’ individual experiences of, and perspectives on, the academic practices of this study programme and explore how the AEG students understand and position themselves in academic text production, and how they co-construct a version of academic literacy through a relocalisation of discourses and beliefs about academic literacy and languages. The findings reveal contradictory understandings of internationalism and indicate a learning potential for students in allowing a more linguistically and discursively diverse dialogue on knowledge production in academia.

References:

Brandt D, and Clinton, K. (2002). ‘Limits of the local: expanding perspectives on literacy as a social
Multi-semiotic progression in school mathematics

15. Literacy Research Network

Ida Bergvall¹
Anneli Dyrvold¹
¹ Uppsala University

Abstract: In mathematical school language, both everyday and technical expressions are commonly used (Barwell, 2013). This means that two discourses, an everyday and a technical discourse, are used together and that students must handle these two discourses simultaneously. In this study, we investigate how images and natural language are used to express these two discourses in Swedish national tests for grade three, six and nine. The aim is to learn more about progression in multi-semiotic demands in mathematical subject language.

The theoretical base for this study is social semiotics (e.g. Kress & van Leeuwen, 2006), which also forms the framework for the analysis. In a first step of the analysis, the coding orientation (ibid.) in the images was examined, i.e. whether the images express the mathematical content in a naturalistic coding orientation, with a connection to everyday situations, or in a technical coding orientation implicating a subject specific and technical focus in the mathematical content. In the next step, cohesion regarding coding orientation between image and text will be studied, i.e. how participants, processes and circumstances are expressed by an everyday or technically oriented in written natural language and in images and how cohesion is expressed between these two semiotic resources.

The analysed materials are the latest released Swedish national tests in mathematics for grade three, six and nine. This means that for grade three and six, the test from 2015 have been studied, while the test for grade nine was from 2013.

Preliminary results from the first step of the analysis, show that for a clear majority of the images in the test for year three and six, the coding-orientation is naturalistic. The images are to a very high degree drawings of people, naturalistic objects or environments. In year nine, the opposite applies and a technical coding orientation is the most common. Exceptions can be found in the problem solving tasks, with a relatively comprehensive contextual description. In these problem solving tasks, images with a naturalistic coding orientation are used even in grade nine.

A tentative conclusion is that there is a rather significant progression towards a more technical language in the multi-semiotic language used in this sample of the Swedish national tests. The results indicate a need to highlight the function of the various multi-semiotic resources used in school mathematics, in order to support the students’ development of the subject language. These results are relevant for a Swedish, as well as for a Nordic school context and literacy research, since there are great similarities between the school systems in the Nordic countries.

References

Barwell, R. (2013). The academic and the everyday in mathematicians’ talk: the case of the hyper-
Planning for assessment or teaching? Studying lesson plans made by teacher students for pupils in upper secondary school

Marie Nordmark

1 Dalarna University, School of Humanities and Media Studies

Abstract: Planning for assessment or teaching? A study of lesson plans made by teacher students for pupils in upper secondary school

Marie Nordmark, Dalarna University

Research aim
Teacher students are important to study as they represent the next generation of teachers. This study investigates lesson plans made by vocational teacher students. More specifically, lesson plans on the use of digital tools in the classroom. Emphasis is on digitalization and the teacher students are instructed to use the new Swedish guidelines (Skolverket, 2017). Lesson plans strongly linked to reading and writing are investigated to create knowledge about how the conditions for teaching and learning are represented.

Theoretical framework
The theoretical framework of the study is based on social semiotic multimodal legitimation analysis (van Leeuwen, 2007).

Methodological design
Data consist of 25 lesson plans, together 228 pages, in addition to interviews made with teacher students. In the task, students plan for digitization as a living element, and are given freedom to decide content as well as design. Students get two advice: to get acquainted with assessment criteria and to study the document “Planning and implementation of teaching” from Swedish National Agency of Education.

Expected findings
Preliminary findings show teacher students are faced with a wide range of digital resources of different modalities and media. Plans are made about assessing pupils' multimodal texts. Teacher students’ digital elements are oriented towards the use of resources. It is not prominent how digital resources can contribute to development in knowledge seeking, information processing or learning. Tasks designed for pupils consist of writing shorter documentation, filling in matrices, and making evaluations. Lesson plans for classroom teaching appear to be in a strong discourse in favor of assessment and less about strengthening students' skills and competence through teaching.

Relevance to Nordic education research
The study addresses questions about of the dominant position of the assessment. Assessment is in the foreground, whereas teaching remains in the background. These are important issues because of the strong ongoing discourse of assessment in Sweden.

References


Scaffolding writing. Sky rockets and dragons or upper-case letters and space after full stop

15. Literacy Research Network

Britta Hannus-Gullmets

Åbo Akademi University, Faculty of Education and Welfare studies, Special Education Programme

Abstract: Research topic

The study investigates a way of using Information and Communication Technology to analyse and to enhance literacy development. Four children, all struggling readers, wrote texts with auditory feed-back from synthetic speech in cooperation with a teacher.

Theoretical framework

The concept of scaffolding (Bruner, 1986; Stone, 1998; Yelland & Masters, 2007), referring both to the interaction between teacher and child, and to the use of an artefact as a tool for learning.

Methodological design

A multiple case study (Yin, 2009) with four cases. Data were collected with field notes, video and keystroke logging.

Findings

A key characteristic of scaffolding is collaborative interaction and the learner's own intention as the aim of the process (Yelland & Masters, 2007). In the cases there were many examples of scaffolding with these characteristics, but there were also some problems, and the problems are often more interesting to study.

When John, nine years old, wrote an exciting story of a knight and a dragon, the teacher's comment was: - Make a space after a full stop! When he wrote about a sky rocket to the sun, the teacher's comment was about the need of an upper-case letter. Chris, also nine years, asked about the continuation of a nursery rhyme which he had written, and the teacher did not answer his question but began to talk about upper-case letter. The teacher's focus was on technical details in writing, and the child's focus was on the content of the story.

Traits in the children's writing development could be studied when they wrote texts with auditory feed-back. Michael and Marc, six and seven years, did not yet really know how to read, but they could write words with the help of auditory feed-back. They sometimes wanted to begin a word with a vowel, although the vowel had an intermediate position, for example to begin "Tarja" with /a/ and "boll" (ball) with /o/. They also sometimes tried to write a word from the end of the word and not from the beginning.

Michael and Marc were creative users of written language, and they made new words from the letters in the words they were writing, although they did not yet really know how to read and write words. Chris and John investigated how speech synthesis pronounced the signs of the keyboard, and they used signs in unconventional ways in their stories.

Auditory feed-back was useful for the two younger children when they wrote simple words. It was also useful for the two older children, when they wrote words with double consonant, which is difficult in Swedish spelling.
Relevance to Nordic educational research
Auditory feedback from synthetic speech can be used as a tool for literacy development in many languages. In the Nordic countries, where digital competence is mentioned in the curriculum, and where technical equipment exists in the schools, research on how to make use of information and communication technology for literacy development is useful.
School and the digital everyday life of pupils

15. Literacy Research Network

Nils Christian Tveiterås

University of Tromsø – The Arctic University of Norway

Abstract: Research topic/aim

How do schools relate to the digital lives of their pupils, more specific the mobile phone? The Norwegian school system has focused on ICT and digital literacy for decades. Simultaneously, the mobile phone has become the most used digital device among adolescents. In many schools this is considered a big problem and different policies, like banning, are continually debated. Some of the research findings on the topic is, not surprisingly, that mobile phones disturb learning. I target the problem from a different angle; I ask: might the problems schools are facing with mobile phones be a symptom of a lack of a certain skill within the realm of digital literacy? In the school curriculum it is an intended learning outcome. How then does mobile phone policies like banning affect the learning of digital skills? I also connect this to the broader questions of education and bildung, the preparation for life and development as a human being, which is one of the foundational aims of the school system. In my project I investigate this question from the pupils’ perspective, and I ask: How do pupils experience school’s effort to prepare them for life in a continually more digitalized world? How is “mobile hotels” and similar technology policies experienced by pupils in junior high school? Considering this, how does junior high school pupils view the training in digital literacy that their school provides?

Theoretical framework

Theories of new literacies, media literacy, digital literacy, theories of bildung/education (Dewey, Aristotle)

Methodological design

Qualitative interview study mainly involving pupil groups, but also teachers and school leaders from two junior high schools.

Analysis of public policy documents regarding digital literacy.

Expected conclusions/findings

Through this study, I expect to find new knowledge on the student perspective on mobile phone policies in junior high schools, as well as new perspectives on digital literacy in areas such as self-regulation or the old virtue temperance. I also expect to find a need for further research on how to develop such skills.

Relevance to Nordic educational research
Digital skills / literacy has been and is a part of school curriculum in the Nordic countries, as well as of the educational research. Still mobile phones continue to be debated as a problem, and strict policies and banning seem to be a celebrated solution. The effects of such interventions should be investigated, not only regarding effects on traditional learning. A broader perspective of education, the preparation of adolescents for life in the digital world, should be taken. But also, considering theories of learning that emphasizes connections to pupils’ life world and everyday knowledge, an even narrower focus is interesting, the effects of mobile phone bans on the learning of digital skills. I believe these two perspectives, despite one being broad and the other narrow, to be closely connected. This study provides a student perspective on both.
When: Wednesday 14.00-14.30, Where: Von Kraemer 2

**Starless Nights: A literature project at a detention home**

15. Literacy Research Network

**Elin Sundström Sjödin¹**
¹ Örebro universitet

**Abstract: Research topic/aim**

In education, and not least in literature education, there is always the potential for critical moments, where *critical* can be understood as something burning and urgent, challenging, and transforming. This study centers around critical literacy (Freire, 1970/1996; Vasquez, 2016) and its focus on transformative aspects of reading—on reading as taking action and seeing oneself as an agent with self-empowering potential. As a case where issues about empowerment and marginalization is brought to its head, the study deals with the school at a detention home for criminal youth in Sweden, and its work with a literature project. The purpose is to explore how critical literacy is performed within the framework of a literature project for young people in custody at a detention home. The three overall research questions are: How is reading/non-reading performed? In what relations is the critical produced? Can the critical be understood as a third space?

**Theoretical framework**

Drawing on actor-network theory (ANT) (Latour, 2007; Fenwick and Edwards, 2010), actors are regarded as produced in relations with performative effects, a notion that is applied to all materials, not only human and not only discursive ones (Law 2009). Combining ANT with Dewey's transactional approach (Dewey and Bentley, 1949/1991) means that the realities of students and teachers are regarded as comprising the events that shape their experience and that which make differences. It draws attention to the way materiality and multiplicity result in questions about “multiple realities” and sometimes “conflicting realities” (Author 2017). This approach helps to make visible how critical aspects of reading are created or performed in different relations, involving certain actors while excluding others.

**Methodological design**

The material consists of observation notes and interviews with students and teachers collected over a period of three months. In the analysis the actors' positions are identified to see how critical aspects of literacy are performed through their relations.

**Expected conclusions**

Reading and non-reading are performed in various ways and often with ambiguous and contradictory effects. The analysis shows that reading is discussed and performed in multiple ways and that reading can be positive and negative, empowering and oppressive at the same time. Saying yes and saying no. Wanting (to) and not wanting (to). Being a reader and a non-reader.

**Relevance**

The study is of relevance to literacy and literary didactic research in all Nordic countries. References

Author 2017


When: Thursday 09.00-09.30, Where: Von Kraemer 2

The Information Density of School Mathematics

15. Literacy Research Network

Ida Bergvall¹
Tomas Persson¹
¹ Uppsala university

Abstract: Previous research emphasizes that language is used differently in different subjects. The development of a familiarity with the subject language is an important part of learning the particular subject (Shanahan & Shanahan, 2012). Therefore, the aim of this planned study is to contribute to the knowledge of the mathematical subject language’s progression through Swedish compulsory school. More precisely we will investigate how frequently long words and nouns, two linguistic features central within an academic language, are used in Swedish national tests in grade three, six and nine.

The theoretical point of departure is Systemic Functional Linguistics (e.g. Halliday & Matthiessen, 2004) where the analysis will use the meta-function “Packing”, previously elaborated by Persson (2016) and Bergvall (2016). Packing concerns the information density as realized by nouns and long words, which both has been described as typical features of academic and formal language (e.g. Halliday & Matthiessen, 2004).)

In this study, the level of information packing in three Swedish national tests (grade three, six and nine) is measured by the proportion of nouns and long words, and subsequently analyzed in order to describe the nature of the progression of the subject language through the school years.

The preliminary outcomes shows that there is a higher frequency of long words and nouns, thus a higher degree of packing, in grade nine. Translated examples of subject specific long words present in test tasks for grade nine are equality, expression, equation and simplify. Such long words are often also nouns. Examples of subject specific short nouns from the grade nine test are mean and value. Grade three tasks shows a lower level of packing. The nouns and long words present in grade three tasks are more often of an everyday character, for example chocolate, lottery, garden or fence. There are also subject specific long words and nouns such as perimeter, square and distance, but such words are not frequently used. Thus there is a progression in the mathematical subject language regarding the packing of information.

This study is highly relevant for Nordic educational research focusing on literacy and subject languages. The Nordic languages, as well as the Nordic school systems, have great similarities, and therefore the results of this study is highly applicable in a general Nordic literacy research context.

References


Write the Lightning: How university students' writing practices further and hinder their study engagement

15. Literacy Research Network

Martin Hauberg-Lund Laugesen¹
¹ University of Southern Denmark

Abstract: In Denmark and other Nordic countries we are currently witnessing what has recently been called a 'motivation crisis' (Katznelson, Sørensen & Illeris 2018) with detrimental implications for young peoples' study engagement. What might be called 'study pathologies' (anxiety, depression) have been on the rise during the past two decades. Wherein might a possible remedy to these education related ailments consist?

In my paper presentation I will introduce my ph.d.-project Written Engagement and share the preliminary findings. The project's focus is the psychologically and socio-culturally intricate relationship between undergraduate students' writing practices and their varying degree of study engagement. I draw on three different research traditions, namely, socio-cultural learning theory, academic writing research and motivation and engagement psychology. In my ph.d.-project I bring these three traditions into a new and constructive dialogue concerning how university students' writing practices are reciprocally related to their study engagement.

My ph.d.-project involves a mixed methods exploration of university students' thoughts and feelings in regard to the relation between how they write and how engaged they are in studying. The qualitative part of the project's methodological design implies a series of phenomenological life world interviews (Kvale & Brinkmann 2015) with third semester students at the University of Southern Denmark, i.e. biology students from the faculty of science, economy students from the faculty of business and social sciences and philosophy students from the faculty of humanities. The quantitative part of the project entails a digital survey where the respondent population is the students of the same year as the students' I interviewed for the qualitative part. The survey data will undergo correlation and regression analyses in SPSS in order to find out which – if any – of my work hypotheses from the analysis of the qualitative data might be generalized or said to be representative of the total population of my investigation.

I expect my ph.d. research project to enable me to shed new light on how university writing didactics as well as the socio-cultural circumstances under which undergraduate students write affect the students' study engagement. On the basis of the conclusive insights of my ph.d.-project I also expect to be able to formulate novel and pragmatically useful suggestions as to how we might go about the business of revising current tendencies in university writing didactics in order to facilitate undergraduate students' writing practices so that the students become more engaged in their studies than they would otherwise have become. Thus, ultimately, my research goal is to solve the puzzle of how university students can be made to 'write the lightning' of their respective disciplines and find a greater existential meaning with their academic pursuits.

References

16. The Nordic Society for Philosophy of Education
Abstract: The concept of Bildung has a peculiar status in educational thought. On the one hand it is positively charged, pointing to something valuable and worth seeking after. On the other hand it is elusive. Many different definitions are available, and to the best of our knowledge there is no agreement as to possible empirical characteristics of Bildung processes. Both the term and the phenomenon are vague, hard to grasp and pinpoint.

In this paper we explore how the concept of Bildung can be made more tangible and, thereby, more applicable as a critique of today’s educational climate and practices. Our main philosophical tool is systems theory: we propose to view Bildung as a second-order process of change; that which you learn as a side-effect of learning other things. There is no school subject called “Bildung”. Bildung is rather something students are supposed to develop/learn/acquire/have happen to them as a side-effect of learning knowledge and skills. Our inspiration comes from Gregory Bateson’s hierarchical conception of learning (Bateson 1972). Bateson posits five levels of learning, designated Learning 0, I, II, III and IV. Of these we shall focus on Learning I and II. Learning I denotes regular learning of knowledge and skills. Learning II is second-order and denotes changes in Learning I. Learning II, Bateson says, is context learning; how we learn to expect our world to be structured in one way rather than another. It is a discontinuous form of learning, like when we jump from a context of play to a context of guessing or a context of being tested. If we get the context wrong, our responses and actions will be deemed as inappropriate, as wrong-headed, or as misunderstandings.

We suggest that Bildung can be fruitfully understood as Learning II. Personality traits, such as dependency, competitiveness, playfulness, friendliness, passivity, are all Learning II phenomena; they are not taught explicitly but acquired as side-effects of the context – the context crucially encompassing human relationships and modes of communication. We would specifically like to explore the following possible implications:

- The critical potential of Bildung as side-effect. Learning II will always be present during Learning I, since the context classifies what is going on in Learning I. That means that there will always be side-effects. But which? What kind of personality traits might students develop as a result of the present forms of Learning I? What do students learn about themselves as a result of the excessive uses of measurement and assessment they are exposed to? To what extent can we identify observable consequences of Learning II processes?

- The limitations of the systems perspective. On this perspective, Bildung becomes a cousin of the hidden curriculum and its effects. Is there room in a conception of Bildung for negative side-
effects? Or should “Bildung” be reserved for positive side-effects while the negative ones get a different label?
Conceptions of critical thinking in Norwegian education policy

Mariann Solberg¹
¹ UiT Norges arktiske universitet

Abstract:

1. Research topic/aim
This paper concern the concept of critical thinking in Norwegian education policy. Initiation of students into the knowledge practice of critical thinking is of vital interest in a democratic society, this is highlighted in the report NOU 2015:8, *Fremtidens skole – Fornyelse av fag og kompetanser*, in the following report Meld. St. 28 Fag-Fordypning-Forståelse En fornyelse av Kunnskapsloftet, and thus in the now ongoing process of implementation of the renewal of the school curriculum. Critical thinking is also, on a personal level, a possible way into student autonomy and authenticity, and as such a vital part of student Bildung. Bildung cover both independence and personal engagement, and it points to the courage to think for yourself and the capacity to create. Critical thinking further relate to deliberative communication and the freedom of expression. According to John Stuart Mill, complete liberty of contradicting and disproving an opinion is the condition that justifies anybody in assuming the truth of the opinion. Thus, it is vital, as a student in globalized world, to learn how to exercise this liberty, and to learn how a belief can and cannot be justified, in order to be a critical thinker, and a citizen of a democratic society. I argue that the practice of critical thinking is dependent upon an understanding of the notions of truth and justification, and thus the notion of knowledge. I further argue that there is a dependency between critical thinking as a practice and epistemic values such as truthfulness. This may imply that certain non-realist views upon knowledge and truth may be incompatible with critical thinking, if we take critical thinking to be examination and evaluation of reasons. (Reasons as relevant “truth-makers”, or as giving “aletic” value.) The question I raise is: What conception of critical thinking is it presupposed in NOU 2015:8 and Meld. St. 28, and what conception of critical thinking is possibly now being implemented? How well does this conception fare in comparison with other conceptions in the field of philosophy of education?

2. Theoretical framework

3. Methodology/research design
Conceptual analysis.

4. Expected conclusions/findings
An understanding of the concept of critical thinking in Norwegian education policy, showing that this notion is less sharp than desirable, and not sufficiently situated within the research literature of
philosophy of education.

5. *Relevance to Nordic educational research*
Greater conceptual clarity and a better understanding of the notion of critical thinking. An understanding of the notion of critical thinking utilized in Norwegian education policy, and its relation to other and researched conceptions of critical thinking.
When: Thursday 17.00-17.30, Where: Von Kraemer 2

Educational Relations Revisited: Beyond Socialization and Suspension in Teaching

16. The Nordic Society for Philosophy of Education

Elisabet Langmann
Lovisa Bergdahl
1 Södertörn University, Sweden

Abstract: Research topic and aim
From an historical point of view, there has been a tendency in the Nordic countries to disregard relational work in education seeing it as ‘low and dirty’ in contrast to the ‘clean and elevated’ task of teaching (Landahl, 2006). Times have changed, however, and in much educational practice today, at least in Sweden, schools are primarily seen as social meeting places or arenas for developing social relations. Teachers and educators are not only motivating their profession as being about encouraging and cultivating social relations, they are also motivating their pupils’ coming to school by appealing to the social life made possible in and through schools.

The primacy of relations in education is to date the focus also of much educational philosophy and theory (Bingham & Sidorkin 2004). While some authors give social relations almost all educational value, others have questioned their significance for both educational theory and practice. Masschelein and Simons’s (2013) work represents one of the most thought provoking critiques on offer, arguing that instead of seeing the fostering of social relations as both an educational necessity and point of departure in teaching, a temporary suspension of the pupils’ social relations and background is needed.

Inspired by feminist theory and by drawing on empirical material from our research projects, the purpose of this paper is to revisit present approaches to educational relations in philosophy of education and to seek out another way of speaking educationally about the relational work of the teacher. What kind of social relations should be fostered in schools and how can feminist theory contribute in revisiting the language of social relations in teaching?

Methodological design
The paper is a philosophical argument that unfolds in two main parts. The first shows how both theories of socialization and suspension loose sight of the embodied and geometrical dimensions of educational relations, and discusses the consequences of this for the relational work of the teacher. Drawing on feminist theory (Cavarero, 2016), the second part explores an alternative way of speaking about social relations in schools that neither gives them too much nor too less educational value. In the concluding section we sum up our argument, returning to the main contributions of the paper.

Expected conclusions
The paper offers an alternative way of speaking educationally about teachers’ relational work by making a shift from socialization and suspension to educational gestures and postures (geometry and embodiment).

Relevance to Nordic educational research
Please, see above.
References


When: Thursday 08.30-09.00, Where: 21:240, Blåsenhus

**Experience and Maturity in Adorno's Philosophy of Education**

16. The Nordic Society for Philosophy of Education

**Tomas Stolen**¹

¹ Department of Education, University of Bergen

The author has chosen not to publicise the abstract.
Knowledge and Democracy

16. The Nordic Society for Philosophy of Education

Guðmundur Frímannsson

University of Akureyri

Abstract: Topic: What is the relation between knowledge and democracy?

Theoretical framework: Democracy is a constitution characterized by the equality of the citizens in the political system. Each has one vote in any election and in that sense has the same possibility as any other citizen to influence any common decision. However, citizens are different and they are unequal in many ways that has consequences for their status in the political system. One of the things that differentiates citizens is knowledge.

In a democracy, the citizens must take common decisions about their common affairs. It seems to be a general assumption that knowledge and reflection are the best guide to good and wise decisions. Good and wise decisions are decisions that aim at the common good. This is not true about all common decisions in a democracy but it is certainly true about some of them. It seems also to be true about any political community that it needs, overall, to take good and wise decisions. If a democratic community cannot do that then it is likely that the citizens will look to other types of constitution than a democratic one.

Schools, from pre-schools to universities, have an important role to educate citizens enabling them to take part in their democracy and to take good and wise decisions in common. Their role seems to twofold. On the one hand, they secure common knowledge and skills making the citizens better at performing their duty to democracy. On the other hand, universities, in particular, secure that there is specialized knowledge in society making sure that a democratic society can solve all the technical problems in building the infrastructure of the democracy to serve the common good of the citizens.

One question that naturally arises in this context is if the experts should have a more pervasive role in the democratic system than other citizens. The reason would be that they have specialized knowledge that can be vitally important for a democracy. There are various ways of arguing for this idea. One is to say that we must abandon democracy and aim for a government of the experts or the wise like Plato. Plato’s idea that philosophers should rule the state can be considered a solution to the problem of taking good and wise common decisions. Another is to say, like Mill, that those having completed university education had two votes in each election. A third idea is to be found in the tripartite division of the powers of state in modern democracies.

Methodological design: Conceptual analysis.

Expected findings: Discovering how we should think about the role of knowledge in democracy.

Relevance for Nordic educational research: It is imperative for Nordic educational research to try to discover how schools can best serve democracy.
Abstract: In a globalized world, the ability to collaborate in problem solving is essential. Increasingly high demands are placed on the ability to collaborate with people with different perspectives and cultural background, and our educational systems play an eminent role in the development of such an ability. On the other hand, both private and professionally, aspects of individualism and expectations to compete are very common. Accordingly, it may not be a clear-cut decision for individuals to prioritize the development of collaborative problem solving skills. The PISA survey has been investigating problem solving skills since 2003 and in PISA 2015 collaborative problem solving was tested for the first time (OECD, 2017). The results show good individual problem solvers are not necessarily successful in collaborative problem solving.

The aim of the study is to contribute knowledge about how a designed milieu can contribute to collaboration in problem solving and to development of collaborative problem solving skills. In particular, it is stressed how different features of the milieu become important throughout the collaborative work.

Theoretically the study is framed by Brouesseau’s theory of didactical situations, the concept of milieu and three types of situations: situations of action, situations of formulation, and situations of validation (Brousseau, 2006). Data is collected from collaborative problem solving in mathematics, where a designed tool-box with requests to interact is included in the milieu to encourage and support the collaborative work. The negotiation of meaning and the extent to which real collaboration come into being is analyzed in the three types of situations. A detailed analysis of the extent to which the students’ milieu is shared and the role the tool-box has for the milieu will contribute in-depth knowledge about how the development of collaborative problem solving skills can be supported.

Preliminary analyses reveal students’ interactions with the design element of the milieu, the tool-box, do largely influence which types of situations the students engage in and how the collaboration proceeds. Unexpectedly, the collaboration resulting from the use of the tool-box was not only fruitful. In some cases, it was used in a rather mechanical manner, distorting the collaboration from the problem solving. Social conventions also seem to hinder the validation to proceed, because of a strive for agreement.

The study is relevant in a modern society where collaboration skills are essential. In addition, collaborative problem solving seems to be an equality issue in the Nordic countries. In all Nordic countries except Norway the percentage of top performers in collaborative problem solving among top performers in science, reading and mathematics is higher than the OECD average (OECD, 2017). This may indicate it is mainly the top performers that are given support in development of
collaborative problem solving skills, something that needs to be considered in education.


On essentialism – the respect for objective truth and plurality of meanings

16. The Nordic Society for Philosophy of Education

Knut Ove Æsøy
1
1 Oslo Metropolitan University

Abstract: Essentialism is a theory of knowledge. This theory is under pressure and criticized as fractioning, and being metaphysical. In this paper, I will try to revitalize essentialism as a necessary position to perceive living practical knowledge of teaching.

I will base my paper on Martin Heidegger’s theory of essentialism as which the phenomenon unfold as a unity of formed matter. In his work, he unifies Aristotle’s dichotomy between form and matter. Further, I compare Hannah Arendt’s writing to Heidegger’s understanding of essentialism. I will focus on her argumentation about common sense, respect for objective truth, the authority of knowledge and the possibility of common understandings and natality. Natality is the origin of human creation as it unfold as an essential artform. Based on these interpretations I have evoked three theses, which I will explore in this paper.

1. Every cognitive sensibility contains a unity of manifold, where the essence and meaningfulness of what is happening unfolds.
2. The forming human action, natality in Arendt’s terms, is based on essential aesthetic experiences and creative work.
3. Without this natality and meaningfulness, we would not have a civilization, language and the possibility of dialogue as an artform.

Typical words we use to express or avoid essential claims are substantial, natural, core, significant, important or meaningful. To have a meaning or to understand something as more important than something else is to express something as an essence or more essential. To experience the essence of all the impressions that surrounds us is an important part of our cognitive ability to interpret. We cannot create verbal meanings without this ability. The daring to express a meaning is connected to what Hannah Arendt calls respect for objective knowledge. This daring is a forming activity, which unfolds as human creativity. The essence of living knowledge is what is constructed and preserved in and through the human action.

The search of essential knowledge is a necessary ground for creative and meaningful teaching. In a global perspective, without the search for essential action and a respect for objective truth, we may end in a school where the difference between truth and fiction is dissolved.

Literature:


Pedagogical provocations considering Arne Naess’ thought

16. The Nordic Society for Philosophy of Education

Luca Odini

1 University of Verona

Abstract:
1) research topic
The present paper aims to underline some aspects of Arne Naess's thought to reveal the relevance and pedagogical significance of his educational repercussions.

2-3) Theoretical framework and methodological design
First, through a hermeneutic reading of the texts of the Norwegian philosopher, some themes, which are particularly significant for their pedagogical repercussions, will be examined. First of all we will analyse the notion of the "ecological self" to underline how this principle can be meaningful in the reading of human experience, that can be seen as intrinsically linked to the development not only of every single person but also to the development of the whole of nature in a systemic perspective. The theme of the ontology of gestalt will also be analysed in order to shed light upon the importance of concrete experience in educational contexts. We will also analyse the theme of joy, as an horizon and a possibility to experience the world and nature of which we are part and parcel and upon which our self-realization depends. Through the theoretical approach of Spinoza and Gandhi, we will try to bring to light how, deep ecology can underlines the importance of peace, social justice (as an horizon of meaning) in a world which seems to have no concern for other people and which is socially rearming. Finally, we will argue that democracy and sustainable development are necessary to build a future of joy and hope.

4) Expected conclusion
Secondly, in the framework of Naess's texts we will try to provide a significant model for the pedagogical world. The analysis is expected to show that the relationship between the "Self" and nature can be seen as the privileged paradigm to foster processes of growth and self-realization. We will therefore provide an alternative to the competitive processes imposed by the capitalist ideology which have permeated education. It is expected to show that the plan presented by Naess fosters the foundation of a pedagogical system that promotes environmental protection, healthy social relations, and a strong connection to nature thus promoting active citizenship and democracy.

5) Relevance to Nordic educational research
The analysis is therefore expected to show that Naess’s thought can constitute a significant theoretical framework and a model of development within the pedagogical environment. It will provide alternative paradigms for a sustainable horizon in education and educability.

References:
Philosophical entrances through a wardrobe: Reimagining educational places and spaces

16. The Nordic Society for Philosophy of Education

Eva Alerby
Susanne Westman
1 Luleå University of Technology

Abstract: Research aim
The aim of the paper is to challenge the physical and conceptual boundaries of educational places and spaces, using C.S. Lewis’ (1950) story of Professor Kirke’s magic wardrobe in the first book in The Chronicles of Narnia. The story is used as a metaphorical grounding of the argumentation for blurring conceptions of educational places and spaces. By using philosophical engagements between the story of the magic wardrobe, and notions of educational openings and opportunities, possibilities for reimagining places and spaces in education will be explored. The paper discusses part of the article by Alerby, Arndt and Westman (2017).

Positioning educational places and spaces in the 21st century context raises a number of concerns. The knowledge economy places the focus on knowledge and information acquisition as the basis for success, where an ability to compete on the global market is paramount (Ball, 2016). The assumptions of what is counted as knowledge of significance in relation to how and where learning takes place are in constant flux (Biesta, 2010), still strongly governed, and arguably misled, by the educational policy milieu.

Theoretical framework
The theorisations of this paper draw on the philosophy of the life-world through the French philosopher Maurice Merleau-Ponty.

Methodological design
Methodologically, the examination uses a philosophical approach drawing on an adaptation of what Galea (2013) calls a fictive narrative, where “the aim is to ‘move’ readers/listeners towards others so that they are complexly involved in a process of migrating from their usual positions and possibly change themselves in relation to others” (225).

Conclusions
By the exploration of the complexities of educational spaces and places raises two key theses: i) the importance of educational policies and practices valuing, appreciating and facilitating openness, unpredictability, and critical and novel thinking for the benefit of students’ ongoing becoming and unlimited learning; and ii) the importance of examining existential, discursive and material dimensions of educational spaces and places when formulating educational policies and practices.

Relevance to Nordic educational research
The exploration of the complexities of educational spaces and places in this paper are critical to overcome binary approaches and simplified marginalising notions, to reach comprehensive and complex understandings of educational places and spaces, which in turn are of relevance to Nordic educational research.
References


When: Thursday 09.00-09.30, Where: 21:240, Blåsenhus

The Big Simulation, Assessment Fever & Ingrowing Obesity: Revisiting transnational policy dreams of optimizing learning

16. The Nordic Society for Philosophy of Education

John Krejsler

1 DPU, Aarhus University

Abstract: Since the 1990s a transnational school policy dream has haunted the globe, moving from the Anglo-Saxon orbit to the Nordic countries, continental Europe, Asia and beyond. It produced an extensive simulation that monitoring, evaluation and documentation can become the engine to systematically manage school policy and practice towards better quality (Rizvi & Lingard, 2010).

Drawing on Jean Baudrillard's thinking (e.g. Baudrillard, 1998 & 2001), this paper tests the hypothesis of how far this school policy dream can be understood as a ‘big simulation’ creating a soft-governance comprehensive matrix of formats and standards that incentivizes nations, municipalities, schools and individuals: Education and learning are translated into quantifiable comparability in a ‘global knowledge-based economy’. A crisis or ‘a fear of falling behind’ is produced, which motivates competition to succeed at local, national and global levels.

The paper maps the drive that produces at transnational, national and local levels the idea of students, schools and nations that can be systematically optimized. One detects the symptoms of ‘the Big Simulation’ (1) in its totalizing search for evidence and What Works solutions; (2) in its reductions of complex learning into taxonomies of competencies, knowledge and skills; (3) in its promises that every student can move systematically towards mastery of necessary competences for 21st century challenges. ‘The Big Simulation’ expands by integrating national policy into loosely coupled rhizomatic governance networks that extend outward to transnational actors (OECD, IEA and EU) and inward through the ministry to municipalities. The latter extend the simulation to local schools, whereby it re-formats how teachers and students think and act (Krejsler, 2018).

With an aura of objectivity, big data and science, ‘the Big Simulation’ suggests that the best available knowledge and methods can be made accessible to all. The paper argues that this simulation risks decoupling us from the real and enclosing us into a simulatory space of self-reference of such complexity that will be hard to get out of... The question is posed whether we are becoming trapped in a wide-ranging simulacrum!?!?

The paper adds to an increasing body of post-foundational research that explores the effects of school and education policy by establishing conceptual frameworks that differ from the empirical language employed by policy itself. Hereby it becomes possible to think differently about the rationalities employed by policy-makers, practitioners and the school effectiveness research serving them. By re-articulating policy with a Baudrillardian conceptual framework it becomes possible to observe national and transnational policy as the effects of a crisis-producing and competition-motivating simulation. This makes it possible to problematize in a new light a persistent policy trend.
References:


The difference between Bildung and competence - knowledge as unity with the world.

16. The Nordic Society for Philosophy of Education

Odin Fauskevåg

1 Institut for pedagogikk og livslang læring, NTNU

Abstract: My presentation will try to shed some light on the difference between competence and Bildung. I argue that the two concepts represent different frameworks for educational thinking: Competence frames knowledge and learning in objective terms, whereas Bildung represents a normative framework of knowledge. I will also discuss some concrete consequences this difference may have for education.

In norwegian policy documents competence is defined as knowledge and skills in order to master challenges and solve tasks. It also involves understanding, reflection and critical thinking. As such, competence gives access to a world of meaningful objects and phenomena and a better understanding and mastery of the world. I argue that this approach frames knowledge in objective terms: Knowledge is knowledge about the world.

In contrast, Bildung represents a framework where knowledge is a means to unity with the world. This idea unites the different concepts of Bildung in Hegel, Schelling, Humboldt and Klafki. A unity is a normative relation, not the relation of a subject to an object. An example: Knowledge of the solar system entails an understanding of gravity and orbiting planets. This makes competent mastery of objects like rockets and satellites possible. At the same time, knowledge of the solar system may have a unifying dimension: it may represent points of orientation that enables the subject to make (more) sense of its life and its place in the world. As such, knowledge establishes a unity between man and world: The knowledge is not only knowledge about objects, but an integral part of the subject: It constitutes a part of the horizon or perspective that makes the world accessible as an object of subjective meaning, involvement and responsibility.

I believe both frameworks – knowledge as objective description and as points of subjective orientation – are contained in Klafki’s definition of categorical Bildung: The first aspect of this concept is the opening of the world to the subject. As in the competence-approach, the world is opened as objects of understanding and mastery. The second aspect is the opening of the subject to the world. This is the dimension of unity where knowledge opens the world as a normative horizon, as a source of subjective meaning, which may structure the life of the subject.

The idea of unity marks the difference between Bildung and competence, and this has practical consequences. An example: Reading literacy is not only about understanding the content of the text, but also about letting the text affect one’s involvement with the world - the acknowledgement of the text as a medium for unity. In line with this, emotional competence is not only objective handling of emotions, but also the articulation of their potential unifying normative content. Competence in learning is more than (meta) cognitive learning strategies; "reflection and critical thinking" is more than problem solving; deep learning is more than rich conceptual association. In these accounts the
dimension of unity is difficult to see: the idea of knowledge as a source of a deeper normative engagement with the world.
The subject in posthumanist methodology: Retained rather than dethroned

16. The Nordic Society for Philosophy of Education

Ingrid Andersson

Stockholm University

Abstract: For the past decade a growing number of researchers within social science have turned to the philosophy of posthumanism. Although many subgroupings can be subsumed under the banner of posthumanism, for instance, new feminist materialism (e.g., Coole & Frost 2010; Pitts-Taylor 2016), affect theory (e.g., Gregg & Seigworth 2010), speculative realism (e.g., Meillassoux 2008; Bryant, Srnicek & Harman 2011) and actor-network theory (e.g., Latour 2005, 2007), one component is located in them all: “a timely anxiety about human exceptionalism” (Barnwell 2017, p. 28). The predicament for most posthumanist researchers consists of explicating how the fatigue with anthropocentrism can be fruitful for disciplines where Anthropos, humans, are at the center of inquiry and why this moving beyond an “intentional man” entails the accounting of “multiple ontologies” (Lenz Taguchi 2017). One theoretical strand that has branched out of posthumanism is a Deleuzian informed posthumanism where the strong rejection of anthropocentrism cross breeds with the call for creating new concepts (e.g. Lenz Taguchi 2017; St. Pierre 2017; Mazzei & Jackson 2017).

In this piece I am zooming in on how the notion of ‘the subject’ is being formulated within a Deleuzian informed educational posthumanism. I will discuss certain assumptions that are made pertaining to the subject and how these assumptions result in a series of methodological propositions aiming to circumvent the “conventional” way of doing social science research. This I will do by engaging with texts written by posthumanist educational scholars Hillevi Lenz Taguchi and Elizabeth Adams St. Pierre where they advocate a Deleuzian inspired interventionist approach to social science. In relation to my critical reading of aforementioned assumptions I will, with the support of Katherine Hayles and Sara Ahmed, present an alternative posthumanist way of reasoning about subjectivity. Through Hayles, insights from cognitive biology will be elaborated on as a potential reconciliation between Deleuzian posthumanism and research working within the embodied cognition paradigm. Through Ahmed, the discursive formation of concepts will be discussed in relation to disciplinary understandings.

I will suggest that to attend to multiple ontologies/cross disciplinary boundaries need not amount to the forgoing of the experiencing subject. Instead, with the notion of Hayles’ nonconscious cognition, a bridge between different levels of organization can be enacted. Not a bridge that reconcile, necessarily, between different theories and/or levels but a bridge that make visible how different processes instantiate at different levels. This, I believe, is an important problem to tackle in that posthumanism’s expanding influence within education have bearings on how we approach knowledge production and learning subjects.
What is "dannelse" (Bildung)?

16. The Nordic Society for Philosophy of Education

Thomas Aastrup Romer

Aarhus University

Abstract: The term “dannelse” has had a renaissance in recent years. Unfortunately, the meaning of the term is unclear, both in research and in public discourse. In this paper, therefore, I attempt to define the term.

I argue that “dannelse” is about the connection between Man and world. That is how simple it is. And complex as well, I should add, because it has proved very difficult to maintain all three moments, i.e. Man, world and connection, in a simultaneous analysis. But that is exactly what I will try to do here. Along the way, I extend the definition a bit.

My definition of “dannelse” has five levels, four paradoxes and three forms of decay.

Here are the five levels: The first level is about the actual process of truth, i.e. the connection between humanity and world in a suspended space from which one returns to empirical society and criticizes/corrects it. The second level is about the consequences of these processes of truth for educational purpose and practice and thus for essence and purpose of the educational institutions. The third level is political and concerns the further consequences for the relationship between state and civil society. The fourth level concerns the theological and cosmological aspects of the Man-world connection. Finally, there is a fifth level that discusses matters of being, that is, the ontological and poetic aspects of “dannelse”.

Based on this discussion, my elaborated definition of “dannelse” is: “Dannelse” is the process in which human beings and the world enter into a suspended relationship that subsequently and continuously interrupts society as societal and educational action. Both human beings and the world in their suspended and material existence are connected, enlarged and expanded in processes of knowledge and truth, which are in poetic contact with the tacit conditions of being, pushing society and suspension into proximity without being able to unite them completely.

With this definition, I am able to gather existing educational theory in an overall term.

I would also like to mention four paradoxes. The first paradox is that “dannelse” is everywhere and nowhere at the same time. The second paradox is that the “dannelse” can never become itself. In other words, “dannelse” is in a state of tension. The third paradox is that “dannelse” is always both revolutionary and conservative at the same time. And the fourth paradox is that the more specificity involved in the process of “dannelse”, the higher the general and algemeine significance.

Finally, I want to point out three forms educational decay, the so-called half-“dannelse”. One form of half-“dannelse” is that the person denies or forget the formation process altogether. The other is
that he claims “dannelse” officially, but rejects it in reality. The third aspect of half-“dannelse” is that you practice “dannelse”, but it denies it officially.

I argue that this concept of “dannelse” can accommodate both theories or enlightenment, neo-humanism, essentialists, progressive education and very modern contributions, such as the work of Masschelein and Biesta.
What is comparative education research? A journey to the philosophical and epistemological premisses of the discipline

16. The Nordic Society for Philosophy of Education

Johanna Kallo

1 Adjunct professor, University of Turku

Abstract:

What is comparative education research? A journey to the philosophical and epistemological premisses of the discipline

1. Research topic/aim

Comparative research settings have become more prevalent with the internationalization of higher education and increasing demand for interdisciplinarity. In this presentation, the field of comparative education research is analysed from a point of view of research on science. The paper seeks answers to questions as to what the trends in comparative research are, what the philosophical views that affect these trends are, and how these trends convert their (true) beliefs into knowledge. The leitmotif is to outline the philosophical and epistemological foundations of the field of comparative research and thereby to make it more transparent.

2. Theoretical framework

The presentation is guided by Ian Hacking's (2002) philosophy on historical ontology and styles of reasoning, which open the avenue for analyzing the trends of comparative education research from the time of Enlightenment to the present. Some of the key themes in Hacking's thinking are the formation of knowledge and the space surrounding it; in this space choices are made and these choices allow emergence of new things. The styles of reasoning can be understood as a kind of approach to study the movement of scientific thinking (Hacking 2002; Lehtonen 2003; Saari 2013).

3. Methodological design

The source material for this review is composed of articles published in scientific journals of comparative education research and historical reviews published in larger compilations. The foci of analysis are methodological developments of the field, theoretical trends and scientific controversies (Kiikeri & Ylikoski 2004). I also pay attention to the effects of comparative research in higher education (Välimaa 2008). I am aware of challenges related to Hacking’s (2002) styles of reasoning, one of which is question of exclusion Kusch (2011), in other words, what is included in the historical review and what is left out of it. This problem is, in turn, part of a wider phenomenon where the constructive understanding of research as socially and culturally produced and historically contingent knowledge has led to questioning the reliability of scientific representations (Knuuttila 2002). Hence I will pay specific attention to the issues of reflexivity and subjectivity in the analysis (see Knuuttila 2002). The presentation is, as expressed in the title, a journey to the philosophical and
epistemological premisses of comparative education.

4. Expected conclusions/findings

The paper aims to deepen the knowledge of comparative educational research through providing an overview of key philosophical trends in human sciences and their underpinnings in the comparative education research. Drawing from Hacking's thoughts, the theoretical trends of comparative education research and their underlying philosophical and epistemological foundations are studied from the early stages of the field to the present time.

5. Relevance to Nordic educational research

There is splendid comparative education research conducted in the Nordic countries. This paper aims to make the epistemological and philosophical foundations of the comparative research more transparent and to provide insights into this research field.
17. Leisure-time Pedagogy
Abstract: The overall purpose of the presentation is to contribute knowledge of a form of action research that student teachers at Linnaeus university do as part of their final examination. The students are studying to become leisure-time teachers and are required to do an independent research study in their final year. One of their option consists of an action research-inspired study, where they choose their own area to research. In this presentation, we will present three qualitative studies based on the students’ action research work. The main topics for analysis were: 1) what the students viewed as meaningful change in the leisure-time centre and 2) their motives for the choice of their research focus. The main areas discussed in these three studies are social relations, digital tools, and participation and influence. The theoretical perspectives and theories used are closely aligned with the three main areas stated. The studies on social relations is based on a sociocultural perspective (Wenger, 1989, Vygotsky, 2005) and a perspective of ethics (Noddings, 2002). The research on digital tools is anchored in multimodal teaching and learning (Selanders & Kerr pr, 2017). Further, the research on participation and influence is based on the theories presented by Thomas (2009). The three studies presented are based on an action research theory developed by Karlsudd (2017).

Initially, searches we done in the database Diva looking for action research in various subject areas. Twelve works, in three subject areas (see above), were selected as they contained clear and well-formed justifications for the decisions made, as well as for the approaches used in the chosen development area. Qualitative content analyses were then applied to the works chosen. This method has been described as flexible and appropriate when seeking an in-depth understanding of oral, text-based and visual communication according to Elo and Kyngäs (2007), and Finfgeld-Connett (2014). The results reflect how the students have, formulated and solved research problems. They have, through this work, changed activities and practice within the designated research area. The students have opened up the possibility for conducting systematic quality analysis work by acquiring tools and by developing a process of thinking. Some conclusions: 1) The teachers working at the leisure-time centres viewed the students as both assets and as contributing to increasing the overall quality at those centres. 2) A conscious focus on a multimodal perspective could further work to develop the students' action research projects. 3) The students' awareness of working life in the leisure-time center increased. For example, the students may question the possibility of working with relationships. New issues have been raised: Who owns the "problem" that is the basis for the project work? Is it the teachers, the student, or both? Research on education provides the opportunity for exchanges of knowledge and experience between Nordic researchers. This in turn leads to new possibilities for developing environments where students can grow and prepare for the task of improving and developing their own practice.
Assessing the needs and interests of pupils in school age educare

17. Leisure-time Pedagogy

Eva Kane¹
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¹ Stockholm University

Abstract: At a time when educational assessment drives school development in all Nordic countries, it is a challenge to work in school-age educare, where the development of local service should be driven by the needs and interests of the pupils (SNEA, 2018). Our action research project aims to explore this specific part of school-age educare practice together with staff in two urban schools in different socio-economic areas.

While there are studies about assessment (Andersson, 2013) and systematic development work (Lager, 2016) that will inform this study, there is no other research about school-age educare that focuses on this particular aspect of school-age educare. Research in preschools suggests that staff develop the service based on their own interests rather than the children’s (Fast, 2007). Moberg (2018, p.122) explores “how the concept of children’s interests is allowed to act through its relations to other actors” and thus “what gets to count as children’s interests” (p.123) suggests that we try and trace the concept in practice.

The project attempts to map methods already in use as well as explore possible new methods to assess pupils’ needs and interests. We want to discuss whose perspective the practice opens up for and what view of the child the practice allows. The project hopes to activate discussions about what pupils are allowed to do and be or how they should behave in school-age educare. We also want to avoid fixed categorisations of children, since how children are discussed limits or allows for change in different ways (Holmberg, 2017).

References

Learning design – empowerment and participation in children’s creative design activities at the design lab

17. Leisure-time Pedagogy

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Abstract: This paper draws on data from a recent study of children’s design activities in a leisure time design lab setting. The notion of design lab has become popular in recent years in areas outside science and technology development, such as educational or leisure time settings (see Kavousi & Miller, 2014). These labs are designate institutions dedicated to change and experimentation, or open collaborations between stakeholders, sharing a mutual interest in design research in a particular field (Binder & Brandt, 2008) to experience learning experiences based on self-reflection (Kavousi & Miller, 2014). However, the focus in this study is on how the children involved in the design activities make sense of their experiences of participating in the design lab after that the design lab has closed due to financial and administrative issues.

Drawing on a six months ethnographical study, consisting of video and audio recordings of the design activities and interviews with the participating children, it has been possible to study both how the activities are structured, and how the participants make sense of the activities over time. An ethnomethodological approach is used as a means to explore the local practices of participation in the design activities from the members’ perspective (Garfinkel, 1967; Luck, 2012). The participants’ involvement and reflections on the design activities are mainly performed in the studio setting when participating in design workshop but also in how they discuss their experiences in the interview material. The study addresses aspects of participation and empowerment in design activities (cf. Druin, 2002; Lundmark, 2016), and it is found that the design lab and its location, engagement, and emancipatory agenda are crucial for the children and their development of design knowledge and craftsmanship in the situated learning practice.

The findings show how the children involved in the activities at the design lab develop new skills and knowledge and how the children and young people's participation in various forms of design activities contribute to increased empowerment. The study of the design activities in the suburb also demonstrate how these activities become important tools and resources to strengthen the youth in their identity creation. Furthermore, the study shows that the design activities that the children are committed to provide tools for changing their situation as well as their surroundings.

References


Preparation for participation. Swedish leisure-time teachers’ work on pupils’ social skills

Liza Haglund
1 Södertörns university, School of culture and education

Abstract: This paper reports on an ongoing research project on a Swedish leisure-time. The research is closely related to practice and has been planned together with two experienced LTC teachers, although the general aim of the study was formulated beforehand by the researcher. The overall aim is to investigate pupils’ participation in terms of how their ability to express their own thoughts and opinions regarding ethics and values—that is, philosophical questions—can be supported and developed within the framework of the specific role of LTCs in the Swedish school system. The intention was to plan and conduct activities together with the pupils and teachers that would enhance philosophical dialogue. However, the pupils were, according to the LTC teachers, not ready to participate in the intended way without prior work on group dynamics. The paper thus describes the LTC teachers’ preparation work and their main conceptions of their role in the LTC.

The data consist of audio-recorded sessions with the LTC teachers and pupils, as well as informal interviews and brief conversations with the LTC teachers (noted in a log book). The research takes its departure in the American philosopher Donald Davidson’s work on theories of knowledge and interpretation. The data are thus interpreted by applying his version of the principle of charity, which means that in order to understand the language of a speaker, we should attribute to them beliefs that are seen as rational from the speaker’s point of view. This relies on the assumption that we are able to respond to the same salient features of the world as the one we interpret. The LTC teachers’ actions are thus examined in terms of different contextualisations. These include the teachers’ ways of making sense of the task that they have set themselves to solve, what they regard as necessary preparation for this particular meaning of participation, and their ways of conducting such an enterprise.

The analysis shows that teachers were working on pupils’ behaviour towards each other. That is, in the best interests of the group. This means training pupils to listen to each other and to take turns, thus safeguarding everybody’s equal right to participate in a conversation. It means managing social relations, including what to say and what not to say, in a way that conforms to everybody’s right to be fairly treated. This was done by highlighting pupils’ own comments and suggestions that were in accordance with the teachers’ views on proper behaviour. The teachers were also working with individual children’s self-confidence and ability to express their feelings. The teachers referred to “Nonviolent communication”. Overall, their work can be described as being contextualised within an inter-personal psychology and managed by different care and control techniques.

Knowledge about how LTCs contextualise and act on pupils’ participation is important as it concerns the everyday life of pupils and their autonomy. It also raises questions about what the actual education in LTCs should be aiming at.
**Abstract:** Research topic/aim

Our research project (conducted in 2018-2019) concerns Danish leisure-time pedagogy. More precisely, the leisure-time pedagogy that takes place in youth clubs for young people aged 10-18 years. This branch of leisure-time pedagogy has undergone a series of changes. First of all, a local government reform in 2007 lead to changes in the organization of the clubs in each municipality. Second, a school reform in 2014 lead to changes by reducing the opening hours of the clubs due to longer schooldays. Changes like these put the professional identities of the leisure time pedagogues on the line (Larsen 2015, p.11).

Until now, the research within the area is very limited (EVA, 2018; BUPL, 2016; BUPL Århus 2016; Larsen, 2015, 2018). Not least, there is a lack of knowledge concerning the professional identities of the leisure time pedagogues. Our research question sounds as follows: Which professional identities of the leisure time pedagogues working in youth clubs today can be constructed?

**Theoretical framework**

Our theoretical framework consists of research concerning leisure-time pedagogy and youth clubs (e.g. EVA, 2018; BUPL, 2016; BUPL Århus 2016; Larsen, 2015, 2018). In our research project and construction concerning professional identities, we operate with a theoretically approach to (professional) identities inspired by narrative research and cultural anthropology (Bronfenbrenner, 1979; Jenkins, 2008; Gilliam, 2015; Bo, Christensen og Thomsen, 2016). Our research project is based on the consumption, that professional identities are (re)constructed in the meeting between different narratives on both micro-, meso- and macro level. That is, the meeting between narratives constructed both in the everyday practice of the leisure-time pedagogues, narratives constructed on institutional level and narratives constructed on organizational, political level by local governments, politics and laws concerning the area and unions (Brofenbrenner 1979).

**Methodological design**

In order to examine the different narratives constructed in the different levels mentioned above, our methodological design is a mixed method design. More precisely, we combine qualitative semi-structured interviews (with the leisure-time pedagogues and their leaders) with document analysis. The document analysis includes political documents from local governments, laws, job adverts and articles from the union BUPL. The data are compiled in 2 Danish municipalities.

**Expected conclusions/findings**

At the conference, we will present the findings in our analysis based on the empirical data so far, identifying the different narratives that can be constructed at the
different levels, analyzing both potentially resemblances and differences between the different narratives.

**Relevance to Nordic educational research** Our research offers knowledge concerning the professional identities of the leisure time pedagogues working in youth clubs. A knowledge, which we hope can offer new perspectives and insights within this specific branch of leisure time pedagogy, that indeed is a player to consider, when developing and understanding extended education in a globalized world.
Promoting responsible online communication in Swedish leisure-time centers

Carolina Martínez

Abstract: In my presentation I will discuss a study conducted in 2018 where I investigate how Swedish leisure-time teachers promote responsible online communication among children in the leisure-time center. Responsible online communication is one aspect of digital competence (Hobbs, 2011: 17), which is also accentuated in the Swedish curricula for the leisure-time center (Skolverket, 2018: 24). Being able to communicate online in a responsible way is particularly important for children when they start to use social media around the age of nine (Davidsson et al., 2018: 67), and the education system has been given a greater responsibility when it comes to promoting children’s digital competence.

In the study I use parental mediation theory. This theoretical perspective focuses on how adults mediate children’s media usage, to minimize risks and maximize opportunities with the media. Researchers have also in more recent years started to pay attention to the role of teachers in mediating children’s media usage (Karaseva et al., 2015). Three main strategies have been observed in extensive empirical research: active mediation, restrictive mediation and co-use (Clark, 2011).

The study is based on qualitative in-depth interviews with 21 leisure-time teachers in 20 different leisure-time centers in the south of Sweden. Qualitative interviews were chosen to gain insight into the variety of practices among leisure-time teachers. Participants were selected in order to obtain a variation regarding experiences and perspectives. Among the participants there are men and women in different ages, and a variation concerning the age of the children they work with.

The analysis shows that the leisure-time teachers primarily engaged in retroactive mediation related to children’s online communication at home. However, some centers allowed children to use social media and the leisure-time teachers could then engage in active mediation and co-use in situ. A few leisure-time teachers promoted responsible online communication through planned activities and proactive work. Aspects of responsible online communication they focused on were how to not hurt other people when communicating online, how to communicate safely online, and the importance of standing up for one’s opinions.

This research is important as it contributes to our understanding of how the education system – in this case the leisure-time center – promotes children’s digital competence. There are few studies regarding this, and when it comes to responsible online communication and the leisure-time center previous research is practically non-existing.

References


Review project concerning Nordic research-based knowledge within the field of school- and leisure-time pedagogy

17. Leisure-time Pedagogy

David Thore Gravesen
Lea Ringskou

1 David Thore Gravesen, PhD, Lecturer, Faculty of Education & Social Studies, Research programme Everyday Life of Children and Young People, VIA University College, Denmark
2 Lea Ringskou, Lecturer, Faculty of Education & Social Studies, Research programme Everyday Life of Children and Young People, VIA University College, Denmark

Abstract: Research topic/aim
With a reform of the Pedagogue Education in 2014, a new professional specialization within the area of school and leisure-time pedagogy was established. Compared with the other two specializations on the current Pedagogue Education (day care and special pedagogy), it is new that school & leisure-time pedagogy is now an independent area of professional pedagogy.

Recently, a number of anthologies based on educational literature on school & leisure pedagogy saw the light of day (See, for example, Gravesen (ed.) 2017; Fisker, Jensen & Jørgensen 2016; Sørensen (ed.); 2015; Ritchie, 2014). In addition, a number of evaluations and reports on school & leisure pedagogy have been published (see, for example, Ramböll, 2012a, 2012b, 2013; EVA 2013; Schultz & Østergaard (CUR); 2015; BUPL 2016). In many ways, these different types of publications contribute to the knowledge base of the new specialization. However, there is a lack of - and therefore a strong need for - an overview of existing research-based knowledge.

The aim of our research project is to contribute with such an overview. Specifically, we are interested in making a review concerning research-based knowledge on school & leisure pedagogy within the age group 6-18 years across schools, SFO’s, leisure clubs and youth clubs from 1980 up to now. To begin with, the review process will focus on Danish research based knowledge in this field. Later we will expand the review process by including research-based knowledge on school and leisure-time pedagogy in other Nordic countries.

Methodological design
Methodologically we alternate between a regular literature review and a critical review (Grant & Booth, 2009). A strength of the literature review is, that it identifies what has been accomplished, whereas a weakness is the fact that the literature review does not explicitly intend to analyze the collected data. The strength of a critical review, on the other hand, is that it goes beyond mere description, and includes a degree of analysis and conceptual innovation. As mentioned we wish to do both; a mere (systematized) description of the body of research literature on school & leisure pedagogy, and a critical analysis of the focus, strengths, gaps within and methodologies of the existing research.

Expected conclusions/findings
In the presentation, we wish to discuss focal points and concerns related to (the methodological design of) our review process. We will also present some tentative thematic findings from the review and touch on their relevance to the development and further
discussions of school & leisure-time pedagogy.

Relevance to Nordic educational research

In a broader perspective, the project is relevant for researchers focusing on research based knowledge on school & leisure pedagogy in the Nordic countries. In a rapidly changing world it is important that the educators and researchers, who educate future leisure-time pedagogues can present various forms of knowledge, not least researched based knowledge, to help students navigate, negotiate and practice leisure-time pedagogy in a complex, dynamic field. Ultimately, a Nordic review can contribute to fruitful discussions across national borders.
Special needs in Swedish Leisure Time Centers (LTC)

17. Leisure-time Pedagogy

Assar Hornell

Abstract:

1. Special needs in Swedish Leisure Time Centers (LTC)
Almost 500 000 pupils are in the Swedish LTC and an unclear number of pupils in need of Special needs support. In Sweden there is no research about Special needs in Swedish LTC and this study have the ambition to give a broad picture of the situation. School law and steering documents require support for children with Special needs in. There is both clear and unclear guidelines for the work with children with Special needs in LTC. The study is based on a survey that was sent to 1032 employees autumn 2017 and 341 replied.

The overall aim is to understand how Special needs Education is taught in LTC and is described by LTT.

- How do Leisure-time teachers (LTT) describe conditions for Special needs Education LTC?
- How do LTT describe Special needs Education at LTC?
- Are LTC an inclusive arena for children with special needs?
- Is Leisure pedagogy a way to work with Special needs support for children in the LTC?
- Theoretical framework:
  - 3 theories as a base for understanding the answers from the LTC teachers. The dilemma perspective. Nilholm (2003) refers to Clark, Dyson & Millward (1998), but also Dyson & Millward (2000) mean that the dilemmas in the school system is inevitable. Nilholm describe Special needs education with three perspectives. A. The Compensational perspective. B. This has been challenged by a Critical perspective, that see student's difficulties primarily from a environmental view. But Nilholm mean that we have a C. Dilemma perspective that critisise the critical perspective.
  - The role of the LTT. It’s common that LTT during school day becomes an assistant to school teachers, for example to work in the classroom with children with special needs. (Carlander, 2000). LTT have a strong focus on social relations and children needs (Haglund, 2004, Dahl, Karlsudd, 2015). LTT spend a lot of time organizing the children group and activities / activities (Elvstrand, 2013) and takes a huge responsibility for pupils with special needs and works flexibly to support these children (Dahl, Karlsudd, 2015)”
  - Leisure pedagogy. “This should be done through the educational programme being based on the pupils’ needs, interests and experiences, and learning be situationally governed, experience-based and group oriented, as well as being based on the pupils’ needs, interests and initiative.” (Skolverket, 2011, rev. 2018, p23), Can this pedagogy be a good way to work with special needs in LTC?
• The methodological approach is:
  • Descriptive statistical analysis, quantitative and qualitative content analysis and hermeneutical interpretation
  • Expected conclusions/ findings: As there is no research about Special needs in LTC, it can help other researchers to go deeper in this area. As the LTC have to complement the school, LTT can help students to reach the knowledge goals.
  • Relevance to Nordic educational research: 2/3 of the questions are processed so far. The study shows so far that LTT works with comprehensive adaptations for the children. When pupils need support at the LTC they work mainly with social adaptations. They also work with preventive support.
Teachers directed to extended education: a profession based in childhood sociology?

17. Leisure-time Pedagogy

Björn Haglund

1 University of Gävle

Abstract: Research topic/aim

The presentation will discuss the work and development of Swedish leisure-time pedagogues and teachers directed for work at school-age educare centres from the 1960s until today. This means discussing a profession that mostly have been highlighting care and promoting social competences but is now also supposed to function as a complement to school and, for example, involving activities that comprise mathematics and communication.

Theoretical framework

The presentation will involve concepts from different theories concerning professions. These concepts (e.g. social closure used by Due, J. & Madsen, J. S., 1990; usurpation used by Parkin, 1979 and jurisdiction used by Abbott, 1988) are used as tools for describing different stages and episodes during the profession’s development.

Methodological design

The presentation is based on a book chapter in proceeding which takes it points of departure in former research concerning school-age educare and the staff that works in these institutions. The concluding discussion is based on the work of Brante (2009; 2014) who, besides discussing previous and modern theories concerning professions, also discusses the need to describe the knowledge used in everyday work.

Expected conclusions/findings

It is argued that using didactic points of departures in a systematic way could be fruitful to make teachers in school-age educare’s everyday knowledge more visible. It is also highlighted, however, that knowledge of childhood sociology also is important in the everyday work since children’s own perspectives concerning activities in school-age educare is vital to encompass children’s leisure and old school-age educare traditions (cf Haglund, 2009; Närvänen & Elvstrand, 2015).

Relevance to Nordic educational research

The presentation is highly relevant to Nordic educational research since it is describing and discussing a profession of change that is at least partly due to the global stress of evaluations and a measurable content in for example teacher professions.

References


Abstract: This presentation is part of a research project about co-operations between different teacher professions in the early school years. In Sweden, pupils, aged 6 to 9, meet three different types of schooling. As a 6-year-old, pupils start pre-school class (PSC) and leisure time center (LTC) and start primary school (PS) at the age of seven. In the PSC, both preschool teachers and primary school teachers are eligible to work, they thus often have a strong identification as a teacher in PSC (Ackesjö 2010; Lago, Ackesjö & Persson 2018). LTC and PS require an LTC teaching degree respectively a primary school teacher degree. PSC, LTC and PS is organized within the same school units, often with shared facilities and is governed by the same principal and subjected to the same curriculum. In the curriculum, there is also a specific assignment to co-operate between the three types of schooling, a task that was strengthened when the curriculum was revised in 2016 (Skolverket 2018). In this paper, the aim is to examine how teachers in PSC, LTC and PS describe this assignment and how they talk about each other’s professions, assignment and teaching practice. To do this a constructive grounded theory approach (Charmaz 2014) is used to analyze how the teachers talk and construct professional similarity and difference, as well as joint and different assignments. The study is based on interviews with teachers from the three types of schooling. Interviews were conducted at three different schools in one Swedish municipality during the autumn of 2019. The schools take part in an action research project that focuses on co-operation and the development of strategies for teaching for language development and the interviews are part of the preparatory work in this project. Preliminary findings show how the teachers construct both similarities and differences in the assignments of teachers in PSC, LTC and PS, but they do not always feel that other teacher-categories fully understand their own teaching practice. When it comes to co-operation, the teachers feel that there is a lack of support from eg. Principals to do this. The PSC and the LTC teachers to a higher degree than the PS teachers, describe that the co-operation between the three teacher-categories suffers because the ‘others’ do not have sufficient knowledge of all the assignments. We can also see that the teachers find co-operation difficult since they are already overflowing with other assignments connected to their own type of schooling (cf Akkerman & Baker 2011) The study contributes to the national, international and Nordic research about teacher co-operation. In the Nordic context, there is a lack of knowledge about co-operation between different teacher-categories, this study also contribute with knowledge connecting all the teacher-categories different perspectives.
When: Wednesday 14.00-14.30, Where: Slottet 2

“Then nobody will shout like ‘come, we'll do this now’": Children’s perspectives on leaving Leisure Time Centre

17. Leisure-time Pedagogy

Lina Lago
Helene Elvstrand
1 Institutionen för samhälls- och välfärdsstudier, Linköpings universitet

Abstract: In Sweden, most 6 to 9 years old (grade 0 to 3) are enrolled in Leisure Time Centre (LTC) and take part in LTC activities before and after school, and during school holidays. This means that they take part in planned activities out of school hours and that they are subjected to adult care and supervision when their parents are at work. At the age of 10, when the children starts fourth grade, the enrollment in LTC drops drastically which means that pupils who have taken part in the LTC activities have to spend their after school time and their school holidays in other ways. Usually, they are home alone or take part in other - freely organized - afternoon activities. In this study, the aim is to show how pupils in third grade anticipate their near future as fourth graders and “no longer LTC pupils”. How do they imagine the future without LTC? What are their descriptions of no longer being LTC pupils? What will they do instead? What are they going to miss and what are they looking forward to?

The study draws on the theoretical framework of sociology of childhood emphasizing children as actors in their own lives (James, Jenks & Prout, 1998) as well as a constructive grounded theory approaches (Charmaz, 2014) with a focus on children’s main concerns.

The study is based on 12 interviews with 22 pupils at four different schools, conducted in third grade when the children was still in LTC. Before the interviews, guardians have given written consent and when the researcher visited the school to conduct interviews, the pupils themselves were asked if they wanted to be interviewed or not. If they wanted to, they were interviewed in pairs to ensure that they felt as comfortable as possible. This was also a way to equalize power differences between researcher and participating children.

The results show that many of the pupils, already in third grade (and sometimes earlier), stay at home after school even if they are enrolled in LTC. Some pupils can choose this themselves, while others decide this with the parents from day to day. In the pupil’s talk of the future, they emphases the freedom to decide over their own time, making LTC a place for adult control. Some pupils thus, also express concerns about no longer being in the care of adults. Having to “decide yourself what to do” is one concern raised by the pupils. Whether the pupils anticipate the ending of LTC with excitement or concern, the ending of LTC is an interruption that marks autonomy for the pupils. In a Nordic perspective, the study contributes to knowledge about the transition between institutionalized and private childhoods focusing on children’s own perspectives. In many of the Nordic countries, there are similar transitions from school-age care to children “taking care” of themselves.
18. Families, Institutions and Communities in Education
Challenges to mutual trust in the collaboration between minority parents and ECEC practitioners

18. Families, Institutions and Communities in Education

Paula Cavada-Hrepich¹
Noomi Matthiessen¹, Lene Tanggaard Pedersen¹
¹ Aalborg University

Abstract: The aim of this presentation is to discuss the challenges that minority parents and early childhood education and care practitioners (ECEC) have in the establishment of mutual trust. Within the heightened focus in early childhood education of the recent decade, a well-functioning partnership between parents and practitioners is seeing as the key component to increase inclusion and reduce the reproduction of inequality in education. This focus follows what Moss (2014) has referred and criticized as the “the story quality and high returns” approach, that risks overlooking the subtle power dynamics of the practice, and the unequal opportunities for parental participation. Under this approach the parental practices of minority parents are seen as deficient and they are thus in need of being taught how to enhance the learning of their child in order to optimize the educational output.

In an interactional level, a basic sense of trust between parents and early childhood professionals is essential for collaboration. Whilst trust has been identified as the foundational element of parent-teacher collaboration in schools (Adams & Christenson, 2000; Tschanan-Moran, 2001), only a few studies have considered it in early childhood education (Matthiesen, Cavada & Tanggaard, in prep.; Schweizer, Niedlich, Adamczyk & Bormann, 2017). The exploration of the dynamics of trust and distrust in the collaborative relationship between minority parents and practitioners will contribute to understanding the mechanisms of potential marginalization.

It will be used Matthiessen, Cavada and Tanggaard's (in prep) model of mutual trust based on the philosophical ideas of Løgstrup (1997) and Baier (1986) about trust and the sociocultural approach of Marková and Gillespie (2008). Bourdieu’s (1991) proposal of symbolic power will inspire the analysis of social inequality and dominance.

A qualitative study was carried out, where 64 parents, 32 pedagogues from eight childcare center leaders from Denmark, were interviewed through individual and group interviews.

On the basis of collaboration there is a double performance of mutual trust, where it has be shown that you are trustworthy and that you trust the other. In the relationship with minority parents, practitioners get trapped in showing their trustworthiness rather than showing that they trust their parents. The initial mutual trust is been found weak as parents and practitioners have differences on the basic meanings of what, how and when is the best care for the child. However minority parents are required to learn the dominant meanings of trust and to act accordingly to what is expected, in this way ensuring a validated participation. In other words, the robustness of mutual trust is under the premises of the institution, reproducing thus forms of marginalization.
Although, the Nordic countries have a long school democratic tradition, globalization and migration are creating a new political, social and economic scenario. Thus is deeply needed to understand and make visible the taken for granted mechanisms and spaces of participation of teachers, families and children. Understanding the dynamic of trust with minority parents will shed light on the creation and improvement of meaningful and authentic conditions of collaboration.
When: Wednesday 17.00-17.30, Where: Clevesalen

Children’s transitions from preschool to school in two municipalities in Sweden

18. Families, Institutions and Communities in Education

Johanna Lundqvist¹
Margareta Sandström¹
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Abstract: During early school years children make transitions between school forms, and recreation centres, that are supported by transition activities. Educational transitions can be critical events, in particular for children with special educational needs and their parents. The aim of this study, which was a research and development project, was to study children’s transitions from preschool to school in two municipalities in Sweden and also activities that were intended to make these transitions effective. The aim was also to study parents’ views of children’s transitions from preschool to school (preschool class and recreation centre) in two Swedish municipalities, and parents’ views of the importance of transition activities. A mixed method approach and a multiple-case study design (Yin, 2014) were used. The data was collected by means of documents, observations, interviews such as focus group interviews (Wibeck, 2010) and a questionnaire to parents. Inductive and deductive thematic analyses were conducted (Braun & Clarke, 2006). The themes general or extra transition activities, and proximal or distal transition activities were obtained from Lundqvist and Sandström (2018). Bronfenbrenner’s bioecological model for human development (Bronfenbrenner & Morris, 1998) was adopted as a theoretical and conceptual framework. The result showed that children’s transitions from preschool to school differed, that several transition activities were performed, that transition activities were general or extra and also proximal or distal - seen from a child perspective. The study also showed that parents, with few exceptions, experienced children’s transitions as safe and well-functioning and that parents considered transition activities to be important. Several development areas appeared as being particularly important when working towards improvement of preschool-school transitions. The study has relevance to Nordic educational research because it gives examples of educational pathways and transition activities that, according to head teachers, teachers, preschool teachers, teachers in recreation centres and parents can produce high-quality transitions between preschool and school. It also has relevance to Nordic educational research because it gives examples of improvement needs in practice.


Home-school cooperation - what Finnish teacher-students think about it

18. Families, Institutions and Communities in Education

Satu Perälä-Littunen
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Abstract: Home-school cooperation - what Finnish teacher-students think about it

Research topic
Previous research has in general shown that home-school cooperation is beneficial for children’s learning and development, although making conclusions on the results is challenging due to the lack of agreed concepts and, for example, agreement on what is included in cooperation (e.g. Wilder 2014). Nevertheless, teachers are powerful actors in parental involvement with a power and position to either enhance involvement or discourage it (Bæck 2010.)

The focus of the presentation is on what Finnish teacher-student think about home-school cooperation. The teacher students’ ideas are especially interesting because they are in the process of becoming professionals. We seek to answer the questions: How do the interviewed teacher-students describe home-school cooperation?

Theoretical framework
Professionals, such as teachers, endorse various kinds of beliefs concerning home-school cooperation originating partly from their training, contacts with their colleagues and partly from their cultural belief systems (see e.g. Huijbregts,& al.2008). These beliefs play a role in teachers’ activities (e.g. Skott 2015) and should, thus, be investigated.

Methodological design
The data were collected in five thematic, focus group interviews of Finnish teacher-students. The topics to be discussed in the interviews were based partly on the results of previous studies and partly on the Finnish national curriculum which highlights home-school cooperation. The data were transcribed and for the purpose of reporting the results to international audiences, excerpts of the data were translated from Finnish into English. The data was analysed qualitatively by first coding the data into categories, then searching for reappearing themes, similarities as well as differences and finally looking for connections between the themes (see e.g. Braun & Clarke 2006).

Expected findings
We expect that the teacher-students see cooperation with parents both problematic and beneficial. Due to their training, the teacher-students will probably highlight their role as professionals.

Relevance to Nordic educational research
The importance of home-school cooperation has been noted in the Nordic countries and it is included in the curriculums. However, more research is needed. The results of the study can be used in developing teacher education
References


Local content and equity in rural education

18. Families, Institutions and Communities in Education

Daniel Andre Voll Rød¹
¹ UiT the Arctic University of Norway

Abstract: Research topic/aim

The context for discussing local content in rural education is that curriculum is often developed with the urban in mind (E.g. Roberts, 2013). Students from rural areas seem to do worse on scores for student attainment than their urban counterpart, also in Northern Norway. This are differences that are well documented but underresearched, raising the question on geographical equity (Bæck, 2016). This paper places itself within a sociology of rural education.

Theoretical framework

This paper will explore the teacher perspective of using local content in their teaching in rural Northern Norway, with a theoretical framework from Margaret Archer’s work on centralized educational systems (Archer, 2013; Nordkvelle, Nyhus, & Veggeland, 2017). Literature on cultural discontinuities between local and urban knowledge forms in education are also of relevance (E.g. Edvardsen, 1996).

Methodological design

The empirical data for this paper are 12 qualitative interviews of teachers and 3 months of participant observation in one rural municipality (inh. <5000) and 6 qualitative interviews in one urban municipality (inh. >50 000) in Northern Norway. This article is a part of the research project RUR-ED, who employs a sociological case study design with 4 municipalities and a mixed method approach.

Expected conclusions/findings

This paper argues that from the teacher’s perspective, increased bureaucratization and condensation of work tasks in the teacher profession “eats” up time and place for teachers to implement local content in their teaching, leading to less differentiation and adaptation of the curricula for their students. This will potentially affect rural students the most, as they might experience an increased cultural discontinuity between local knowledge and the urbanized knowledge the school offers. The centralized governing of the Norwegian education system can also help exacerbating this gap, as the channels of influence are limited.

Relevance to Nordic educational research

The findings in this paper is relevant to research on rural education, and might be transferable to other Nordic contexts. It can also be relevant for Nordic and especially Norwegian curriculum
studies, as it investigates both intended and unintended effects of policy and curricula in practice within the case municipalities.

References


Making the Learning Happen by the Parent-Child Reading Program: A Study in a Migrant School in Shanghai, China

18. Families, Institutions and Communities in Education

Cong Lyu\(^1\)
Jenny Cheng\(^2\), Jiachen Li\(^3\), Keyi Lyu\(^1\)
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\(^2\) Minhang District Private Shuangjiang Primary School, Shanghai, China
\(^3\) Shanghai Municipal Institute for Lifelong Education, Shanghai, China

Abstract: Under urbanization, a large number of rural people have poured into cities, making education problem for children of migrant workers become a an inevitable topic in China today. In Shanghai, restricted by the “Hukou Policy”, most of the migrant children can only attend a private primary school specially designed for them rather than a local public primary school. Such private schools lack teachers and funds, have poor facilities and small collections of books, and the cooperation between teachers and parents is weak. Besides, studies have shown that migrant families have many deficiencies in reading compared with the residents who have favorable living environment. This phenomenon is harmful to the survival and development of migrant students. However, there are few targeted studies to explore the problem about using public reading resources to promote their development through cooperation between schools and families.

In order to find the current reading situation of migrant families, the study selected 50 migrant families and teachers which belong to a class in S Private Primary School in Shanghai, and community staffs as well as library staffs, as the research participants. By conducting the methods of interviewing, observation and questionnaire, the preliminary study found that the current situation were as follows: 1) the guidance and supervision for children’s reading from teachers and parents are absent; 2) there are crisp boundaries among parents, students and teachers in communication of reading activities; 3) schools and families are not very good at using public reading resources. In order to change the situation, the Parent-Child Reading Program will be designed and conducted by the cooperation between universities and primary schools, the purpose is to explore the following questions: 1) How does the program influence utilization capability of the public reading resources of parents and schools? 2) What are the changes of the learning ability of teachers, parents and students in the activity?

Based on the above questions, the researcher made some tentative plans: teachers are encouraged to play a professional leading role to arouse parents' reading awareness, and promote the Family Committee to design and organize activities during weekends and winter and summer vacations. At the same time, due to the fact that members of the Family Committee and some parents (families) who are very enthusiastic about reading are vital resources, the progressive parents (families) is promoted to drive those who do not perform well in parent-child reading. Of course, in organizing activities, students’ wishes need to be fully respected, and communication among the peer groups should be strengthened.

It is hoped that through these study, 1) the reading quantity and quality of migrant children will be
improved; 2) the ability of migrant families to use public reading resources will be advanced; 3) the collaboration between parents, teachers and community will be more effective; 4) students, parents and teachers' reading ability, and even lifelong learning ability will made significant progress.
Oil extraction risk in Lofoten - Student's orientation pattern and democratic discussion practice

18. Families, Institutions and Communities in Education

Tobias Werler¹
¹ Western Norway University of Applied Sciences, Bergen

Abstract: In recent years, the Lofoten area has been subject of public debate on oil extraction. In such a situation, people must be able to make decisions related to the question of what is perceived as acceptable risk (Beck 1995, 1997). The paper discusses various aspects of risk, the school as a political arena and the importance of controversies in teaching (Hess 2009).

The article presents research results from an intervention study based on scenario-based teaching (van Notten 1995). The purpose of the study is to investigate the qualities of students' discussion processes related to controversial issues. In other words, the study is about how students act and express themselves in a debate related to the real risks related to oil extraction in their lifeworld. It is the purpose of the study to understand how citizens-in-the-making (Marshall 1950) use the intellectual art of conducting a political debate whilst they are at the same time a community of disagreement (Iversen 2014). Such political discussion requires students to behave as adults (Cazden, 1988). The following research questions will be answered:

How do students argue when they participate in a political plenary debate linked to local risk (oil extraction) based on scenario-based group work?

What orientation patterns show the students in the plenary debate?

Operationalization exists on two levles that are mutually dependent. The first level is based on scenario-based, risk-related teaching and strengthens the students' democratic argumentation practices. The second level, an authentic risk-related plenary debate, specifically raises the students' argumentation and orientation pattern when they mimic a grown-up debate (adult issues). At the same time, this level will produce the relevant data material.

Anchored in ethnometodology (Sacks, Schegloff & Jefferson, 1974), the paper investigates the data material using documentary content analysis (Bohnsack, 2004, 2010). It maps how students develop collective orientation patterns in a discourse. The data material has been systematically reduced and the paper presents the key sequences of the debate.

The analysis shows that the students' general orientation patterns and "having a voice" play a major role in their plenary debate. This because the students experience that they cannot only show political agency, they can also use their democratic subjectivity in relation to the future. Two antagonistic orientation pattern appear amongst the students: risk accept versus processing of uncertainties.
Parental involvement in Norwegian schools – understanding and practice, and further effect on mathematical learning

18. Families, Institutions and Communities in Education

Arve Fiskerstrand¹
¹ Volda University College, Norway

Abstract: Research topic
Parental involvement is crucial for the students' achievement in general and in mathematics in particular (Boonk, Gijselaers, Ritzen, & Brand-Gruwel, 2018; Milner-Bolotin & Marotto, 2018). The most important type of involvement is high expectations, regardless of e.g. the student’s grade level and ethnicity (Wilder, 2014).

Research aim
National programs have been implemented to improve the quality of Norwegian schools, and hence the student’s mathematic achievement and motivation from early age levels. This research aim to examine the role of parental involvement in a Norwegian school development program. Parental involvement is in this context mostly often interpreted as school-home collaboration (Kunnskapsdepartementet, 2007). This is a limited view, and, in addition, it seems further to be more and more under-communicated or downgraded as we approach practice (Kunnskapsdepartementet, 2015), with subsequent weak implementation in governing educational institutions, the development programs in schools and in school practice (Siddiq et al., 2018).

Theoretical framework
This research will look at parental involvement both as an educational and sociological phenomenon. The research design will be primarily qualitative, based on Epstein’s (1987) influential theory of overlapping spheres.

Methodological design
An initial research was carried out autumn 2018 to investigate practice in a medium-sized municipality with about 4000 children in kindergarten and elementary schools. The initial research implemented a pre-questionnaire, and an intervention related to parental involvement and mathematical learning will follow in 2019. A post intervention data collection, using interviews and observation of students, parents and teachers will be implemented in 2020.

Expected conclusions
The research question for the first step is: What is the understanding and practice of parental involvement? We expect to find varying quality of practice and limited understanding of the importance of parental involvement in home among teachers, parents, and students before the intervention, and thus reveal an area of improvement for mathematic achievement and motivation.

References
Parental involvement in Norwegian schools – understanding and practice, and further effect on mathematical learning

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References


The parent-teacher relationship: exploring social practices in an institutional setting

18. Families, Institutions and Communities in Education

Maria Mersini Pananaki

PhD student in Education

Abstract: Can the current structure of the parent-teacher relationship live up to the standards of today’s globalised world? Families in today’s societies have diverse needs and the established structure might not be able to address them all. In Sweden, researchers (Erikson, 2004; Bouakaz, 2007; Swedish Research Council, 2015) stress the need for more critical research on the topic. In this paper, I intend to bring up themes and issues similar to the above, which basically constitute the groundwork for my doctoral research. In my study, I am exploring how parents and teachers construct their relationship and the practices they employ in their encounter. I am specifically interested in examining a) how and to what extent ‘critical incidents’ in the encounter between parents and teachers or students and teachers elicit accounts of ideal parent-teacher relationships and b) whether there are different sets of practices and ideals that characterise parent-teacher relationships in certain parent-groups, i.e. parents of diverse socioeconomic and ethnic backgrounds.

The questions are discussed based on collection of qualitative data, i.e. individual interviews with teachers and parents as well as observations in parent-teacher meetings in Swedish primary schools, ages approx. 7-12. In the interviews, participants share their experiences and perceptions of that relationship and describe positive and negative moments in their encounter with each other. During the observations, the aim is to capture participants’ explicit and implicit practices. The explicit ones refer to something more or less concrete, e.g. what they actually say, whilst the implicit refer to something more abstract, e.g. their body language, which can tell about their ease in talking about certain issues or whether parents’ and teachers’ points of view seem to link when discussing about how the student can be supported educationally. In terms of theory, the nature of this relationship is examined through Pierre Bourdieu’s theory of Practice. I intend to mainly use the concept of habitus to explore the relation between individuals’ previous experiences and their dispositions and the effect that these may have on the current practices.

The expected conclusions will entail indications regarding the structure of the parent-teacher relationship, the practices that are taking place in their encounter and whether and to what extent teachers’ and parents’ dispositions and beliefs about their relationship match.

My study will hopefully contribute to a clearer understanding of the phenomenon that might be of use not only in Sweden but generally, in a Nordic as well as an international context.

Keywords: parent-teacher relationship, practices, structure

References

involvement in an urban school. Malmö University: School of Teacher Education


**Abstract:** Inclusive education is the official educational policy in Iceland. That implies that schools have to work in collaboration with other professionals who diagnose and advise regarding children with special educational needs. Among these professionals are those from special services that municipalities are legally obliged to provide, and those from health care, social services and more specialised special services provided by the state. Coordinating these parties is important and prescribed by law. However, the collaboration between educational systems, health systems and social services can be complicated and does not come naturally (e.g. Carière, Gascon and Deschénes, 2013). In recent years, an increasing number of children have been diagnosed with autistic spectrum disorders (ASD) and they often require the cooperation of different professionals.

This paper presents the preliminary findings of a small study on the experiences and attitudes of specialists (psychologists, social workers, etc.) working at different institutions that diagnose and provide support and advice to parents of children with ASD (autistic spectrum disorders) and their schools.

The study is part of a mixed method study using exploratory design (Creswell, 2014) that has the overall purpose to examine the cooperation between parents, school staff, professionals and the institutions that provide diagnosis and support to families and schools regarding children and adolescents with ASD. Semi-structured interviews were taken with six specialists from different institutions. The interviews were analysed according to thematic analysis and the ecological systems theory of Bronfenbrenner (Bronfenbrenner, 1979).

Preliminary results indicate that coordination between different institutions that provide special services is often lacking. This is partly due to the fact that institutions that provide services are governed by different ministries. In addition, there are also other institutions that are governed by municipalities. There can be different cultures in different institutions, and methods of work that can complicate things further. Institutions are underfunded, and in some of them staff turnover is high. This results in long waiting lists at the expense of the children, their parents, and school staff. Participants found the cooperation with the schools most often to be positive; they find the teachers are trying their best but the demands on them are high, even unrealistic. The specialists said that they try to empower the teachers by providing education on the special educational needs of the children, which both teachers and participants sometimes felt lacking.

**Keywords:** Cooperation, special services, children, autistic spectrum disorder

**References:**


19. Teacher’s Work and Teacher Education
Aspects of democracy in preschool-home collaboration

19. Teacher’s Work and Teacher Education

Emelie Johansson¹
¹ Karlstad university

Abstract: Aspects of democracy in preschool-home collaboration

Research topic

The research is a part of a larger project aiming to consolidate relationships between universities and schools/preschools in order to develop models for cooperation. This presentation focus on the first stage of the project and examines preschool teachers’ understandings of the democratic mission of preschool.

The aim of this presentation is to highlight some issues of teachers’ work and aspects of democracy in relation to preschool-home collaboration.

Theoretical framework

The theoretical framework is an ecological approach of “teacher agency” according to Priestly, Biesta and Robinson (2015). Agency situated in teachers’ professional work, described as the outcomes of interactive processes of critical reflections, as entanglements of their experiences and projective abilities. Reflections used to evaluate how to respond to problematic situations and dilemmas occurring in the situated cultural, structural and material context, called the practical-evaluative dimension (Biesta et. al., 2015). The theory help illustrate teachers’ differing aspects of democracy, and how teachers form their action repertoires when evaluating experiences out of the situated context.

Methodological design

The data collected through interviews in focus groups, included 48 preschool teachers discussing the democratic mission and teacher assignments. Conversations recorded and analyzed by content analysis.

The initial analyze revealed that aspects of democracy in relation to preschool-home collaboration were predominant in the discussions about the democratic mission. This appeared as an emergent theme around democracy and was analyzed by the practical-evaluative dimension of the theoretical perspective of TA.

Findings

The result show how structural and cultural factors as policies, education, religion, language, discourses and norms were crucial in the teachers’ understandings of democracy in relation to
preschool-home collaboration.

It reveals three different approaches of teacher agency that suggests various consequences for preschool-home collaboration:

*Predominant approach*, teacher agency characterized by teachers using power to maintain norms and strong structures in disagreements with parents. Democracy regarded as a content, but not practiced as a form, in teachers’ response to parents and children. An approach that constrains parents’ and children’s participation.

*Limited approach* is appearing in situations where teachers lack experiences or/and knowledge about the teaching assignment and policies. This often results in teachers avoiding problematic situations and dilemmas in their work.

*Transformative approach* of teacher agency is when teachers being critical to their own ideas and interested in different perspectives. Understanding democracy as a way to exist with others to increase mutual understandings of problematic situations and dilemmas occurring in preschool-home collaboration. Democracy made together in deliberative conversations between teachers, children and parents that enables participation.

**Relevance to Nordic educational research**

This presentation contributes with knowledge about how different approaches of teacher agency enable or constrain preschool-home collaboration. Understandings that provides an opportunity to increase achievement of democracy in preschool-home collaboration. A crucial part of the democratic mission of preschool.

The larger project provides knowledge of cooperation models between researchers and teachers in order develop collaboration between universities and schools/preschools.

**References**

When: Thursday 09.30-10.00, Where: EBC 2

Authentic professional learning for experienced teachers.

19. Teacher’s Work and Teacher Education

Lena Glaes-Coutts

1 Linneaus University

Abstract: Topic

My research area focusses on how experienced elementary teachers use their personal and professional knowledge to define what they consider authentic professional learning (Freire, 2005; Mockler, 2013; Webster-Wright, 2009). My previous research investigated how experienced teachers in Ontario, Canada expressed their professional learning needs. I plan to build on this knowledge through investigating how experienced teachers, working as elementary teachers within the Fritidshem section of the Swedish school system, express their need for ongoing professional learning. The professional phase for teachers who have worked between five and fifteen years is known as one of transitions and tensions and teachers often look for professional learning that will support both their professional and personal lives. (Borko, 2004; Day, 1999, 2012; Postholm, 2012).

Theoretical framework & Method

The power of qualitative research is not in the volume of data collected but rather in the power of the human consciousness as reflected in the words of one person, just as the sun is reflected in one drop of water (Vygotsky, 1986). The focus on teachers’ voices is a way to understand their experiences. I will be using semi-structured interviews in order to discover the participants’ learning experiences in their professional lives and thus provide an opportunity for the teachers to share their experiences with others. There also lies within the interview framework an opportunity to support the development of teachers’ professional identities as they reflect on their stories when sharing their experiences with the researcher (Bullough, 2008).

Expected conclusions

Experienced teachers seek out learning opportunities that honour their professional knowledge, integrity, and identity. While looking for a sense of autonomy in their learning they also express a desire to work with other experienced teachers in order to collaborate, communicate and construct new learning (Glaes-Coutts, 2018). As experienced teachers are a rich resource, capable of building up the educational profession in both Canada and Sweden, it is vital to capitalize on the professional knowledge of experienced teachers.

Relevance to Nordic educational research.

Fritidshem is the extended school system where the teachers work both in the pedagogically-oriented before and after school program, and as part of the regular elementary school, where they are qualified to teach an esthetic subject. Thus, the teachers’ identity and sense of professional identities become part of how they view, not only their work, but also their professional learning needs.
The education for Fritidshem teachers is unique to Scandinavia, where only Sweden and Denmark require staff to be university educated in the extended school day programs (Dahl, 2014).

References


Bridging the gap between teacher education and teaching profession: Program leaders’ positioning of hybrid educators

19. Teacher’s Work and Teacher Education

Maiken Risan¹
¹ Oslo Metropolitan University, Centre for the Study of Professions

Abstract: This paper examines how three hybrid educators are positioned within three Norwegian teacher education programs. Hybrid teacher educators combine their workload between campus-based teacher educations and schools, and have been proposed as a means to strengthen the professional relevance of teacher education. The necessity of employing hybrid educators is emphasised in several policy documents addressing the quality and future of Norwegian teacher education, partially in response to criticism of teacher education’s relevance and coherence (e.g. NOKUT 2016). However, empirical research on the position of hybrid educators is lacking and we therefore, know very little about their role and function within teacher education. Against this backdrop, the paper addresses the following research question: How do program leaders position hybrid educators within teacher education programs?

The article uses social practice theory (Nicolini et al., 2003; Schatzki, 2001) as a lens to investigate program leaders’ positioning of hybrid educators within organizational and epistemic practices in teacher education. The article views teacher education organization as compromised of sets of practices, where an individual’s position within these practices will provide particular constraints and affordances for everyday work. This article discusses how expectations and intentions associated with the hybrid educators contribute to assigning their organizational position, and how these organizational positions serve to frame the work of hybrid educators in specific ways.

The empirical data consist of interviews with three program leaders, working at universities with one or more hybrid educators employed by the teacher education program. Additionally, the documents program leaders use to define the position of hybrid educators are used in the analysis. The empirical analysis identifies how program leaders position hybrid educators and how these positions serve to constitute their work. More specifically, the analysis explores how “hybridity” is constructed in organizational and epistemic terms, analysing how the hybrid position is formed by the organizational routines and tasks that the hybrids are included in.

Research is ongoing, with results to be finalised in time for the conference. Initial results indicate similarities in the intentions program leaders associate with the role of hybrid educators, but variations when it comes to the tasks hybrid educators are asked to perform within the different teacher education programs.

This project contributes to Nordic educational research by examining conditions for quality enhancement in teacher education, and by empirically investigating specific efforts aimed at strengthening the relationship between teacher education and schools.

References


Abstract: Research topic: In Norway, the early childhood teacher education was reformed in 2013. One major change is that the subjects now are organized in knowledge areas and no longer as independent subjects. These areas are expected to correlate to the content of Norwegian kindergartens.

The aim of this study is to investigate how early childhood teacher educators and students experience the EC teacher education according to common visions about goals and purposes, coherence within and between subjects and knowledge areas, and to what extent the education is organized around a common, practice-based core.

Theoretical framework: According to Hammerness (2012) three elements are typical in high quality teacher education. These are 1) common visions about goals and purpose, 2) coherence within and between subjects, and 3) a common, practice-based core which give the students opportunities to learn from practical work. Visions, Hammerness understands as the kind of teachers that faculty hope their graduates will develop into as full-time classroom teachers (Hammerness, 2012).

Methodological design: The study has a qualitative design and the empirical data is based on focus group interviews with 16 students in their last semester of the early childhood teacher education, and individual interviews of 3 teachers in pedagogy, 3 teachers in Norwegian and 2 teachers in mathematics from three institutions during spring 2016.

After transcribing the material, and several rounds of reading and, the data has been analyzed using directed content analyses (Hsieh & Shannon, 2005), based on the theoretical constructs presented above.

Conclusions/findings: The students experience to a limited extent that the teachers in kindergarten teacher education communciates common visions to make them transparent for the students. The teachers themselves calls for arenas in which such visions are discussed. It is a challenge expressed by both teachers and students that many teachers are involved in the different knowledge areas, which calls for a lot of time used on discussions on logistics prior to common visions.

The practical training periods are highly valued by the students, as is also their practical training teachers. Nevertheless, both students and teachers report that the experiences from these practical training periods only to a limited extent is discussed in teaching sessions at campus.

Relevance to Nordic educational research: The topic in this research project relates to Nordic educational research by discussing key elements in higher education.
Despite the comprehensive changes, a report from OECD expresses concerns about whether the Norwegian early childhood teacher education corresponds to the challenges that ECEC teachers meet in their work (Engel, Barnett, Anders & Taguma, 2015). This underlines the importance of international research on early childhood teacher education.


Key words: Coherence, common visions, practice-based core, qualification, early childhood teacher education
Classrooms under pressure. Ed-tech and teachers’ positions in a digitally rich upper secondary school.

19. Teacher’s Work and Teacher Education

Marie Tanner¹
Christina Olin-Scheller¹, Héctor Pérez Prieto¹
¹ Karlstads university

Abstract: Research topic/aim
Policy demands of digitalization has led to major investments in digital technologies in schools, in Nordic countries. As a consequence, teachers become actors that are expected to interpret, translate and enact the demands of digitalization policies into their teaching. This development has also opened education as a market for commercial actors that provide schools and teachers with necessary technology (Player-Koro, 2017). The aim of this study is to explore the processes and practices that evolve when ed-tech products are used in classroom interaction and what this means for the teachers’ positions. We focus on the intersection between two contexts, the homepages of some ed-tech programs, and the teachers’ positions when the same programs are managed in classroom interaction.

Theoretical framework
Theoretically we draw on the concept of policy enactment (Ball et al., 2012) as we study how digitalization as policy is managed by teachers and students on a classroom level as well as on the websites. Our approach means that digital products, purchased by the school, become resources for teachers as they find different ways to manage policy demands of digitalization in their everyday classroom practice.

Methodological design
Data comes from a video ethnographic study, following 15 focus students use of digital devices in an upper secondary school in Sweden, in total 45 hours of filmed lessons. The video recordings also capture teachers’ verbal instructions to the whole class and desk interactions between teacher and student. Two examples from the video material where the teacher introduces two different web-programs have been selected. Drawing on a combination of positioning theory and applied conversation analysis (Depperman, 2013; Kayi-Aydar & Miller, 2018) we bring together text-analysis of the web-sites with an analysis of how the teacher is positioned in classroom interaction.

Expected conclusions/findings
Even though presentation of the ed-tech products in its rhetorics use value loaded concepts about innovation and progressivity in teaching, it is a traditional and restricted teacher profession that is described. When teachers try to use the products in the classroom to accomplish formative, collaborative or creative learning processes, the affordances of the products either seem to constrain the learning process or become re-negotiated and diminished in the classroom interaction.

Relevance to Nordic educational research
The result brings new light on some of the didactical dilemmas that teachers need to manage when introducing ed-tech products into their teaching. There is a strong need for more research about consequences of ongoing digitalization, and the marketization aspects this entail, for everyday pedagogical practices in Nordic education.

**References**


Conflicts starting to teach: Beginning teachers’ coping with emotionally challenging situations

19. Teacher’s Work and Teacher Education

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1 Linköping University
2 Karolinska Institutet
3 Kungliga tekniska högskolan

Abstract: Beginning teachers face complicated socialization processes, affected by micro-political contexts. Starting to teach may entail conflicts, rivalry, competition, as well as alliances and collaboration with colleagues and other staff of a school. Beginning teachers need to understand the social setting where they start their career. The aim of the study was to use the narratives of beginning teachers to investigate the emotionally challenging situations they face, with a focus on how their perspectives and definitions of these situations guided their actions and made coping possible. Since we were interested in the perspectives of the participants, and their definition of the situation, we adopted a symbolic interactionism as theoretical framework. In order to investigate the actions and processes involved constructivist grounded theory (GT) methodology was used. We used GT tools of coding, memo-writing and constant comparison as flexible guidelines, and not as a linear mechanical process. 25 participants took part in the study, which comprise of 68 written self-reports as well as 20 semi-structured interviews. Seven of the participants were male, seventeen were female and one identified as non-binary. Their ages spanned from 22 to 56 (M=28) years old and they were recruited from six teacher-training programmes in Sweden through e-mail contact. All interviews were conducted after the beginning teachers were at the end of their first year of teaching.

The beginning teachers experienced conflicts when meeting a micro-political arena starting to teach. The conflicts were either interpersonal or intrapersonal. The interpersonal conflicts were related to teaching methods when it came to colleagues, distrust among colleagues and from parents, as well as conflicts in the student-teacher interaction. Intrapersonal conflicts involved feelings of being “good enough”, having to set limitations to time and engagement, as well as suppression of emotions. To cope with the conflicts beginning teachers had strategies related to being a part of the micro-political context of a school. When doing so, strategies of autonomy, influencing, collaboration and conformity was adopted. There was a reciprocal relationship between being autonomous and using an influencing strategy, as well as between collaboration and conformity. Sometimes, if the person using an influencing strategy found the right ally it could also lead to collaboration among the parts to amend, tolerate or alter the problem with the conflicts. The use of a certain coping strategy is likely to have an affect on turnover or attrition intentions among the participants, as the analysis revealed that the beginning teachers who adopted an influencing or autonomous coping strategy were more likely to talk about changing workplace or school.

The reported research is relevant to Nordic Educational Research since it addresses beginning teachers coping with emotionally challenging situations starting to teach, and could involve issues valuable to teacher education. We hope this might be of use in the discussion about beginning teachers attrition and turnover intentions.
When: Wednesday 16:00-16:30, Where: EBC 2

**Creative Online Learning in Teacher Education**

19. Teacher’s Work and Teacher Education

**Hafdis Guðjónsdóttir**
Svanborg R. Jónsdóttir, Karen R Gísladóttir
University of Iceland

**Abstract:** Topic and aim The NERA 2019 call emphasis on the role of education in a globalized world and how that can affect the selection of educational content and manners of teaching, as well as student’s mobility and selection of educational programs. In recent decades, the use of information and communications technology (ICT) has created new opportunities for student teacher learning but at the same time raised challenges for teacher educators.

The aim of this study was to gain an understanding and knowledge of how an online learning environment can give students opportunities to participate in meaningful learning moments that the online space affords. Thus, the research question was: What kind of online learning communities and opportunities are meaningful for student teachers?

**Theoretical framework** The School of Education, has for more than two decades offered distance education for undergraduate and graduate students. One such course offered is Working in Inclusive Practices (WIP) with diverse group of students. It is a blended course, taught through a mixture of online learning and intensive on-campus sessions. Online tools and methods can open up a learning space of social practices through dialogue and collaboration. Social interactive processes and cooperative group discussions as a part of the teaching practice can create a community of learners. Through reflection and dialogue, students gain the opportunity to develop new understandings and shape their learning (Farren, 2009).

**Methodology**

Self-study methodology that builds on the notion of action-reflection-learning-action guided the inquiry (Bodone, Guðjónsdóttir, & Dalmau, 2004). Data was gathered over five years, in spring 2013–2018. Sources of data include minutes and recordings of preparation meetings and professional dialogues, e-mail communication, documentation from the online program and students’ tasks, discussions, projects and class evaluation. Analysis was continuous and regularly discussed emerging issues gradually.

**Preliminary findings** In our findings, we describe how the online learning environment consisted of discussion threads about the topics in focus, the readings, presentations, different tasks or assignments. By focusing on students’ participation and learning, our understanding of the affordances of online teaching began to emerge. Our challenge was to move and translate the versatile teaching methods we used on campus to an online environment. As well as becoming one of our challenges, it also opened up for solutions that expanded student learning opportunities.

**Relevance to Nordic educational research** The use of information and communications technology
(ICT) is increasing in the Nordic educational communities as well in a globalized world. It has raised new challenges as well as opportunities for educators and student teachers. Findings can support us all as we develop new platforms for learning.

References:


Curriculum and assessment in initial teacher education

19. Teacher’s Work and Teacher Education

Meyvant Dórólfsson¹
Gunnar E. Finnbogason¹, Rannveig B. Þorkelsdóttir¹
¹ University of Iceland

Abstract: Teacher education is about theory-practice relationships, requiring theoretical knowledge on one hand and activities during field school placement on the other hand. It involves specialized and wide ranging knowledge, skills, and dispositions and applying them in complex contexts and relationships (Fullan, 1993; Ball, Thames, Hoover & Phelps, 2008; McConney, A., Price, A., & Woods-McConney, A., 2012). Knowledge about curriculum and assessment is obviously a central part of such an education.

A course titled Curriculum and Assessment (i. Námskrá og námsmat) has been on the agenda in teacher education at the University of Iceland for several years. The course is designed to expose students with perspectives on curriculum development and assessment in compulsory education. Particular emphasis is placed on four important components. First, an understanding of central concepts and issues reflected in curriculum and assessment discourse and development. Second, an understanding of different curriculum ideologies as reflected in curriculum theory and research. Third, apprehending the professional role of teachers in curriculum development and assessment, and alternatively their work in developing learning programs for multicultural groups of pupils as well as individual pupils. Fourth, a theory into practice orientation, where the student teachers use opportunities during field placement to provide profiles of their „home schools“ with respect to important curricular ideas and concepts.

Towards the end of the course students debate about controversial issues and different educational ideologies, concerning the purpose and aims of compulsory education: What should be the purpose of the school in an era of increasing globalization? What should be taught and assessed in compulsory schools, how and why? What counts as legitimate knowledge and competence, and hence, how should we administer and organize compulsory education?

In this presentation we discuss our findings from data about our student teachers' understanding of concepts and issues focused on. The data comprise interviews, assignments, and discussion files of 140 student teachers and profiles of their „home schools“ according to checklists they used during school placement. Findings confirm the importance of building a persistent relationship between theory and praxis in teacher education in view of the fact that curriculum theory includes a myriad of concepts that need proper connection to field praxis to be understood sufficiently. Findings also indicate that compulsory schools and their cultures vary immensely regarding curriculum and assessment issues. Finally, our findings suggest that we need to provide better synthesis among the foundation fields in initial teacher education, regarding assessment practices and comprehending basic concepts related to curriculum theory.


Factors that student teachers in Iceland believe will negatively affect their studies

Amalia Björnsdóttir
Thuridur Johannsdóttir
1 University of Iceland

Abstract: Research topic

The aim of the study was to explore what factors student teachers believe will negatively affect their studies. The shortage of trained teachers for compulsory schools in Iceland is a cause for great concern (Jóhannsdóttir & Björnsdóttir, 2017), and the situation is even more dire in preschools, in which only 27% of staff are certified preschool teachers. Therefore, it is important that students beginning their studies in teacher education are successful so that they commit to careers in teaching.

Theoretical framework

In Iceland, 5 years of university education is required to qualify as a compulsory school or preschool teacher. Because of a current shortage of teachers, the teacher education dropout rate is an important issue in Iceland and in some other Nordic countries (Christophersen, Elstad, Solhaug, & Turmo, 2016). Due to the teacher shortage, research on student teachers and what factors negatively influence their studies is needed. Icelandic research has shown that many of the students in the teacher education programs are non-traditional, meaning they are, for example, the first in their family to attend university, not attending university directly after upper secondary school, or attending school while also working long hours (Jóhannsdóttir & Björnsdóttir, 2017). This is especially true for students in distance education programs. This puts pressure on the students who have to juggle many roles, and research has shown that non-traditional students are more likely to feel anxiety and life stress (Trenz, Ecklund-Flores & Kimberly, 2015), and those factors can lead to higher university dropout rates.

Methodological design

The data was derived from an online questionnaire that was administered in the fall of 2018 at the University of Iceland School of Education. The participants were students (N=141) in the first year of a five-year teacher education program training to become teachers in compulsory schools or preschools. They were asked about their background, if they were working, and if so, how many hours.

Expected findings

Preliminary findings show that about 30% of the students said that family responsibilities would negatively influence their studies, and 47% said the same about anxiety. The analysis will focus on how social factors, for example number of children and hours worked, are related to this high proportion of students reporting that anxiety will negatively influence their studies.
Relevance to Nordic educational research

The current teacher shortage and the teacher education dropout rate are problems for several Nordic counties, making it exceedingly import to study what negatively affects students’ university experience.

References


Finnish pre-service teachers’ professional agency at the intersection of theory and practice

19. Teacher’s Work and Teacher Education

Mirva Heikkilä
Mirjamaija Mikkilä-Erdmann, Tuike Iiskala, Anu Warinowski

1 University of Turku, Department of Teacher Education

Abstract: Aims and background

The aim of the study is to explore what kind of professional agency is manifested in teacher education when the teaching practice and the research methods studies are mixed with each other. The paper responds to a recent discussion on integrating theory and practice in teacher education as well as a call to examine pre-service teachers’ professional agency in different learning environments. Integrating theory and practice to prepare the students for working life is a crucial challenge in teacher education as well as in higher education in general (Korthagen, 2017; Tynjälä et al., 2006). Teacher education has a remarkable role in fostering professional agency (Edwards 2015). Professional agency is defined as actively taking possession of the received instruction to develop one’s expertise as a becoming teacher (Juutilainen, Metsäpelto & Poikkeus, 2018; Lipponen & Kumpulainen, 2011; Mäkitalo, 2016).

The context of the study is class teacher education in one Finnish university. In Finland, the instruction of research skills plays a considerable role in teacher education. During their teaching practice which takes place in a university training school, the students carry out research in small groups. In teaching practice, the students are assumed to show emerging professional agency and apply theoretical knowledge to practice.

Methodological design

Written texts (N=79) of the first-year pre-service teachers were retrieved from their reflexive teaching practice reports in spring 2018. The texts dealt with the significance of the research skills for them as becoming teachers. Narrative methods were chosen to understand how the pre-service teachers construct professional agency. More precisely, the metaphor of voice by Bakhtin (2002) was used to discover wider speech genres that imply different qualities of professional agency. Four distinct voices were identified. To examine the voices closely, expectation analysis was utilized to bring a deeper understanding of personal and cultural expectations (Hyvärinen, 2008; Tannen, 1993).

Findings

The voices were named, firstly, a voice of an enthusiastic and privileged learner, secondly, a voice of an uncertain and careful adolescent, thirdly, a voice rejecting research as an opportunity and, finally fourthly, a confused but open voice. Certain voices appeared more agentic than the others. The voices were intertwined with each other so that a single pre-service teacher used different voices in his/her text. The findings indicate that this kind of mixed learning environment can facilitate pre-
service teachers’ professional agency. However, this facilitation must be enhanced by giving support to the students since mistaken ideas on the purpose of the research skills restrict professional agency.

**Relevance to Nordic educational research**

This paper contributes to the program development in teacher education in Nordic countries. Methodologically, it deepens the understanding of how professional agency is articulated among pre-service teachers. Theoretically, previous research on pre-service teachers’ agency in relation to the theory-practice gap is scarce. To educate expert teachers who also support their pupils’ agency, it is necessary to explore how the pre-service teachers are able to use the educational theory in practice to become agentic professionals.
How Teachers Understand, Teach, and Assess Oracy: Stability and variation in teachers’ practice

19. Teacher’s Work and Teacher Education

Anne-Grete Kaldahl

Oslo Metropolitan University

Abstract: This paper reports on how teachers, across subjects in tenth-grade in Norwegian lower-secondary school, give meaning to oral competence (oracy), the teaching, and assessment of oracy. The purpose of this article is to map out variations and stability in the teachers’ practices of oracy as a key competence across subjects. Classic rhetoric, which has a language for oracy (Aristotle, 2006), is combined with assessment theory (Kane, 2006) to complete the theoretical framework.

The background is the latest school reform in Norway (based on DeSeCo competencies (OECD, 2005)), where oracy became a key competence (Norwegian Knowledge Promotion, 2007). Oracy is expected to be taught and assessed across the curriculum, this became the responsibility of each individual teacher (Jølle, 2014), since the assessment plan was not revised accordingly (Berge et al., 2017). However, Norwegian teachers have arranged oracy exams since 1883 (Aksnes, 2016). Despite the political importance of oracy, it cannot be taken for granted that the teachers know how to define, teach, and assess oracy. This research attempts to address this gap: How do teachers define, teach, and assess oracy? What is the implicit construct? What norm sources do teachers utilize in their professional judgement?

A rhetorical topos analyses was conducted to interpret the interviews with nine tenth-grade teachers at the lower secondary level in Norway. The interviews provided insight into the teachers’ doxa, which in return is an important source to the teachers understanding of norms. This is achieved by aiming to uncover the distribution of topoi associated with the teachers’ reasoning and judgements behind their practices.

Based on the results from the analysis, the content and language features of the utterance (i.e. logos) is the most valued part of oral competence. The teachers genre expectancy of oracy has subject characteristics, but simultaneously entails features that are consistent across disciplines. Rhetorical dimensions such as the ability to display character through body and voice (i.e. ethos), have emotional influence on the audience by managing to adapt to the room (i.e. pathos) matter in the assessment process.

Literature:


How UBM perspectives exert a positive influence on instruction in a CLIL classroom

Kazuko Kashiwagi
Yukiko Ito, Shizuka Lee
1 Osaka Kyoiku University
2 Osaka Seikei University
3 Osaka Municipal Kizu Lower Secondary School

Abstract: My research topic focuses on how to deepen subject content in a CLIL classroom and how early adolescent learners (ages 11-14) acquire language structure through this subject content. The theoretical framework applies the usage-based model (UBM) by using formulaic sequences (FS) to a language environment in CLIL. In previous quantitative research, Kashiwagi (2018) attempted a CLIL for Japanese lower secondary school students (aged 14); here, it used the UBM and showed that the students were able to notice the “passive voice” in morphological patterns; this was only possible if, by retrieving exemplars, the students had been successful in establishing form-meaning connections. The students had a higher score on sound-grammaticality judgment tests of targeted structures and their timed writing exercises revealing an increase in their L2 procedural knowledge. These results indicate that the students borrowed exemplars before schema formation, which had to occur as they were being exposed to the content. L2 learners are implicitly sensitive to the frequent occurrences of constructions (Ellis, 2012). Chunks (FS) are not discarded: They remain grammatically advanced until the grammar catches up, and FS, hence, drives the learning process forward. In line with these past studies, the aim of the current research is to find a way to integrate the UBM within CLIL. In this study, qualitative research has been conducted using an ethnography approach; here, semi-structured interviews with 6 Finnish, 6 Japanese, and 4 Italian teachers experienced with CLIL and qualified supervisors. The data of classroom discourses were obtained pinpointing the moment that the content shifts from language aspects to a point where FS can be found. The data show that the ways in which teachers have scaffolded their language structures in CLIL have varied. The results also indicate that there is a certain percentage of students who are still unconsciously learning language patterns (ave.60 %). Many CLIL teachers are conflicted because of the cognitive sensitivity of their students’ ages. As some potential solutions, language teachers have tended to emphasize the terms beforehand or taught the terms or structures with enhanced input (focus on form [FonF]). In addition, subject teachers have a tendency to use code-switching or often reteach the same content in L2. These approaches might not be the best choice when it comes to raising the students’ procedural knowledge in L2, especially when the goal is also enhancing the students’ twenty-first-century skills. However, in a few cases in which FS and “instance to rule” have been used subconsciously by teachers, the procedural knowledge with both content and language might be interwoven. We need further discussions about in what way the UBM is applied to CLIL lessons and why it is meaningful for increasing students’ procedural knowledge.

Kashiwagi, K., Ito, Y., & Lee, S. (2018). The effectiveness of formulaic sequences on acquisition of
Implementing and adjusting the idea of "Professional Learning Communities"

19. Teacher’s Work and Teacher Education

Henriette Duch¹
Karen Andreasen²
¹ VIA University College
² Aalborg University

Abstract: Implementing and adjusting the idea of "Professional Learning Communities"

Professional Learning Communities (PLF) is an idea developed in Anglo-Saxon educational traditions. The last years municipalities in Denmark have adopted and adjusted the concept in projects involving primary and lower secondary levels in the Danish public school. Those projects are initiated from the top level and are involving all actors in public schools. The research project in this presentation focus on the implementation and adjustment of PLF to schools at upper secondary level. The project is bottom up driven in the sense that local managers and teachers have been involved in the decision to participate in the project and to point out the topics to be qualified: differentiation in the teaching and supervision among teachers.

The aim of the project is to map the challenges to implement and adjust PLF to education at upper secondary level.

The theoretical framework is PLF as it is described and implemented in the Danish context (e.g. Albrechtsen, 2010; Marzano, R. et al. 2015). PLF stress common values and visions, data based teaching, learning communities and students learning.

The methodological design is based on action research and is running from October 2018 to June 2019 at one selected school, and thus employ a case study design where participation, action and critical reflection are the core of the approach (Dich, 2015). As an action research project the researcher have the roles to teach, to coach and to collect data (Brydon-Miller & Aragón, 2018). Some teachers are observed in their teaching. At the end of the project, team members and the team leader will be interviewed.

The expected preliminary findings is that the team implement PLF but there might be some challenges. These challenges relates to roles in the team, to collection and development of teaching based on data. The challenges might also concern the organizational level in aspects such as time and framework to teach differentiated.

The relevance to Nordic educational research is that PLF is an example of the impact of societal change where teaching is based on an idea and evidence gained from other educational cultures.

References:


International exchange of kindergarten teacher students: education of world citizens or globalised professionalisation?

19. Teacher’s Work and Teacher Education

Veronica Isaksen
Kathrin Olsen

1 Nord University, Department for Teacher Education and Arts

Abstract: International exchange of kindergarten teacher students: education of world citizens or globalised professionalisation?

Research topic/aim

The Norwegian National Curriculum Regulations for Kindergarten Teacher Education (2012) state that education should contribute to students’ continuous professional development. In Norway, as in most parts of the world, internationalisation in higher education, including student mobility, is gaining growing significance and attention. The Norwegian government has set the goal to increase the number of students taking part in international exchanges so that half of the student population spends a semester at universities abroad. This initiative derives from the strong assumption that student exchange contributes to improving the quality of education. However, how student exchange does so is unclear. In this presentation, we discuss student exchange as part of students’ professionalisation centred on the research question: How do kindergarten teacher students experience international exchange and view it as part of their professionalisation?

Theoretical framework

This study built on theory on professional development (Townsend & Bates, 2010). The findings were also analysed using theories on educational tradition. In particular, the divide between the Anglo-American educational tradition and the Nordic education model was discussed in relationship to students’ professional development (Wagner, 2006).

Methodological design

The participants were seven kindergarten teachers who spent three weeks in another country as part of their practice study. Data were collected through qualitative in-depth interviews with the students and analysis of their reports from their stays abroad. Content analysis was performed. Expected conclusions/findings

The students reported that international exchange increased their multicultural understanding. Their cultural experiences also promoted a meta-perspective on the Norwegian kindergarten culture. Nevertheless, the results indicated that the students found it difficult to define how exchange contributed to their professionalisation. Based on the findings, we discussed positive and negative consequences of student exchange and argued that an increased, sustained focus on exchange might undermine the professionalisation of kindergarten teachers and pose a threat to the values of the
Nordic educational model (Strand 2006). Finally, we reflected on whether international exchange can lead to globalised professionalisation. **Relevance to Nordic educational research**

This study shed light on the impact of student exchange in kindergarten teacher education in Norway. The discussion was aimed at deepening knowledge about the role of student exchange in students’ professional development and questioned whether student mobility is a part of the solution to the educational challenges of the 21st century. **References:**


Learning from team teaching: A case study on teachers collaboration.

Asa Helga Ragnarsdottir
University of Iceland

Abstract: Research topic/aim

In this paper I discuss preliminary results from a case study on team teaching in a school in Iceland. The school is one of four that participate in a larger project; Systemic educational improvements: An intervention study to enhance schools’ capacity for continuous improvement, 2016 - 2018. The main aim was to analyse and understand the successful process of changes in primary and lower secondary schools in relation to theories about professional learning community. The research had an intervention, collaborative approaches. The case school chose to focus on the development of team teaching.

Theoretical framework

Shared responsibility is a central theme in team teaching involving two or more teachers working together and share the responsibility for a particular classroom, student group, subject or subject course. Emphasis is placed on students, their learning and development, as well as attempting to build and develop interrelated relations and relationships inside the team. That calls for an intimate collaboration between teachers. Hargreaves (2001, p. 503) points out that collaboration is a driving force for new ideas and positive energy within the work in schools.

Learning from team teaching: A case study on teachers collaboration.

Methodological design

This is a qualitative case study, which is a process or record of research into the development of a particular person, group, or situation over a period of two years. Data was collected in several visits through research diary, interviews, meetings, classroom observations, minutes and informal talk with teachers.

Expected conclusions/findings

Preliminary findings indicate positive attitudes towards team teaching. Teachers and headmasters acknowledge the benefits of working in teams where teachers share responsibility, gain support and plan together. The benefit of team teaching lays in the collaboration where the strength of each teacher flourishes. The teachers understand the concept as focusing mostly on mutual responsibility for the whole process. In their view the cooperation functions relatively well, but as is expected, not always perfectly, sometimes it did not appear clearly in the classroom.

Relevance to Nordic educational research

Teachers are the keys for school development and each school has to build up process where there
are time, space and encouragement for teachers learning such as team teaching. It should be woven into the Nordic educational school system as well as in other countries.

References

Looking for potential student teachers’: How two-phase selection predicts achievement in Finland?

19. Teacher’s Work and Teacher Education

Marko Lähteenmäki¹
Mirjamaja Mikkilä-Erdmann Mikkilä-Erdmann¹, Anni Holmström¹, Anu Warinowski²
¹ University of Turku, Department of Teacher Education
² University of Turku, Faculty of Education

Abstract: Aims

This study deals with the selection of classroom teacher students and investigates how the students’ study success in upper secondary school, as measured by the matriculation examination, can predict both their success in the entrance examination and their achievement during a five-year Masters’ program. In Finland, teachers as university-degree holders belong to a group of highly valued professionals (Puustinen, Säntti, Koski, & Tammi, 2018, p.74). This subproject deals with following research questions:

- How are teacher applicants’ matriculation examination scores associated with their study success?
- How does the entrance examination predict the candidates’ study success in classroom teacher education?

Theoretical framework

There is an ongoing pressure and need for a research-based development of selection methods, as well as standardised selection processes and valid criteria for teacher education in Finland and other countries (Darling-Hammond, 2017). How do we select the most suitable candidates to secure good quality teachers in the future? As an answer to this debate, a vast national project to reform Finland’s teacher education selection process was launched in 2017 (Student Selection in Teacher Education in Finland – Anticipatory Work for Future).

Methodological design

Two student teacher cohorts (N=158) were chosen in the pilot study, consisting of students accepted into the Department of Teacher Education at the University of Turku in 2010 and 2013. A binomial logistic regression was used to examine two-phase selection and a subsample of high-performing students (see Figure 1).

Findings

The logistic regression model that included a matriculation exam with the selected subjects, and the entrance examination predicted excellent grades for students in at least one study module. Contrary to first step, the second step of logistic regression model was statistically significant (x²(8) = 15.950,
The model explained 15.1% (Nagelkerke $R^2$) of the variance for a group of student teachers with excellent grades in at least one study module and classified correctly 60.9% of cases. Student teachers with poor grades were classified 57.6% correctly and the group with excellent grades was 63.5% correct. Two of the six predictors were significant: VAKAVA multiple choice exam and group interview. Students with high scores in the VAKAVA exam had a 1.21 greater proportion to achieve excellent grades in at least one study module; additionally, teacher students with high scores in the group interview had a 1.28 greater proportion to gain excellent grades in their studies.

Relevance to Nordic educational research

Nordic countries like Finland have developed research-based teacher educational programs for years. Our study contributes to the discussion about what kind of selection we need for classroom teacher education. Furthermore, the study gives research-based rationale to further include two-phase selections (matriculation exam and aptitude test) for classroom teacher education.

References:


When: Wednesday 15.00-15.30, Where: EBC 3

Making experience matter! How do vocational teachers work to create program coherence in vocational education?

19. Teacher’s Work and Teacher Education

Marit Gascogne

Volda University College, Norway

Abstract: Making experience matter! How do vocational teachers work to create program coherence in vocational education?

Gascogne, Marit

Key words: coherence, work-based learning, vocational teachers, vocational education,

Research topic/purpose

The purpose of this study is to contribute to the development of knowledge about the vocational teachers’ efforts to create program coherence between the school’s content and the students’ work-based learning. The main questions in this study is related to how the experience-based learning and knowledge is appreciated and emphasized in the development of knowledge in vocational education.

Theoretical framework

To create integrity and coherence is seen as a major measure in reducing the dropout from vocational education (Lillejord et al., 2015). Program coherence in vocational education is understood as a meaningful connection between theory and practice in school and work-based learning. Coherence as an analytical term can be used to examine whether there is a meaningful connection between the various subjects in education (Heggen & Smeby, 2012). In addition will Kolb’s (2015) theory of experiential learning, the Aristotelian practical and theoretical philosophy (Eikeland, 2008), and Dewey’s Experience and education (1938) be important theoretical approaches.

Methodological design

The methodological design in this study is an Mixed Methods explanatory sequential design (Creswell, 2014), consisting of a survey responded by 123 vocational teachers followed by ten in-depth interviews. The quantitative results are analysed using SPSS for factor-, descriptive- and variance analysis. Qualitative data w analysed using the approach of thematic analysis, consisting of transcription, coding, categorising and constructing themes (Bazeley, 2013).
Preliminary findings

Preliminary findings show that work-based learning is to a limited extent seen as a coherent and important element in development of knowledge by the vocational teachers in the study. Work-based learning is mostly connected to only one of the subjects: Vocational Specialization. The students learning, and experience is rarely discussed, reflected upon, and connected to the theoretical and practical subjects in school.

Relevance to Nordic educational research

For years, the quality of vocational education has been criticised for the lack of coherence between theory and practice in vocational education. This study aims to contribute to knowledge development of vocational teachers’ efforts to create coherence and probably have an impact on the content in vocational teacher education in Nordic educational institutions.

Literature


Heggen, K., & Smeby, J.-C. (2012). Gir mest mulig samanheng også den beste profesjonsutdanninga? (Provides most possible coherence also the best professional education?) *Norsk pedagogisk tidsskrift, 96*(01).

Meeting points between stakeholders in early childhood teacher education in Iceland

19. Teacher’s Work and Teacher Education

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¹ University of Iceland
² NAFOL, Teacher Education Department, Norwegian University of Science and Technology, Trondheim, Norway

Abstract: Research topic/aim

This paper examines the views and experiences initial stakeholders’ in Icelandic early childhood teacher education have on collaboration between preschools and universities. The main purpose of this study is to analyze how participants, early childhood teacher students’, university based educators, work based educators and preschool principals, experience collaboration between preschools and universities, and to examine what partnerships in early childhood teacher education look like today.

Theoretical framework

The theoretical framework is Engeström’s (2001) activity system and Halvorsen’s (2014) definition of true partnership.

Initial teacher education lays the foundation and is a starting point of the professional development of teachers. Therefore, it is important to see the whole picture: that student teachers are the next generation of teachers. Laying a strong foundation for professional identity and knowledge, as well as building a strong collaboration and partnership among stakeholders, can promote changes in practice (ET2020 Working Group on Schools Policy (2014 - 15), 2015). Partnership is a word used to describe the collaboration between universities and the practice field. Partnerships structure the way associates work together, with the focus on strengthening and enabling the professionalism in preschool teacher education. In addition, partnership may also contribute to professional learning for teacher educators (Lillejord & Børte, 2016).

Methodological design

In this study data were collected from 10 focus groups, each group were interviewed once. The groups consisted of; preschool teacher students (two groups - on site and long-distance students), university teachers, mentors and preschool principals. The groups were connected to two universities, University of Akureyri (UA) and the University of Iceland (UI). Both universities are in partnership with the practice field.

Expected conclusions/findings

Preliminary findings indicate that the focus of the partnership points at making the learning of the
student teacher the main target, and that changing the current status needs to proceed.

Relevance to Nordic educational research

The study has relevance for Nordic educational research as it provides insight into partnerships collaboration in early childhood teacher education in a Nordic context.

References


Mentoring for novice teachers Building a bridge between teacher education and teacher profession

19. Teacher’s Work and Teacher Education

Birna Svanbjörnsdóttir¹
Maria Steingrímsdóttir¹, Hildur Hauksdóttir¹
¹ University of Akureyri Iceland

Abstract:
Theoretical framework

The objective of this presentation is to shed light on a study of a mentoring program and what participating teachers gained by taking part in it.

The teaching profession is complex and complicated and has to be regarded as a continuing development through the career (Heikkinen, Jokinen & Tynjälä, 2010; European Commission, 2015). It requires collaboration with colleagues and other specialists, parents and students in terms of meeting differences and demands that are integral to a PLC (Svanbjörnsdóttir, 2015; European Commission, 2015). NQT have difficulties in developing their profession if they do not get formal support or mentoring the first couple of years in practice (Bjarnadóttir, 2015; Smith, 2015; Steingrímsdóttir & Engilbertsson, 2018).

Research topic

In 2013, Teacher Education at the University of Akureyri in Iceland structured a mentoring program on master’s level for experienced teachers in kindergarten, compulsory schools and upper secondary schools.

The program is structured around three consecutive 10 ECTS courses with focus on the mentoring role, professional development and school improvement integrated within the ideology of a PLC.

In an effort to build a bridge between the teacher training and practice schools for teacher students and underline their common responsibility of the profession, the University of Akureyri offered local schools the opportunity to send teachers the mentoring program as part of their professional development. Eleven teachers participated and will finish the program in December 2018.

Methodological design

Data will be collected by conducting interviews (in January 2019) with eleven experienced teachers that completed the program. Also, reflections from their diaries will be examined and minor action research the teachers did during the program.

Expected conclusion/finding
We expect the participants to express more self-confidence in their profession and leadership in teaching than before the program. We also expect them to be more committed and take responsibility in supporting NQT and see it as an opportunity for improving their own profession and the school as a whole. We hope to hear about changes in the school cultures and receive feedback on how we could develop the mentoring program further.

Relevance to Nordic educational research

Mentoring has been a relevant issue in teacher education in the Nordic countries the last decade (Bjerkholt, 2013; Fransson & Gustafsson, 2012; Heikkinen, Jokinen & Tynjälä, 2010; Smith, 2015; Steingrimsdóttir, 2010). This study is an important contribution in that field for further improvement. It is essential that we gain an overview and further understanding how we can help NQT to develop their profession and simultaneously improve collaborative culture within the schools. This also is significance for career long learning.
Negotiations on teachers’ “dirty work” – the introduction of teacher assistants in Swedish schools

19. Teacher’s Work and Teacher Education

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Abstract: Negotiations on teachers’ “dirty work” – the introduction of teacher assistants in Swedish schools

Research topic/aim
The pressure on Nordic teachers in general and Swedish teachers in particular can be described as massive. When the teachers themselves describe their work they claim to feel highly motivated but also state that they are unable to complete their tasks on time. Teachers, more frequently than other professional groups, claim to feel psychological discomfort and express that they do not have the possibility of getting support when their workload is overwhelming. International comparisons show that Swedish teachers spend more time on administration and less time on teaching and competence development than their colleagues in other OECD-countries. In addition to this, a more offensive governance of schools, with increased scrutiny and control, declining PISA-results and a significantly increasing shortage of teachers, can be noted. The disheartening conditions above form a fundamental premise for our research project: Swedish teachers expressed need for alleviation.

On the basis of this premise, political measures have been taken to reduce the pressure, "so teachers can be teachers" and "focus on their core mission". The introduction of teaching assistants is one of the major proposals. The content of such assistants' work, however, is depicted in different ways by different actors. In the debate as well as in practice the descriptions have shifted and fluctuated from solely administrative work to pure teaching.

Theoretical framework
The introduction of teaching assistants in Swedish schools can be seen as an internal stratification of the teaching profession, where the "dirty" work assignments are divided and handed over to para-professions. Consequently, professional domains will be negotiated, displaced and (re-) distributed. The overall aim of the project is to develop knowledge of these processes and practices. We are interested in the ideas of professional missions that are reflected in the processes. What emerges as actual alleviation of workload and what appears to be teachers' "core" mission? One specific aim is to study whether, and if so how, Swedish teachers' ideas are influenced by encountering a contrasting school system (the French) where teachers' professional responsibilities are strictly defined and where special units (CPE-teachers) handle the social parts of school-life.

Methodological design
The three year project consists of four studies: 1) an initial mapping of the prevalence and magnitude of teaching assistants in Sweden, 2) a document analysis of ideas concerning the division of labor between teachers and teacher assistants, 3) dialogue seminars with teachers where encounters with a
contrasting practice (CPE) is included as well as 4) case- and effect studies of actual processes in schools where teacher assistants has been introduced.

Expected conclusions/findings
In the presentation ideas behind the project and some preliminary findings from three of the studies (study 1, 2 and 4) will be put forward. Firstly, from a mapping of the prevalence and magnitude of teaching assistants in Sweden, secondly from an analysis of teacher assistants’ job advertisements and secondly from case studies on the initial processes in schools with newly hired teacher assistants.
Newly qualified teachers’ perceptions of their relational competence

19. Teacher’s Work and Teacher Education

**Jenny Haagensen**¹
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**Abstract: Research topic/aim**

The aim of this study is to explore how newly qualified teachers (NQTs) describe their relational competence after one year in the profession. The research questions are the following: What kind of relational aspects do the teachers describe as being part of their teaching profession and how do these perceptions contribute to the development of their relational competence?

**Theoretical framework**

The teacher profession is characterized by a large number of skills, among them the relational competence. Relational competence can be described as an ability to bond with other people. However, in relation to the context of the teacher profession, the concept of relational competence also implicates the demands and expectations that comes with the teachers’ relationships. The relational competence can be understood as teachers’ responsibility for relationships connected to the profession, primarily the relationships with the pupils, and an ability to form supportive and caring relationships that enable personal development of all parties in the relationships (Aspelin, 2016). The teachers’ relational competence is of great importance when it comes to the pupils’ commitment, comfort and well-being. Yet, research shows that student teachers do not feel they are adequately prepared for the relational challenges they later face in the profession (Skibsted & Matthiesen, 2016).

**Methodological design**

The study is part of a larger longitudinal research project focusing on newly qualified teachers’ experiences of researched-based teacher education. The empirical data was collected in 2017 through individual interviews with 14 qualified teachers who had been working one year as teachers (Brinkmann & Kvale, 2018). The interviews were semi-structured and analyzed using qualitative content analysis (Schreier, 2012).

**Expected conclusions/findings**

In the interviews the teachers discuss different relational aspects in terms of their relationships with the school management, their colleagues, their pupils and the pupils’ parents. The results of the study show that the teachers highly value their relationships with their colleagues, as a support for managing the challenges they face as new teachers. They also emphasize the relationships with their
mentors, regardless of whether they are formal or informal mentors. The relationship with the pupils is described as one of the most important in the teacher profession and for coping with the more demanding parts of the job. The teachers further mention issues concerning discipline as one of the most challenging parts of the teacher-pupil relationship, and express a feeling of not having enough competence to manage these. Nevertheless, the relationship with the parents is the one that the teachers reflect most upon.

Relevance to Nordic educational research

The presentation can enhance a dialogue on how the aspect of relational competence is visible in Nordic teacher educations.

Literature


Perceived professional space among Norwegian teachers

19. Teacher’s Work and Teacher Education

Øyvind Wiik Halvorsen

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Abstract: Perceived professional space among Norwegian teachers

The aim of this paper is to gain more insight into how teachers in Norwegian upper secondary schools perceive their professional space. The paper uses Language 1 teachers as a case for exploring how teachers interpret conditions that enable or prevent them from working in accordance with their sense of ‘the teacher they want to be’.

The research questions of the paper are:

What conditions do the teachers perceive as shaping their professional space?

What conditions do the teachers interpret as resources or constraints?

The paper builds on research based on the concept of perceived professional space and its connections to teacher agency (Oolbekkink-Marchand, Hadar, Smith, Helleve, & Ulvik, 2017). Using a sociocultural perspective on agency as mediated action (Wertsch, Tulviste, & Hagstrom, 1993), the paper explores the perceived professional space as a figured world encompassing mediational means (Holland, Lachicotte jr., Skinner, & Cain, 1998). Understood as a figured world, the perceived professional space is “populated” by significant people, objects, phenomena, and systems that, by functioning as mediational means, shape the space and make certain acts seem possible, desirable, difficult, or impossible.

The paper is grounded in a qualitative research design based on research interviews (Brinkmann & Kvale, 2015). Ten Norwegian L1 teachers in upper secondary schools were interviewed using individual semi-structured interviews. The interviews were transcribed verbatim, and analyzed thematically and interpretative (Hatch, 2002).

Preliminary findings suggest that the teachers perceive their professional space as being shaped by organizational conditions such as exam, school leadership, curriculum and textbooks, relational conditions created by colleagues and students, and cultural conditions stemming from interpretations of experience, “external” demands, and the Zeitgeist. The teachers interpret the shaping conditions differently, and some conditions are viewed as both resource and constraint.

Perceived professional space among teachers is an under research phenomenon (Oolbekkink-Marchand et al., 2017). Furthermore, the Norwegian context lacks educational research employing a “bottom-up” perspective in positioning and exploring teachers as interpreting and subjective actors (Hermansen, Lorentzen, Mausethagen, & Zlatanovic, 2018).
References


Placement in preschool education - Experiences and theoretical knowledge in praxis seminars and exams

19. Teacher’s Work and Teacher Education

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Abstract: Research topic

In this presentation, I will present and discuss some of the preliminary findings from my ongoing PhD project. The aim with the project is to contribute to the understanding of how scientific knowledge and experiences from pedagogical practice respectively, is actualized in preschool teacher education praxis seminars and exams.

Theoretical framework

A sociocultural perspective, with particular reference to Vygotsky, Wertsch and Säljö, emphasising that:

- learning is mediated by cultural tools; linguistic and physical,
- language is the most important mediating tool in learning processes (Säljö, 2010; Vygotsky, 1999; Wertsch, 1991).

Methodological design

20 students were followed on a group level in the four Placement courses in preschool teacher education during two and a half years. The unit of analysis is multiparty conversations in praxis seminars and exams. The empirical data consist of 54 hours of audio recording and transcriptions ad verbatim, amounting to 1500 pages. Initially, content and thematical analyses were carried out, followed by interaction analysis (Jordan & Henderson, 1995).

Analytical concepts:

- everyday and scientific concepts (Vygotsky, 1999),
- scaffolding (Mercer, 2001; Wood, Bruner & Ross, 1976),

Expected findings

Contribute to knowledge development on:
how argumentative pedagogical resources such as terms and concepts, are actualized in the placement courses’ praxis seminars and oral exams,

what students, on a group level, show that they appropriate during the programme, as this is expressed in their oral contributions to seminars and exams in the placement courses,

how diverse dialogic characteristics enable students’ common understanding, in the placement courses’ praxis seminars and oral exams,

conditions in terms of scaffolding in the placement courses’ praxis seminars and oral exams.

Relevance to Nordic educational research

Few studies:

- on preschool student teachers’ meaning-making processes where the relation between the scientific knowledge and profession is being processed,
- with audio data, from preschool student teachers’ and teacher educators’ interaction in placement course seminars and exams (neither interviews nor surveys),
- on academic talk between preschool student teachers and teacher educators in placement courses,
- that are longitudinal from preschool teacher education.


Abstract: Reading the Blood Tainted Colors of Civil War

Key words: historical literacy, critical thinking, upper secondary school, didactics of history

Research topic

The purpose of this study is to analyze and clarify the complicated relationship between upper secondary student’s preconceptions and their understanding of contrasting historical documents regarding a debated topic. The data also offers an opportunity to examine how well upper secondary students from neighboring countries master skills related to historical literacy. Our research questions are: 1) how students with different backgrounds and political preconceptions interpret the same ideologically biased primary sources? and 2) are students able to adapt and use the key dimensions of historical literature?

Theoretical framework and relevance to Nordic educational research

Syllabi in Sweden and Finland underscores that students should be able to review historical documents to better understand historical events. This kind of approach can be described with the concept historical literacy which rose forth at the end of the 1980's in the United States. Sam Wineburg (1991) emphasized that historical sources are kind of testimonies which context, motives and contradictions have to be cleared. Historical literature can in brief be defined as a skill to read and interpret historical texts from the starting points of a certain period of time. (Rantala & van den Berg 2013, 395)

It is obvious that historical literature can be described as one of the key concepts in history education both in Sweden and Finland. The question is whether examination of historical sources gives students the knowledge and skills that are aimed for. Previous research has highlighted that students come into the classroom with preconception which may color their understandings of the past (Barton, 2008; Nygren & Johnsrud, 2018). Students’ understandings of textbooks may for instance be affected by their political and ideological perspectives (Porat, 2004).

Methodological design

In this study we use primary sources designed for educational purposes by Svenska
litteratursällskapet i Finland. The material is designed to promote new knowledge of the Finnish Civil War and develop skills related to historical literature. The material consists of an introduction and three newspaper articles from 1918. The articles reflect the perspectives of different groups in the conflict. The sources were read by students from Swedish and Finnish upper secondary schools. The political biases of the primary sources make it useful to test how students with different political opinions interpret contrasting perspectives from the past. The data of this study consist of 200 Swedish and Finnish upper secondary school students’ responses. The data is analysed both qualitatively and quantitatively.

Preliminary results

On the basis of a preliminary analysis of the Swedish data one can say that it is hard for the students to interpret the materials. They had a hard time to make sense of the historical context and ideological biases of the sources. At later stage the data that has been collected from Swedish and Finnish upper secondary schools will be compared more profoundly. At this stage the comparison will be concentrated especially on the skills linked to historical literacy.
Researching with teachers in multicultural mathematics classrooms

19. Teacher’s Work and Teacher Education

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Abstract: Aim: The purpose of this paper is to discuss methodological approaches to conducting research with teachers into their practices. A specific goal is to discuss developmental research and challenges facing the researchers as well as opportunities for learning about teacher practices.

Theoretical frameworks: The discussion will focus on results drawn from a developmental research where seven primary school teachers and a teacher educator collaboratively inquired into mathematics teaching and learning in their practices (Goos, 2004). The aim was to build a co-learning partnership between teachers and a researcher in order to support classroom inquiry (Jaworski, 2006) and to foster an inclusive approach in attending to diverse learners needs (Askew, 2015) in multicultural classrooms.

Methodology: The methodology of developmental research (Gravemeijer, 1994) and the ‘developmental research cycle’ (Goodchild, 2008) guided the cyclic process of the research. During the three years of the research process two interconnected cycles of research and development that model a dialectical evolution of both theory and practice guided the research process.

Data was collected of video recording from 17 workshops where the teachers worked with a teacher educator at looking into their way of teaching mathematics, audio recordings from interviews, notes from classroom observations and copies of students work. The analysis started at the outset of the study as the outcomes of each step of the study guided the further steps taken. A more fine-grained analysis was carried out after the study finished with the purpose of getting a deeper insight into the learning process that emerged during the study.

Findings: The challenges of carrying out a research where local theories are tried out in practice, analysed and adjusted, feeding back to the research cycle that in turn guides the developmental cycle will be discussed. The hindrances on the way to inquiring into own teaching will be highlighted and the potentials that arise when teachers and researchers collaboratively work at researching their practices.

Relevance for Nordic Educational Research: There is a growing interest and a need for researchers to collaborate with teachers in schools in researching into their practices.

References


School leaders’ contribution to knowledge production, in the tension between management, structure and process.

19. Teacher’s Work and Teacher Education

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Abstract: Key words: leadership, structure, process, knowledge development

Research topic/aim The research topic of this study is aimed at developing new knowledge in schools about how school leaders can contribute to knowledge production through the use of specific methods, in the tension between management, structure and process. Sharing of experiences into knowledge development is a key challenge in school-based competence development (Postholm et al., 2018).

Theoretical framework The theoretical framework is based on a pragmatic philosophical view of knowledge (Blackler, 1995) and a communicative perspective on leadership (Grootenboer & Kemmis, 2008). Leadership is a decisive factor for the culture at school, where the principal influences practice through his choices and priorities (Schein, 1987). The theoretical approach supports our understanding of the practices and enhance our understanding of how leadership through the use of particular working methods can contribute to knowledge production.

Methodological design The empirical material is a qualitative research of eleven reflection writings in teams focusing on specific working methods that support collective knowledge development. The analysis is built on a systematically review inspired of the constant comparative method.

Expected conclusions/findings Implications for leadership of knowledge production at school can be summarized as the leadership should facilitate development work aimed at the core activity at school, the pupils learning. They must establish necessary systematics for developmental work, a communicative room where the professional conversation takes place. The leaders ways and approaches can emphasize participation and democratic strategies.

Relevance to Nordic educational research Research on school development has been extensive, both nationally and internationally, the last 20-30 years. Developing more knowledge about working methods and a stronger focus on distributed leadership is research fields that is highlighted by OECD (2016). This study can provide schools which struggle a chance to learn from the schools that have come further in their work. The results may also be relevant to the competence environment that will continue to participate in school-based competence development (Kunnskapsdepartementet, 2017). The result is not a recipe, but more optics to see and understand the actors’ own practices.

Literature


Staging subjectivity in bachelor thesis

19. Teacher’s Work and Teacher Education

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Abstract: Staging subjectivity in bachelor thesis

Keywords: students’ texts, subjectivity, legitimations, supervision

Research topic/aim

The aim of this study is to recognize students’ subjectivity in bachelor theses and utilize this in their supervision process. We ask what kind of subjectivity can be identified in students’ legitimations in their bachelor thesis. How do supervision influence students’ subjectivity? Subjectivity is understood as dialogical subjectivity where the subject is fluid and changeable, rather than fixed subject with an inner core (Sullivan, 2012). Biesta (2013) emphasize the subjectivity of those we educate, and he highlights subjectivity as self-determination, liberation and freedom, and the responsibility these elements bring forth.

Theoretical framework

This study draws on a Bakhtinian approach to dialogism and on Parkers (Sullivan 2012) classifications of subjectivity as blank, complex and complicated subjectivity. Blank subjectivity dismiss individual experiences as an effect of language or rhetoric. Complex subjectivity allows for individual intentions and desires but view these as enmeshed in social structures. An uncomplicated subjectivity focus on consciousness and lived experience.

Methodological design

The methodological approach is a qualitative research, and consists of 120 texts from 40 respondents. These texts are phenomenologically analysed and based on an “outside in” and an “inside out” perspective (Sullivan, 2012). We have built the analysis on a systematically review of the documents aimed at categorizing the contents that are relevant for the head question of our study (Grønmo, 2016). The texts are interpreted to give voice to and meaning to different ways of legitimations in student’s bachelor thesis (Bowen, 2009).

Expected conclusions/findings

The preliminary findings show that the student’s legitimations vary between blank, complex and uncomplicated subjectivity. In some cases, the student’s legitimations have gone through some modifications after supervision, but still bear the touch of uncomplicated subjectivity, as in their first
text. In other cases the student’s legitimations change from uncomplicated subjectivity to blank subjectivity, or to a new category characterized as hidden subjectivity.

Relevance to Nordic educational research

Because of an increasing amount of students entering higher education, Nordic educational institutions more than ever are in need of many well-qualified supervisors in all educational levels. Arguing for the aspect of critical reflection and encouraging students’ professional agency, this study aims to make the supervisors more conscious of possibilities in student’s texts and to utilize this knowledge in the supervision process.

Literature


Strengthening collegial support through challenging talks on democracy

19. Teacher’s Work and Teacher Education

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Abstract: Research topic/aim
The aim of this presentation is to highlight preschool teachers’ development of collegial support through challenging talks. The study is part of a larger project aiming to connect research and practice by using different models of cooperation between university and local preschools.

Theoretical framework
The study applies Biesta, Robinson & Priestley’s (2015) theoretical ideas on teacher agency (TA) in which temporal dimensions of experiences are central. Within this view, both the experiences the teachers developed in the past and the development of experiences during their teaching are important in the present, and the present is important to enable a vision of how to act in a future situation as a teacher. Including temporal dimensions of experiences mean, in our analyses, that we for example are interested in the practical-evaluative dimension, e.g. what new or deepened experiences teachers develop when participating in our research project. We also analyse how temporal dimensions are visible in the different possible teaching repertoires that the teachers propose.

Methodological design
In three phases we have: mapped aspects of democracy, conducted challenging collegial talks on democracy aspects, and conducted a follow up survey. In this presentation we focus on the challenging collegial talks. In these talks we as researchers requested the teachers to choose an actual dilemma from their working experience and to support each other by in-depth questions and thereby come up with specific advice. The talks were analysed from the practical-evaluative dimension of the theoretical perspective of TA. Questions to our data have been: In what ways will social structures and cultural beliefs affect the teachers’ repertoires and their visions for democracy work?

Expected conclusions/findings
When the social structures are weak it seems like the teachers avoid dilemmas that in some ways can be perceived as sensitive. Instead, they talk about, for example, the lack of chairs in the canteen or relate to problems whose cause can be found outside the preschool walls. Through challenging talks we have found that collegial structures seem to be strengthened when the teachers start to question the didactic agenda and when they are able to define dilemmas in their pedagogical context. Together the teachers help each other with different ways to act on a problem, to find out the teachers’ possible actions, which we, according to Biesta, et al. (2015), would talk about as the projective dimension. Conclusions from our project show how the social structures are of great importance, but also how challenging collegial talks can contribute to strengthening pre-school teachers agency and enabling teachers to formulate concrete repertoires of actions related to aspects of democracy.
Relevance to Nordic educational research
Cooperation between university and local preschools/schools is stressed in many countries. This project/study will bring knowledge on different models of how to arrange, evaluate and further develop collaborations between researchers and teachers.

Reference
Student teachers’ change of motivation during teacher education: a qualitative study.

19. Teacher’s Work and Teacher Education

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Abstract: Student teachers’ change of motivation during teacher education: a qualitative study.

Dag Roness, Liv Eide and Ingrid Helleve

Research topic/aim

Over the last decades there has been a growing interest for teachers’ motivation (Han & Yin, 2016). The current study analyses student teachers’ motivation for becoming teachers at two stages; at the beginning, and after the fourth year in the five-year integrated teacher education. The aim of the study is to explore if and how their motivation changes during their teacher education. The research question is as follows:

What do student teachers tell about their motivation at different stages in their teacher education?

Theoretical framework

Student teachers’ motives for entering the profession are multifaceted, and their motivation changes during the course of teacher education (Roness, 2012; Sinclair, 2008). Research reveals that teachers’ initial motivation to enter the profession has impact on career satisfaction and persistence to stay in the profession (Rots & Aelterman, 2009; Sinclair, 2008; Watt & Richardson, 2008). Furthermore, teachers’ enthusiasm for teaching has an impact on the quality of instruction, as well as on the stimulation of pupils’ engagement (Kunter et al., 2008). Consequently, it is important to explore potential motivational changes during teacher education and to identify what causes the motivational changes.

Methodological design

The research project is based on two studies: a) At the beginning of the five-year integrated teacher education program at the University of Bergen, written narratives about their motivation to become teachers were collected from 95 student teachers. The motivational factors were identified, and b) four years later, focus group discussions were conducted with 12 of the students. Their motivation and/or potential changes in their motivation were analysed through content analysis (Hatch, 2002).

Expected conclusions/findings, and relevance for Nordic educational research

Preliminary findings indicate that the student teachers’ motivation changes during the course of their
education. In order to develop a motivational teacher education, it is highly relevant to explore these changes and to identify what causes them.

References


Student teachers’ experiences of writing their master’s theses as action research based projects

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Abstract: Aim
The aim of this study is to explore student teachers’ experiences of writing their master’s theses as action research based projects. More specifically, the study poses the following research questions: What kind of constraints and affordances connected to the action research based projects can be recognized among the student teachers? How can action research based projects be used in order to develop the master’s thesis within teacher education?

Theoretical framework
Finnish teacher education has been research-based for decades (cf. Jakku-Sihvonen & Niemi, 2006) and the education on master’s level has been seen as a model for educating professional teachers with high competence (Kansanen, 2014; Toom et al., 2010). However, recent studies have also presented a more critical approach towards the teacher education and emphasise the need of exploring the program to a higher extent (cf. Eklund & Aspfors, in review; Puustinen, Säntti, Koski & Tammi, 2018). One of the main challenges is the relation between theory and practice and how to integrate these to a higher extent (cf. Hansén, Forsman, Aspfors, & Bendtsen, 2012). In this discussion, action research has been suggested as one possible tool for bridging the theory-practice gap and strengthening this relation (cf. Kosnik & Beck, 2000). Therefore, it is highly relevant to explore how action research based projects would offer a good alternative for student teachers to relate the master’s thesis to their teacher work and enhance the relation between theory and practice.

Methodological design
The data was collected from one teacher education department in Finland. A total number of 171 master’s theses were written during 2015-2017 by primary school student teachers (Eklund, in press) and ten of these had an action research approach. All ten students were invited to participate in the study, and nine of them agreed to be interviewed about their experiences of writing the master’s theses with an action research approach (Brinkmann & Kvale, 2018). The interviews were semi-structured and transcribed verbatim and all data was analysed in an inductive manner by means of conventional qualitative content analysis (cf. Atkins & Wallace, 2012; Boeije 2010; Hsieh & Shannon, 2018; Schreier 2012).

Findings
The results of the study show that both constraints and affordances connected to the action research based project are recognized by the student teachers. Four different constraints can be identified: expectations and attitudes towards the action research project, structural constraints, unfamiliarity with action research, and lack of teaching experience. Furthermore, five different affordances can be identified: scaffolds, interactions, agency, increased practical experiences, and systematic analysis and knowledge construction. In the discussion, the constraints and affordances recognized by the student teachers will be elaborated in relation to the teacher education. Furthermore, the focus will be on how action research based projects can be used in order to develop student teachers’ writing of their master’s thesis within teacher education.
Relevance to Nordic educational research
In the presentation, the discussion will concern how action research based projects can be used in order to develop student teachers’ writing of master's thesis within Nordic teacher education.
Subject content teachers’ perceptions of language. A comparative study of assessment in CLIL and migrant education

19. Teacher’s Work and Teacher Education

Helena Reierstam¹
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Abstract: In a globalized world, education has become more multilingual due to migration and the rise of the minority student population, but also due to school initiatives to promote foreign language learning. In Sweden, English is used as the medium of instruction in certain schools to prepare students for a global arena, and in tertiary education English is becoming more and more common (Airey, 2012; Costa, 2009). Content and Language Integrated Learning, CLIL, is a teaching approach with dual learning aims, language and subject content (Dalton-Puffer, 2007; Mehisto et al, 2008). Likewise, the instruction of newly arrived migrant students turns every teacher into a language teacher, highlighting the need for language and literacy development across the curriculum.

This paper aims to compare teachers’ assessment practices in two related yet different contexts in Swedish upper secondary schools: CLIL, where English is used as the medium of instruction, and migrant education, where Swedish is used as the medium of instruction (in progress). The two studies are framed by teacher cognition and validity theory. Multi-method is used, including interviews, a survey and analyses of written assessment samples.

Assessment literacy among teachers is imperative for equity and fairness in education (Gottlieb, 2016). How do subject content teachers assess students’ content knowledge when a foreign language is used as the medium of instruction? What kind of assessment methods, test items and accommodations can be used for fair and valid assessments to be made? The use of a foreign language as the medium of instruction risks creating linguistically challenging learning settings since educational success is dependent on a certain linguistic competence. This becomes especially challenging among newly arrived students as their content knowledge is assessed and graded to make them eligible for higher education while the students are still beginner language learners. Teachers of history and biology in CLIL schools in Sweden claim they cannot assess language, yet they acknowledge that poor test results can be explained by insufficient linguistic resources (Reierstam, 2015). The current studies seek to contribute to well-founded assessment practices and policy in multilingual education.

References


Teacher education - a waste of time or a value for life?

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Abstract: The evident purpose of teacher education seems simple: to enable individuals to work as competent and skilled teachers. Yet a common finding is that far from all who complete teacher education end up working as teachers throughout their entire career. International as well as national research show that many of the recently graduated teachers choose not to go into teaching at all or postpone their entering into the profession while others start working but leave after only a few years. At first sight the value of teacher education, in terms of efficiency, therefore seem to be a failure. In the presentation we will, however, dispute the presented rates of attrition and try to discuss the value of teacher education from a different viewpoint. Arguing that its value depends not only on whether the prospective teachers remain in the teaching profession but also on what they are occupied with while not working as teachers and how they have made use of their teacher education. With an unique longitudinal dataset, where we have detailed information on 87 Swedish teacher graduates’ working life across 23 years, we can consider whether activities and/or experiences point to an apparent use of teacher education. We have chosen to relate the value to the respective interests of various parties and have construed three stylized levels, based on a micro-meso-macro framework, – the school level, the individual level, and the societal level – each of which may plausibly be said to play a part in teacher attrition and the use of educational credentials. To some extent, the conceptualization also includes sociological, managerial and economical ways of problematizing teacher attrition in recent research. In order to illuminate teacher attrition in a nuanced way, we have also adopted a salutogenic perspective, which allows for identifying attrition not solely as a negative work outcome.

Data in the study consists of semi-structured surveys and follow up interviews with a cohort of 87 teachers who all graduated from a small Swedish university college in 1993. In the first stage of the analysis, parts of the mainly qualitative data have undergone basic qualitative analyses in order to be transposed into quantitative variables and in the second stage statistical analyses have been conducted. But our data also allows further qualitative analyses. At the third stage we have had the possibility of moving beyond figures and numbers and actually study how each individual, on each occasion, describes his/her trajectory.

In conclusion, we find that in order to get informative estimates of educational value in relation to teacher attrition it is important to consider the matter from different perspectives and – if possible – look at the working time spent throughout a career rather than the percentage leaving after a set number of years. Indeed, attrition is not always permanent and we should be careful when we interpret and make use of general statistics. These figures are necessary and useful and they are all ‘true’ in one sense. But how we should understand and explain them must vary.
Teacher Education in Nordic and Southern African countries towards the SDGs: recognising the missing link in HE

19. Teacher’s Work and Teacher Education

Birgitta Nordén¹

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Abstract: The STEP (Sanord Teacher Education Partners) partnership is built upon a shared vision for raised quality in teacher education at southern African universities and at Nordic universities (SANORD, n=44) and it strongly emphasises one of the targets in the UN Sustainable Development Goal 4 Quality Education (SDG 4): “By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries”. The need for academic development among teacher trainers/lecturers seems to be one of the missing links between higher education and the developments in schools. The teacher trainers/lecturers need competences in areas that will ensure learners’ knowledge and skills through education for sustainable development and sustainable lifestyles, human rights, gender equality, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development. University mandates throughout the world have statements that relate to community based engagement. Within the framework of STEP a research project for mapping the current situation is conduced to discuss the state of the art concerning teacher education towards the SDGs recognising the missing link between academic citizenship and community missions. Focus questions concerns: (1) The mandate of Higher Education in a global/local context. (2) The core of academic citizenship vs the UN SDG 4, gender and migration. (3) Whether teacher education at university level is loosing it’s third leg (outreach)? Based on two projects Educate the Educators and Centre for Blended learning carried out by Malmö and Lund university, a collaboration with School of Education and Culture at Great Zimbabwe University, Zimbabwe and University of Oulu, Finland, has been initiated 2018 by Malmö University, Sweden. There, lecturers on resp. universities are included in and have a professional exchange within the framework of, "global" classrooms, ie digital learning for teachers in the field and link to research of the learning and teaching processes. The purpose is to identify recent opportunities for collaborations between higher education and community work and to strengthen the network within STEP. The first pilot project is in the field of implementing the convention of the rights of the child (CRC) in education built ont he SIDA founded programme “Child Rights, Classroom & School Management”, managed by Lund University 2003 – 2016. A useful digital education and networking platform has been developed in cooperation with Children’s Rights Institute at Lund University, the Faculty of Education and Society at Malmö University and 16 networks and their change agents from the programme. The mapping possibilities for professional in-service teachers (both from Malmö and Zimbabwe) seems to enhance their teacher education to a higher level (and continue “life-long” learning as teachers) and go further within a global-local context towards master degree in education. A joint research study in connection to this with the aim of disseminate the result. An invitation from Guest Editor Birgitta Nordén: Special Issue of “Sustainability” theme: "South/North Perspectives on Global Learning for Sustainable Development". Manuscript deadline: 2019 February 1.
The project in in progress...
When: Wednesday 14.30-15.00, Where: EBC 3

**Teacher Education to a Master’s Degree: Does it Matter for Beginning Teachers’ Experiences?**

19. Teacher’s Work and Teacher Education

**Lilja M. Jonsdottir**

1 University of Iceland

**Abstract:** For quite some time educational research has faced criticism based on the assumption that the findings have not sufficiently managed to guide educational practice, whether it is teacher education in general or classroom practice. The intention here is to shed light on how findings from two research with beginning teachers contributed to changes being made to the organization of the teacher education program (for grades 1-10) at the University of Iceland when it became a five-year Master’s Degree Program in 2009. On one hand there were findings from a longitudinal research where narrative inquiry was used to explore the experiences of early career teachers during their first five years of teaching in grades 1-10; and on the other hand findings from questionnaires with open questions were sent to beginning teachers at the end of their first year, for three consecutive years. One of the objectives of these research was to create knowledge which could be used to improve teacher education. During the planning phase at the master’s level of the new T.Ed. program, findings from studies on excellence in teacher education as well as findings from the research above were introduced and the decision was made to create a 25 ECTS course placed in the autumn of year 5. This course simultaneously involves an extended period of practice teaching (a whole semester) together with a weekly course-work at the University. One of the aims of this new 25 ECTS course is to rigorously prepare student teachers for their first year of teaching. The first group of teachers graduated in 2014. In order to explore whether this new course made any difference in their first year of teaching, a new study was initiated with the research question being: Do you find that the practice teaching and the course-work in year five (the "big" 25 ECTS course) was of benefit or useful to you during your first year of teaching? If so, how? In 2016 a questionnaire with open questions were sent to beginning teachers at the end of their first year of teaching. The aim of this research was to explore their attitudes towards this 25 ECTS course and wheather it had proven to be useful. The findings have shown for example that 93% of the participants felt that the topics of the course together with the extended fieldwork had indeed turned out to be an asset for them during their initial teaching year. They said that by connecting their coursework in real time to practice opportunities in the classrooms it had given them realistic insight into the job. Additionally, they found that the emphasis which was placed on critical reflection about classroom experiences had intensified their understanding, both on the nature as well as the magnitude of the teacher’s job. Next year this 25 ECTS course will be extended to a 35 ECTS course and become a whole school-year course with the same structure; coursework at the University connected in real time to practice in the classrooms.
Teacher educators’ experiences and reflections concerning digital learning activities

19. Teacher’s Work and Teacher Education

Aslaug Grov Almaas\textsuperscript{1}
Ingrid Helleve\textsuperscript{2}, Anders Grov Nilsen\textsuperscript{1,3}, Helene Gram\textsuperscript{4}, Hilde-Gry Leer Salvesen\textsuperscript{5}
\textsuperscript{1} Aslaug Grov Almaas, Western University of Applied Sciences
\textsuperscript{2} Ingrid Helleve, University of Bergen
\textsuperscript{3} Anders Grov Nilsen, Western University of Applied Sciences
\textsuperscript{4} Helene Gram, University of Stavanger
\textsuperscript{5} Hilde-Gry leer Salvesen, Volda University College

Abstract: Research topic/Aim

The aim of the study is to focus on teacher educators’ experiences and reflections concerning technology assisted learning activities.

One of the learning objectives in the Norwegian Whitepaper 16 (2016/17) states: “all students should experience stimulating and varied learning and assessment methods that exploit digital opportunities” (p. 21).

However, research show that educational practice in higher education is Norway is traditional and teacher oriented (Lillejord et al. 2017, p. 54). The report claims that a change towards student active learning activities is necessary and possible.

In the current research project teacher educators were asked to use an App as a learning activity and if they were willing to participate in an interview concerning learning activities after having tried the App.

The research questions are:

- What experiences did you gain from using the App in teacher education?
- What learning activities do you normally prefer?

\textbf{Theoretical framework} Our study is based on 10 interviews with representatives from the four teacher education institutions who accepted to try the App as part of their education of teachers. They were not given any receipt for how the App should be used. The selection is done among teacher educators in pedagogy in four teacher education institutions mentioned earlier. Altogether 30 educators were asked to participate. All the participants who agreed are included in the study. Our preliminary suppositions are that most of the teacher educators who participated had positive experiences and were open-minded to implementation of new technological device in teacher education as long as the technology fits in their existing teaching practices. A follow-up study should focus on motives of teacher educators who refused to participate.

- Expected conclusions/findings
• The participators were asked to try the App in whatever way they wanted to use it within a certain time-limit of two months. After having finished they were interviewed on Skype by one of the researchers from another institution. The interviews were semi-structured based on the same interview-guide and lasted for approximately 40 minutes.

• Methodological design
• The back-drop for development of the App called “Teacher for one day” is to create new learning activities in teacher education connected to active learning (Aagaard et al. 2018), collaborative learning (Säljö, 2010) and Flipped classroom. Three authentic cases based on authentic stories from the classroom are wrapped into an App and distributed via App Store and Google Play. The three authentic cases were selected by a reference group in the project.

References


https://www.regjeringen.no/no/dokumenter/meld.-st.-16-20162017/id2536007/
Teacher educators’ professional development

19. Teacher’s Work and Teacher Education

Marit Ulvik
Kari Smith
1 University of Bergen
2 Norwegian University of Science and Technology (NTNU)

Abstract: Teacher educators’ professional development

The purpose of this study is to identify factors that influence professional development of teacher educators. The research questions are 1) How do teacher educators perceive their professional development 2) What factors enhance or hinder teacher educators’ professional development?

Theoretical framework

Teacher educators’ professional development is still an under-researched area (Murray, 2014), and many teacher educators acquire their expertise after taking on a position in teacher education (Smith, 2011). There are no guidelines defining who teacher educators should be, what they are expected to know, and be able to do (EU 2013; Lunenberg, Murray, Smith & Vandelinde, 2016). Usually they are recruited from schools or higher education institutions, and need to fulfil diverse roles, each of which requires professional learning (Lunenberg et al., 2016). There is furthermore an increasing demand to engage in research and contribute with new knowledge (Czerniawski, Guberman, & MacPhail, 2017).

Methodological design

The study builds on a previous quantitative study to which over a thousand teacher educators responded (Czerniawski et al., 2017). A sample of 61 from 5 countries was selected from the survey for the qualitative study consisting of semi-structured interviews with the teacher educators. Both studies were conducted by council members in the International Forum for Teacher Educator Development (InFoTed).

Expected conclusions/findings

The analyses revealed themes around areas of (i) self-initiated professional development, (ii) the importance of experiencing professional development through collaboration with peers and colleagues, (iii) accessing opportunities to improve teacher education teaching practices and, (iv) the inextricable link between teaching and research and consequently the need to strengthen research skills.

We found that teacher educators need to develop their professional skills throughout their career. The opportunities for professional development are scarce, and they need to devise them themselves. Learning with and from colleagues is the preferred mode of professional development. There are no
career plans for teacher educators neither support from teacher education institutes as they struggle to balance between their diverse roles and professional development needs.

Relevance to Nordic educational research

Focusing especially on the Norwegian data, we aim to address a Nordic audience.

References


Abstract: Teachers as Coaches at a Training Camp for Development of Pupils’ Reading Ability

The main aim of this study is to contribute to the knowledge about pedagogical methods that teachers use when working with pupils’ decoding and forward-looking assessment, within the framework of a local literacy project, ‘Training camp 2018’ (T18).

The study relates to ‘The Simple View of Reading’, i.e., Reading is defined as Decoding X Language Comprehension. Focus is primarily on decoding, which requires much attention in early reading development but is afforded little attention in recent research.

Assessment theoretical vantage point is found within the fields of Forwardlooking assessment, Formative Assessment (FA) and Response to Intervention (RTI). Both FA and RTI are well established, theoretically as well as practically, and may well be used in parallel.

The study is based on 12 qualitative interviews with school staff, who took part in the T18. Sampling was made through a snowball procedure. Interviews were recorded and narrative analysis was applied, to safeguard the entirety of the narratives while making it possible to interpret shorter sequences.

Informants are working in a rural school district, including two compulsory schools with adjacent preschools and recreation centres. The teachers describe their pupils’ goal achievements as high. T18 activities are carried out twice a year, at the beginning of each term. The T18 project was inspired by the world of sports. Concepts such as techniques, coaching, and training camps have been applied to the teaching of reading, focused on decoding. In the autumn, T18 activities go on daily for four weeks, according to a schedule including warm-up, skills training, ‘match’, and talk with the coach, supplemented by time-taking, reading-lists and books.

The results indicate extended use of forward-looking assessment, described as short, frequent skills assessment. Narratives about pedagogical actions used in the assessments vary in terms of content as well as form. On one hand, encouragement and support relating to the pupils’ efforts in decoding, skills training and reading are described, on the other hand, disciplinary measures are also described. These two types of pedagogical actions are used separately or combined. Preliminary results indicate that subject-related feedback most often is verbal, whereas discipline-oriented measures usually consist of non-verbal signs or physical contact in order to calm down and obstruct.

The results of the study may be of use to Nordic researchers with an interest in forward-looking assessment and reading development. They could also contribute to knowledge concerning how a
locally planned reading project can be created and adjusted so as to benefit different parts of the school system within a school district.

References


Teachers’ challenges in teaching mathematics

19. Teacher’s Work and Teacher Education

Marianne Hareide Andreasen\textsuperscript{1, 2, 3}

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Abstract: Teachers’ challenges in teaching mathematics

By PhD Candidate Marianne Hareide Andreasen, Volda University College, Norway

1. Research topic/aim
This project studies teachers’ perceptions of teaching and assessing mathematics in 9th grade in lower secondary schools in Norway. The study emanates from an assumption that teaching students struggling with mathematics challenges teachers’ professionalism and practices (Bachmann & Skrove, 2015). This study aims endeavours insight into teacher’s reflections on challenges and obstacles in teaching mathematics to gain new knowledge of teaching practices in mathematics (Olsen, 2003).

2. Theoretical framework
Gamle\textsuperscript{3}m’s (2015) scrutiny of research in assessment for learning and feedback practices shows that teachers’ feedback practice relates to beliefs they hold about the pupils’ learning and the purpose of feedback in learning activities (Gamlem, 2015). An interactive teaching approach seeks through feed up, feedback and feed forward (Hattie & Timperley, 2007), as self-regulating cyclical processes to motivate and give meaning to teaching and problem solving (Ames, 1992). This feedback-practice articulates, according to Zimmerman (2008), the meta-cognitive processes in problem solving, which give new insight and knowledge in the learning process and models of problem solving in mathematics (Zimmerman, 2008).

3. Methodological design
Interviews of five teachers in mathematics from two elementary schools in Norway were designed, planned, and conducted with in-depth interviews in accordance with phenomenology methodology in Nov 2017- Jan 2018 (Jacobsen, Tanggaard & Brinkmann, 2010).
4. **Expected conclusions/findings**
   There are tensions when dealing with teaching in mathematics, between:
   
   - Teachers’ articulation of the students’ struggles and/or misconception in the classroom dialogue and interaction.
   
   - Teachers’ evaluation and articulation of the students’ achievement.

5. **Relevance to Nordic educational research**
   There is a need to develop congruency between teachers’ intentions and accountability to the curricula in mathematics and meta-dialogues about assessing and evaluating students’ problem solving-processes in classrooms in the Nordic countries. All though this is relevant regardless of national context.

6. **References**


Teachers' experiences of pressure for high grading

19. Teacher’s Work and Teacher Education

Fredrik Alm

1 Linköping university

Abstract: Grade inflation and problems with equivalent grading have during the last decade been a recurrent topic in the Swedish school debate. In Sweden grading is done by the teachers, who primarily base their decisions about grades on classroom assessments. Grading is a difficult and important task for teachers and most of them try to be fair in assessment and grading. But, in an educational system where schools are exposed to competition different actors might be more interested of high grades than adequate grades (cf. Mickwitz, 2011). Some current surveys indicate that approximately 15-30% of the teachers in the Swedish upper secondary schools at some point have been exposed to pressure when grading (cf. Parding, Sehlstedt, Johansson, Berg-Jansson & Jakobsson, 2018). Previous studies have however not closely examined in which ways, or in which contexts, pressure for high grading occurs. The aim with this paper is to present tentative results from an ongoing research project about how upper secondary school teachers are exposed to and affected by pressure for high grading.

Grading can be defined as "an assignment of a quality-designating label (numerical or verbal) to describe the calibre of a student’s work” (Popham, 2011 p. 501). A grade is a judgement, and grading involves making a comparison. The theoretical framework in the current study is based on a model that describes grading as a comparison, where an actual quantity (the pupil’s knowledge) is compared with a symbolic quantity (a set of symbols). To set a grade, the teacher compares his or her own view of the pupil’s knowledge—his or her assessment—with the grading scale in line with the actual grading guidelines. Grading is however something more than measurement techniques or how to apply a grading system. It is also a personal and social concern where the decision of the teacher about assessments and grades are shaped in a social context.

The methodology in this study is inspired by critical incident technique (CIT). Based on a purposeful sampling procedure, 62 upper secondary school teachers have anonymously answered a web-based questionnaire in which they could write down their experiences of pressure for high grading. In accordance with CIT data has been analysed inductively. In order to identify the different ways teachers are exposed to pressure when grading the collected data were analysed qualitatively with thematic analysis. Given the important role of grades in an educational system matters relating to equal and fair grading is an urgent question for teachers, the political discussion about education and the field of educational research.

References


arbetsvillkor i kontexten av marknadisering, privatisering, val och konkurrens – beskrivande enkätdata. Luleå: Luleå tekniska universitet.

When: Thursday 11.30-12.00, Where: EBC 2

Teaching in preschool: conditions and terms

19. Teacher’s Work and Teacher Education

Ebba Hildén

PhD student

Abstract: Research topic/aim

Teaching is a controversial concept in Swedish preschools. Recent studies show that preschool teachers in Sweden do not see themselves as teaching teachers and they do not use the concept of teaching when describing their pedagogical practice. Despite this, Swedish policy effective in preschool stipulates the usage of the concept of teaching. The aim of this presentation is to discuss the conditions and terms for teaching in preschool appearing when preschool teachers and childcare workers discuss the concept of teaching in preschool. What different experiences as well as visions for the future does the concept of teaching in preschool hold?

Theoretical framework

In order to shed light on the conditions and terms for teaching in preschool that appear in discussions between preschool teachers and childcare workers Priestley, Biesta and Robinson’s (2015) model of teacher agency was used. In their understanding of teacher agency it is something that is achieved through an interplay between context and the individual, where experiences from the past, cultural, structural and material aspects in the here and now, as well as visions for the future, affects the achievement of teacher agency.

Methodological design

A developmental project with focus on teaching in preschool, led by the preschool manager, was followed. Preschool teachers and childcare workers participated, as well as the preschool manager and the preschool manager’s developmental team. Nine months later, discussions led by the researcher involving some of the participants of the developmental project, was conducted. The empirical data consists of a total of 21 hours of sound recordings from these different discussions.

Expected conclusions/findings

Preliminary results indicate a variety regarding the experiences that preschool teachers as well as childcare workers refer to in their discussions. Some refer to many different kinds of experiences, both professional and personal, while others refer only to experiences from their own pedagogical practice in preschool. The different experiences are used as a mirror in order to deepen the understandings of different aspects of the concept of teaching. Visions for the future is closely tied to these experiences. The visions expressed by preschool teachers and childcare workers is strongly influenced by the writings in the preschool curriculum, as well as the interpretation and transformation of steering documents made by the preschool manager. A comparison between the discussions led by the preschool manager and the discussions led by the researcher show that the
cultural, structural and material aspects differ. The preschool manager’s interpretations of the steering documents affected what was possible to say during the developmental project, as well as the researcher affecting what was possible to express during the later discussions.

**Relevance to Nordic educational research**

Like Sweden, many countries tend to have shifted the focus for children under the age of five from care to learning. This presentations is about how staff working with these children can handle these new policies, many times being in sharp contrast of traditions.

Teaching practices transfer from international guidelines to classrooms

19. Teacher’s Work and Teacher Education

Alexandra Barberet

Learning Sciences and Communication Laboratory (LISEC) at University of Strasbourg

Abstract: Nowadays, educational systems are facing pressure from international organizations. Intergovernmental agencies such as OCED, IEA, philanthropic agencies like the Bill and Melinda Gates Foundation, and professional companies, such as McKinsey, can all have a direct impact and shape national educational policies (Malet & Mangez, 2013; Verger & al., 2016).

On the other hand, despite common reforms, national and local differences are still strongly noticeable, and it cannot be concluded that a standardization of educational systems around the world exists (Malet & Mangez, 2013).

In order to better understand this seeming discrepancy, we are proposing to analyze how international guidelines from the OECD are transferred from global to local level, which is in our case the classroom. We are considering OECD as it developed the international assessment PISA, one of the studies the most famous, well reported in the media and by the politics. The observable local “product” corresponds to teaching practices at elementary school.

It has been demonstrated that OECD is influencing national educational policies and reforms (Regnault, 2017), but also European directives, that are finally impacting national reforms (Laval & Weber, 2002). However, each reform implementation keeps its specificities and national flavor (Lange & Henaff, 2015) as the concept of glocalisation is referring to (Regnault, 2017).

We would like to complete this concept, by the last step of the reform implementation: how it is understood by teachers and applied inside a classroom. Using a qualitative method, we realize semi-structured interviews of elementary French schools teachers. The purpose of the interviews consists 1) in analyzing how OECD guidelines are reinterpreted; 2) in querying the existence of a direct link between international guidelines and teachers’ practices, or between a European or supranational influence and teachers’ practice.


When: Wednesday 14.30-15.00, Where: EBC 2

Teaching to weld: theories in practice in collaborative research

19. Teacher’s Work and Teacher Education

Nina Kilbrink
Stig-Börje Asplund, Jan Axelsson
1 Karlstads universitet

Abstract: Research topic/aim

Practice-based school research and putting theories into practice aiming for developing teachers’ teaching on a scientific basis have been requested in research as well as in steering documents (cf. Pang & Ling, 2012, SFS 2010:800). Previous research states that collaborative research can contribute to professional learning, improvement of teaching and learning as well as a scientific knowledge of teaching and learning (cf. Carlgren, 2017). However, there are few studies in the area of vocational education that take a collaborative research approach in relation to specific learning contents. Therefore, the aim of this study is to examine the relation between teaching and learning in vocational education with a specific focus on learning to weld in a collaborative study between a vocational teacher and two researchers.

Theoretical frameworks and methodological design

The teaching as well as the research is planned, conducted and analysed in iterative cycles inspired by the Learning study method (cf. Pang & Ling, 2012), based on two theoretical frameworks; the variation theory (VT) (cf. Marton & Tsui, 2004) and conversation analysis (CA) (cf. Sahlström, 2011; Sidnell, & Stivers, 2013).

Expected conclusions/findings

The results show that working in iterative cycles with a focus on teaching and learning how to weld in interaction can both contribute to an understanding of what aspects of TIG-welding are critical to focus on in teaching and how students’ learning as well as prior knowledge can be made visible in the interaction. Moreover, our study shows how critical features of the object of learning can be oriented to and made explicit in the interaction, by combining different semiotic resources and patterns of variation. The close cooperation between the teacher and the two researchers during the process has influenced and changed the teaching depending on the results from previous cycles. Furthermore, the different teaching phases of the lesson have emerged and thus been reflected on in relation to how teaching and learning can be improved.

Relevance to Nordic educational research

The results can contribute to teachers’ professional learning and an improvement of planning and conducting teaching in relation to specific objects of learning in Nordic vocational education. In parallel with this, the integration of the two theoretical perspectives offers new concepts when working with and analysing teaching and learning on a scientific basis.
The study is founded by The Swedish Institute for Educational Research.

REFERENCES


The Innovative Teacher - A Pilot Project

19. Teacher’s Work and Teacher Education

Helena Sagar¹
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² University of Gothenburg, Sweden
³ University of Gävle, Sweden

Abstract: Research topic/aim

The aim of this paper is to present a pilot study on innovative teachers. Through narratives written after interviews with four first teachers in Sweden, common aspects recurring in all narratives will be focused.

Research questions:

- How do first teachers talk about their teacher training?
- How do first teachers talk about their students?
- How does teacher agency get visible in the first teacher’s professional role?
- To what extent does the first teacher describe him-/herself as innovative?
- What are requirements for providing support to the innovative teacher?
- Which words/terms do first teachers use to describe themselves as innovative?

Theoretical framework

The theoretical framework covers theories on the teacher professional development in general (Day & Sachs, 2004) and specifically agency and professional activism (Sachs, 2003) as well as professional development through teacher inquiry (Mockler & Sachs, 2011).

Methodological design

Four first teachers, ranging from preschool to upper secondary school, were interviewed using the same interview guide containing open-ended questions. Each researcher transcribed her interview and prepared a written narrative based on the interview questions. The narratives were orally presented to all researchers during a collaborative session, during which notes were taken by one of the researchers. The notes were discussed collaboratively and iteratively screened for common aspects to a point where themes could be identified. The themes were then illustrated by quotes from each researcher’s narrative to illustrate and validate the themes and common understanding of them. Additionally, separate quotes were added with the aim of finding similarities and differences between the different school levels.

Expected conclusions/findings
Preliminary findings are that there is an overlap between school levels regarding the way in which the teachers describe themselves as innovative teachers. Four themes were found; a) recognition of each student’s strengths and interests as the main resource in his/her learning b) creating trusting relations to both students and colleagues c) a holistic view on knowledge and education d) curiosity and inquiry as driving forces for school and professional development.

Relevance to Nordic educational research

This research has a strong relevance to the Nordic context due to the first teacher reform; a new career pathway for teachers, particularly in Sweden and Norway. Criteria for selection of first teachers are based on your interest and competence in school and professional development, i.e. being an innovative teacher, rather than a formal educational degree. Additionally, the innovative teacher may be central for pedagogic entrepreneurship, as specified by the Nordic Council of Ministers (2016), which in turn is essential for sustainable growth of our societies.

References


Abstract: Research topic/aim. The present study is aimed to answer the following research question: What characterises novice teachers’ experiences with the school as an organisation in Norway?

Theoretical framework. Teaching as a profession is both performative and organisational in practice (Molander & Terum, 2008), but organisational dimensions of teachers’ work have only been investigated to a limited extent. While research has noted that schools maintain certain conditions for their teachers, novice teachers’ perspectives on teachers’ work often lack characteristics of the school as an organisation (Johnson, 2006). As a result, novice teachers can experience dissonance between their personal perspectives on teachers’ work and the pragmatic reality of teaching. Therefore, the transition into teaching can be experienced as overwhelming.

Methodological design. The study is based on 10 qualitative semi-structured interviews with 5 novice teachers in two stages: during the last semester at a teacher education institution and after the first three months of their employment as teachers. The interpretative analysis was conducted (Hatch, 2002) by two researchers.

Findings. The findings demonstrate that novice teachers appear as job seekers with limited requirements regarding their future job-positions, and, as new beginners, they are often given challenging job-assignments and insufficient support at schools. The findings show also that schools had an orientation towards experienced teachers, not towards novice when organising the inner school life.

Relevance to Nordic educational research. The study complements the Nordic education research by adding to the field the knowledge about novice teachers’ experiences with organisational dimensions of teaching profession and with the school as an organisation.

References:


Upgrade to Hands-Free? The Way of the Hand Explored Through Confluent Teaching

19. Teacher’s Work and Teacher Education

Knut Omholt¹
¹ Norwegian University of Life Sciences

Abstract: As I queued up in front of the baggage drop at an airport last autumn, I read a text written on the wall behind: ‘Upgrade to Hands-Free.’ I supposed it was an invitation to get some electronic device that would liberate the purchaser from manual operations. An ongoing project of mine is the role of the hand in the present time and future. The evolution of the hand has played a vital part in the development of the human body, cognition, language, society, and art. Now the hand is less and less involved in the direct treatment of things and matters. The project aims to explore what questions this does raise as regards the learning about oneself and one’s material and social conditions. The text from the airport became the heading for the next workshop with students in the teacher training, with a question mark at the end.

The theoretical framework of the pedagogical arrangement drew on confluent teaching, developed by the American George Isaac Brown in the 50s and 60s and introduced in Norway by Nils-Magnar Grendstad in the 70s. In confluent education, an aim is to let intellectual, emotional and psychomotoric dimensions of learning flow together. By challenging the students taken for granted interpretations, they should become more aware of the subject, themselves, other people, and the world around. The workshop consisted of nine stations, each with an introduction to an aspect of hands-free and subsequent tasks for the students. The students worked their way from one station to the next in groups.

The methodological design was qualitative: I gave each group of students a large sheet of paper as the workshop started. They were to take notes of their reflections at every station. They delivered their writings to me at the end of the session. In addition I observed how they went about to carry out the assignments and wrote down my impressions immediately after the class. I went through the notes seeking the essential meaning in them.

In the presentation at the conference, I will give examples of what the students made of their engagement with the assignments. The experimental part of confluent education implies that also the teacher should discover new ways of seeing the subject as well as the pedagogical approach. I will, therefore, tell of my revisions of what I regard the topic is all about and how to craft new teaching sessions within it. Specifically, I will convey my thoughts about how this topic can make the base for teaching in secondary and upper secondary school, bringing together issues from the natural sciences, social sciences, languages, and arts.

The relevance for Nordic educational research is to come up with modes of teaching that can make the students reflect critically on fundamental questions regarding their learning, included being critical to aspects of technological innovations. Projects can encompass subjects from different fields as well as powers of the mind in the learning process.
Video Blogging in Teacher Education

19. Teacher’s Work and Teacher Education

Rakel Rohde Næss¹
Magnus Hontvedt¹, Morten Oddvik¹
¹ University of South-Eastern Norway

Abstract: Video Blogging in Teacher Education

1. Research topic/aim
This paper reports on a case study from a Norwegian university, in which teacher students video blogged to their university teachers about their individual reading throughout the semester. The students shared video-clips before lessons, in which they reflected on their reading as well as their wishes for the coming lesson. This was introduced as a digital tool for stimulating teacher students to read subject literature, and also involving the teacher educator and fellow students in their individual studies to foster metacognitive dialogues in the classroom.

Norwegian teacher students report that they use only 11.5 hours a week on individual studies (Bakken, et.al, 2017). Moreover, prior research show that teacher students lack literary experience overall (Skaar, et.al. 2017). This suggests a need for stimulating and supporting students’ independent reading, as well as building communities for sharing, reflecting on and giving feedback to each other.

The aim of this paper is to explore how the students describe their reading process, as well as discussing this use of video blogging as a possible strategy for connecting teaching at the university level to the students’ reading of subject literature.

2. Theoretical framework
This paper employs a sociocultural perspective on learning (Vygotsky, 1978). We regard the teacher students’ construction of meaning as an interactional, tool-mediated achievement. Even though the video-clips show monologues, we analyse them as in dialogue with a socio-historically developed practice, and in interplay with other voices and activities within this specific community of practice.

3. Methodological design
The study was conducted in a masterclass (5th grade) at a Norwegian university, and 26 teacher-students who participated in the project. The corpus consists of 70 videos that last for between 2 and 5 minutes. The films were downloaded, and subjected to video analysis (Pea, et al). Thematical codes were developed and extracts of film were chosen for detailed analysis.
4. Expected conclusions/findings
The findings demonstrate how teacher students conceptualise their reading experiences, reflect on connections to school practice and formulate expectations for the coming lessons at the university. The findings demonstrate the use of a video blogging tool as a way of bringing student reflections and expectations to the lecturer in advance of a lesson, which is difficult to orchestrate in a university setting.

5. Relevance to Nordic educational research
The paper displays an instructional strategy that has a possible potential for enabling students to take a more active role in their individual reading and potentially a more active role in shaping their own education.

References:


What place do children’s play have in elementary school?

19. Teacher’s Work and Teacher Education

Maria Øksnes
Einar Sundsdal
¹ NTNU

Abstract: What place do children’s play have in elementary school?

The research topic of this paper is children’s play in school. Lately, the question about play in elementary school has regained attention in Norway. The context for this renewed interest in play is the 20th anniversary of Reform 97, a reform that lowered school start from age seven to six. An important element in the legitimization of this reform was that play was to be a central part of the children’s early school life. Nevertheless, there has been little research about play in Norwegian schools in the last twenty years. In this presentation, we ask what place do children’s play have in schools today?

This may seem like a strange question to ask. To most teachers, parents, politicians and educational researchers, school is not about play. School is about schoolwork, that is, teaching and learning. Parents assume that their children work in school. Teachers try to keep the children working throughout the school day and the curriculum includes messages emphasizing the importance of work.

Although work is emphasized in school classrooms, there is no doubt that play occurs during the school day. Classrooms include play because they are populated by young children, and young children often play. This is trivial, but not unimportant.

In this presentation we discuss different answers to our question. Our question is both normative and empirical. One central part of our discussion is about the normative underpinnings concerning play in school that we find in e.g. policy documents and educational research. Another central part of our discussion is about how new empirical findings about play – e.g. the relationship between children’s lack of play and psychopathology – might inform the debate about children’s life in school.

Nordic educational research has a strong tradition in researching children’s play in early childhood education and care. However, children’s play in schools is currently insufficiently researched. Our aim is to contribute to this field of educational research in the Nordic countries.
20. Youth Research
When: Thursday 10.30-10.52, Where: EBC 4

Educational readiness assessment - seen in a youth perspective

20. Youth Research

Stine Helms¹
Ulla Højmark Jensen¹
¹ University College Absalon

Abstract: Educational readiness assessment - seen in a youth perspective

Research Topic/aim and relevance to Nordic educational research

Throughout the last decades there has, in Denmark and other western countries, been a political focus on how we can get more young people to complete an upper secondary or vocational education. This abstract deals with an ongoing research project on the educational readiness assessment that was introduced in Denmark in 2014. The political intention was to systematize efforts to increase educational completion. In the 8th, 9th and 10th grade, the students are assessed on the basis of a number of academic, social and personal criteria. From a youth perspective, however, it may be contradictory that politicians wish for more young people to complete a youth education, while preventing some students from attending a desired education. Almost every third student in the 8th grade (30 percent) was assessed ‘not ready’ to attend a desired education after the 9th grade (2017/18). At the same time, a survey shows that over half of the young people who were assessed to ‘not be able to’ complete a secondary education actually completed their education (Cefu 2012). This fact addresses how difficult it is to predict what students can and cannot do. There is therefore a need to analyze the student’s experience, but also a growing need to become more aware of what the educational institutions can do in order to give all students an opportunity to complete an education.

Theoretical framework

The project draws on both Bernstein and Bourdieu's educational sociological view of reproduction of inequality in the education system. Thus, we are interested in how the educational readiness assessment creates a selection between the students who are considered as ready and not-ready. Similarly, we draw on a Foucault-inspired governmental perspective, focusing on how policy sets some particular framework for students' subjective motivation.

Methodological design

In the project, we therefore put a youth perspective on the significance of the educational readiness assessments. Our study is based on qualitative interviews with students who are both assessed as ready and not-ready in 8th, 9th and 10th grade. In the interviews we focus on how the young people perceive and understand the assessment, as well as what it may mean to them in the future. Similarly, we look at the movements from the assessment of the young people at 8th grade and until 9th and 10th grade, as there is a lack of knowledge about what happens during this period - from the perspective of the young people.

Expected conclusions/findings

Our preliminary findings point to three key issues:

1. That the assessment seems demotivating and stressful;
2. There is a lack of follow-up for the students who have been assessed not-ready.
3. That many students do not know what criteria they are being judged on and/or what it takes to be considered ready.
The line between secondary and higher education

20. Youth Research

Anna Ambrose¹
Biörn Ivemark¹
¹ Örebro University

Abstract: The line between secondary and higher education

20. Youth Research
Anna Ambrose and Biörn Ivemark [1]

Research on access to higher education has consistently shown that students with non-academic family backgrounds are less interested in pursuing and participating in university studies even when they achieve high grades in high school. These students are also more prone to experience a sense of exclusion when they do attend university. Despite some efforts to increase the number of students from non-academic families, the social bias in access to higher education has remained largely unaltered over the past few decades. In light of this fact, a 2003 initiative from Örebro University and the municipality of Örebro sought to make higher education more attractive and more accessible through a homework program named Linje 14, a political and educational project that aims to achieve more equal outcomes in higher education enrollment. It was first set up in a school with low academic achievement and high numbers of families from non-academic backgrounds. Over the past 15 years, the program has expanded in its activities and has spread to five more schools with the same ambition in mind. With the exception of one minor study in 2014 (Trumberg & Lindberg, 2014), the impact of the program has not been the object of any academic research.

Our project, The line between secondary and higher education, aims to fill this gap in the literature and contribute to research on youth access to higher education through an in-depth analysis of the Linje 14 after-school program. The overall aim is to analyze the pedagogical and social processes that contribute to increasing interest in higher studies among students between the ages of 13 and 18. Furthermore, the study aims to develop a deeper knowledge about how universities can be better at including students from non-academic backgrounds. In order to evaluate the long-term education and labor market outcomes of the students targeted by the program we rely on longitudinal statistical data on three of the schools where the program has been put in place. Our study of the underlying social relations, pedagogical processes, and identity dynamics relies on ethnographic and interview data from lower and higher secondary schools as well as from program activities at the university. With a research design that mixes quantitative and qualitative data, our study aims to gain a better understanding of the program’s impact on access to and participation in higher education.

The research projected started in September 2018 and the results will be reported in August 2020. At NERA 2019 we would like to present some preliminary findings from the first phase of data collection.

References

[1] Örebro University, Anna Ambrose, post-doc in education and Biörn Ivemark, post-doc in sociology. Corresponding author for this presentation, Anna Ambrose, anna.ambrose@oru.se
The significance of context in educational choices among students in Norway

20. Youth Research

Unn-Doris Bæck

1 UiT The Arctic University of Norway

Abstract: Background: Spatial differences, in terms of a rural-urban distinction, in educational performance, trajectories and accessibility at all levels of education, is documented worldwide. In Norway, regional differences in educational attainment in upper secondary education have been especially well documented, and this is the starting point for the paper. The paper explores rural upper secondary students’ school motivations and attitudes as well as their school experiences, in order to establish whether and how geographic contexts play a role in their educational experiences and orientations.

Significance and aims of the research: Local geographic contexts include structural, social and cultural processes significant for educational choices and experiences. However, the opportunity structures young people relate to are constituted not only by place specific characteristics. Supra-local processes functioning at the macro-level contribute to creating local opportunity structures and conditions for the students’ experiences. These opportunity structures are in part a result of political decisions regarding school structure, resource allocations and economic priorities, but are also influenced by a conglomerate of national and international developmental agendas.

Research design: The analyses are based on 54 qualitative interviews collected among upper secondary school students in six upper secondary schools in a county in North Norway. Most of the students are in vocational education and training, and two thirds of them are girls.

Findings and implications for further educational research: The analyses suggest that the majority of the rural upper secondary school students have internalised the education paradigm of knowledge society, as they consider education to be very important. At the same time, they relate to local opportunity structures that create certain limitations when it comes to realising educational plans and aspirations. One aspect has to do with having to commute long distances or relocate at a very young age (15-16 years of age) to go school. The findings show that for many students, early relocation leads to loss of significant social networks and close social relations, which poses a threat to their motivation and even ability to stay in school.
Transitions towards an unknown future: non-formal learning in transnational communities for a sustainable society

20. Youth Research

Birgitta Nordén¹
Helen Avery²
¹ Malmö university
² Lund university

Abstract: The study makes an inventory of learning opportunities young people were offered in connection with CEI 2016, one of the annual international conferences organized by the NGO named Caretakers of the Environment International (CEI), which year 2016 took place in Aalborg in Denmark. The learning opportunities offered by this transnational learning community are discussed in relation to some essential learning qualities to meet the comprehensive sustainability challenges facing our societies - in particular youth, who can be seen as a target group per se, many times in transition-like situations: (1) learning for uncertain future, (2) dealing with complex cross-border issues, (3) ability to collaborate, (4) take initiative and act in society. These qualities are difficult to achieve in formal school systems that are essentially organized to ensure the transmission of a specific learning content and measurable abilities. The question in this study has been inspired by a previous study in a Swedish school context (Nordén, Avery & Anderberg, 2012, Nordén, 2016), about abilities that allow high school students to get an agency towards local and global sustainability challenges. The critical skills identified were: (1) Organization/self-regulation and independent decision-making skills (2) Development of Transnational Learning Communities (3) Democratic cooperation in action. There is widespread consensus that radical new educational approaches are needed to address the challenges of our time (Breiting & Wickenberg, 2010; Mochizuki & Yarime, 2016; Reid & Scott, 2013). Traditionally, focus has been placed on transmitting an existing knowledge base. The situations we face are changing at a staggering rate, and future developments are characterized by great uncertainty. Barnett (2012) therefore claims that preparation for the unknown should be guiding in education. Young people must not only be able to explore different complex situations, but also be prepared to take initiatives to act, find solutions to major environmental and social problems, and steer up their own learning during their life journey (Almers, 2013; Barrat, Barratt-Hacking, Scott & Talbot, 2006; Öhman, 2008). In this context, one has talked about sustainability literacy (Dawe, Jucker & Martin, 2005). CEI's activities are non-formal (Mocker & Spear, 1982) in the sense that they are organized for the purpose of promoting learning for sustainability and have a well-considered overall structure, but participants can independently define the issues and projects they work with. The transnational learning community could thereby support a challenge-oriented learning (UE4SD, 2015). The results indicate that the processes are supported when young people and their teachers experience a sense of community and having a place in the local-global context. This is done both through intensive work on their own projects prior to the conference, through participation in the physical meetings during the conference and the subsequent network activities in connection with it. In order for society as a whole to take advantage of the potential of non-formal learning, alternative educational approaches need to gain increased recognition and attention. The focus has to be shifted from a narrow performance splash that values isolated results, to reflect more widely on the learning opportunities offered by different forms of education in their entirety.
When: Thursday 15.05-15.30, Where: EBC 4

**Young citizenship: Civic engagement and participation in four Nordic countries**

20. Youth Research

Kristinn Hegna

1 Department of Education, University of Oslo

**Abstract:** Several studies have expressed a strong concern about young people’s lack of interest in political issues and low political participation (e.g. Torney-Purta, Lehmann, Oswald, & Schulz, 2001). The overall aim of the paper is to investigate the extent and character of civic participation and engagement among youth in four Nordic countries (Denmark, Finland, Norway and Sweden) based on analyses of the International ICCS Study 2016. Are there differences between the four Nordic countries in the degree of active and passive civic engagement and participation? Is active and passive citizenship more widespread in certain groups of youth?

Youth engagement as described by Harris et al. (2010) and Gholami (2017) underlines the importance of understanding the involvement of young people in everyday citizenship activities, in a perspective of here and now. Inspired by Thomson et al. (2004)), in this study young people are understood as independent actors who are ‘already actively involved in claiming, resisting and negotiating a range of competing responsibilities and freedoms’ (Thomson et al., 2004, p. 221). Participation in school democracy, local youth organisations and organisations with socio-political aims such as environmental issues, or engaging in discussions with family or friends on social and political issues shows how young people are active as citizens in their own right.

The analyses for the paper are based on survey data from Danish (N=6254), Swedish (N=3264), Norwegian (N=6271) and Finnish (N=3173) students with a mean age of 14.3-14.7 years, included in the International Civic and Citizenship study (ICCS) 2016 (IEA: Schulz et al., 2018).

The findings of this study confirm that most Nordic youth are involved in some activities or are somehow engaged in social and political issues, but also that only a minority of 6 to 22 percent are truly active citizens. The students in Finland seem to stand out as less active and more often passive citizens.

The study questions the extent to which civic and citizenship education in school is able to bring the students’ civic experiences into the classroom, make this education relevant for the students, expand and develop school democracy as well as to include community activities.


Youth, integration and rural resilience

20. Youth Research

Gry Paulgaard

jane atterton\textsuperscript{1}, Marit Haugen\textsuperscript{1}, Alexander Zabul-Thanam\textsuperscript{1}, Helene Pristed-Nielsen\textsuperscript{1}, Lise Byskov Herlund\textsuperscript{1}, Linda Sandberg\textsuperscript{1}, Christine Hudson\textsuperscript{1}

Abstract: The project takes its cue from a situation in 2015, when 31.00 of the 1,2 million refugee and asylum seekers in Europe, found their way to Norway. During a few autumn months, more than 5500 asylum seekers crossed the northernmost Schengen border in Europe, from Russia to a small municipality in northernmost region in Norway. The municipality, Sør-Varanger, have approximately 10 000 inhabitants. During one month, 3000 refugees arrived. The flow of immigrants posed a huge challenge to the local government. Nor the national or the local authorities were prepared for the unpredictable arrival numbers of people.

This project investigates how young migrants and refugees are met and integrated into small rural places. Fluctuations of refugees are likely to have great impact on small, rural societies as a whole, socially, economically and politically. New inhabitants may halt population decline and increase municipal economic space of action. This might represent new opportunities for challenged communities. An important aim of this project is to investigate how young refugees are met and integrated, as well as the role of schools in this effort, in small rural communities in the Northern and marginal edge of Europe.

Theoretical framework: The project builds on and advances our understanding of two key theories of relevance to the socio-economic development of rural localities: resilience; and integration and sense of belonging; and the inter-relationships between the two.

Methodological design: Both quantitative (register data and social network analysis) and qualitative (interviews, participant observation and visual techniques such as photography) research methods will be included.

Expected conclusion/findings: Most research on the integration of migrants has focused on urban destinations. In contrast, we will focus on rural communities which are vitally important to the socio-economic performance and spatial cohesion of all northern European countries. Many of these areas have long experienced significant outmigration, but are now experiencing large-scale immigration, either as a result of direct measures to settle new migrants in rural places or changing individual travel choices. As well as limited experience of in-migration, rural communities often have declining (formal) public and private sector resources to draw on to respond. However, they often have vibrant civil society and community sector groups which mobilise in response to the arrival of new residents. Our project will comparatively examine the integration and experiences of international young migrants when they arrive in rural places and the type, scale and impact of responses mobilised by different stakeholders.
References:


Naguib (2017). Middle East encounters 60 degrees north latitude: Syrian refugees and everyday humanitarianism in the Arctic. Int. J. Middle East Stud. 49, 645-660


Comparative ‘folk pedagogy’: utilizing lay theories in educational research


Barbara Schulte¹
Wieland Wermke²
¹ Lund University
² Stockholm University

Abstract:

1. RESEARCH TOPIC/AIM
This paper addresses the theoretical concept of ‘lay comparisons’ and its usefulness for conducting comparative research on systems of schooling against the background of a globalized world society. We judge the concept to be particularly fruitful for researching the relationship between migration and education, and to understand the tensions between educational policies and practices. We will illustrate this by presenting preliminary findings of how teachers and parents compare experiences of education and schooling against the background of their own migration.

2. THEORETICAL FRAMEWORK
We will make use of Bruner’s concept of folk pedagogy, i.e. ‘taken-for-granted practices that emerge from embedded cultural beliefs about how children learn and how teachers should teach’ (Bruner, 1996: 46). Scholars have pointed out the importance of comprehending lay understandings of science (Michael 1992), and researchers have even warned that a sharp distinction between expert and lay knowledge runs counter to the principles of a democratic society (Kinsella 2002, Petts & Brooks 2006).

With regard to education, the concept of ‘lay knowledge’, or more specifically ‘folk pedagogy’, seems particularly apt to understand how people make sense of different systems of schooling and education. Children and families, but also teachers harbor their own theories of education, e.g. regarding pedagogical processes, school policies, educational outcomes etc. From a heuristic point of view, lay people with translocal experiences, i.e. people who are in a position to compare, have the undeniable advantage of being able to test their theories in different settings.

3. METHODOLOGICAL DESIGN
Our approach is designed to systematically investigate translocal lay comparisons of different systems of schooling. We engage in a double comparative approach: we do not only investigate lay comparisons, but also compare these comparative accounts with each other. We see migrants as both cultural insiders and outsiders at the same time – a tension that we judge to be productive both empirically and conceptually.

4. EXPECTED FINDINGS
The paper addresses comparative folk pedagogy mainly as a theoretical concept. We will however illustrate the concept’s usefulness by presenting findings from preliminary studies, regarding aspects of schooling and education that parents and teachers with migrant background have assessed as important.

5. RELEVANCE TO NORDIC EDUCATIONAL RESEARCH

If we are to take seriously the claim that educational policies should be informed as democratically and comprehensively as possible, it is paramount to include this bottom-up perspective into our research – even more so as schooling experiences constitute an important gateway to physical and mental well-being, as much as they can also have lasting negative consequences for individual and community development.

6. REFERENCES

Cultivating democracy through aesthetic experiences in school


Dion Rüselsbæk Hansen

Abstract: Aim

In this presentation we argue that educators need to rethink the way in which democracy is understood (Biesta and Lawy, 2006). It seems clear that numbers increasingly determine who holds power and whose commands must be ‘obeyed’ (Nietzsche, 1882/2001; Rose, 1999). In education more and more decisions, judgments and actions rely on so-called evidence-based documentation and on mathematical calculations and the impersonality of numbers (Taubman, 2009). In this presentation, we are arguing for a renewed focus on aesthetic experiences in school.

Theoretical framework

Aesthetic sensibility underlines all forms of educational reflection and, we would add, political judgment, producing both possibilities and limitations for “how we become concerned and engaged with the world” (Sjökolm, 2015. xi). As Rancière says, “It is a delimitation of spaces and times, of the visible and the invisible, of speech and noise” (Rancière, 2006, p. 8). As the ‘science of the sensible’, aesthetics and politics have a lot to do with the constitution and reconfiguring of “specific orders of visibility and sense” – “what is seeable and sayable” (Hinderliter et al; 2009, p. 1).

Method

In an attempt to examine how the lack of authority afforded to aesthetic experiences in schools has the potential to ‘kill’ practices of democracy, we engage with examples from both Canadian and Danish educational contexts, attempting to make sense of them while reading through and with educational theory and political philosophy. We draw these examples and the theory into a “dialogic encounter” (Schwandt, 2003, p. 292) by reading them separately and together, fostering a negotiation of interpretations.

Importance of the study

Aesthetic playful meetings with and relations to ‘others’ and ‘othernesses’ are important to support in school, if the formation of the students’ aesthetic taste for democracy is to be realized. ‘Free play’ – “the suspension of oppositions between sensation and meaning, form and matter, activity and passivity” (Hinderliter, et al., p 6) generates the possibility of an order that is based on equality rather than on domination.

References


Desire towards the Better. Genealogy of Local Quality Evaluation of Basic Education


Hannele Pitkänen

1 University of Helsinki – Research Unit focusing on the Sociology and Politics of Education

Abstract: This paper explores the main findings of my PhD study examining fabrication and mobilization of the municipal and school level quality evaluation (QAE) in Finnish basic education context. However, the phenomenon studied is present in all Nordisk countries and further globally.

Drawing on genealogy, the study runs out of the current notion and understanding in which the QAE is reasoned as necessary, natural and normal part of the workings of schools and municipalities as education providers. Finally, the evaluation is considered inevitable in constant improvement, development and governing of education in the context of global economy.

The study analyses the descent, fabrication and mobilization of this understanding. It asks: 1) How is the present understanding on local quality evaluation of basic education mobilized and construed within the Finnish discourse? 2) Which kind of discursive principles and rules can be identified as conditions for the construction and fabrication of a present discourse as examined through genealogical dimension of the knowledge, power and subject?

The research data includes around 400 published Finnish policy documents, legislation and texts on QAE of basic education written by experts of evaluation in education in the period of 1970–2010.

In my analysis I identified three discursive practices – systems of reasoning and doing – within the field of statements mobilizing the present understanding on QAE. Those are the discursive practices of 1) school based development, 2) performativity and educational outcomes and 3) customer oriented quality. Despite changing grounds of reasoning between these practices, they are intertwining and constituting a historically layered structure for the present discourse.

Further, I identified three interrelated principles of discourse formation. First in dimension of knowledge an increasing and overarching will to know the all-embracing performance and quality of education has evolved. In dimension of power the quality evaluation becomes normalized. It becomes noticed as normal daily practices of education inseparable from teaching, schooling and education governance. In dimension of subjectivity the ethics of inevitability of self-evaluation is fabricated. As its whole, the QAE discourse is governed by an evolutionary hope towards the better future in education and society.

However, at the same time, by the discourse itself it appears evident that the education in its variedness stays immeasurable by its nature. It also appears that the ethics of inevitability of self-evaluation will necessarily be bounded by the vagueness and subjective nature of the evaluation. Finally, in aspiring towards the normalisation of evaluation and quality work in direction of universal organisation, the school context and specific school knowledge seems to be fading out.
The study, having its bases on historical sociology, genealogy, analytics of governance, historical and comparative studies of educational evaluation, aims to bring back forth the hidden historical horizon of the QAE in education. This is thought as a way of widening the spectrum of reasoning and thinking the evaluation in education and re-thinking the present self-evidences. Finally, new kinds of perspectives for visioning might be open in striving for better and more equal education.
When: Wednesday 15.00-15.30, Where: Sal IX

Different assessment cultures in three Icelandic Upper Secondary Schools.


Ívar Rafn Jónsson¹
¹ University of Iceland

The author has chosen not to publicise the abstract.

Field 5
Field 6
Education trade fairs, digitalisation and education


Anna Jobe
Catarina Player-Koro
1 Malmö Universitet
2 Göteborgs Universitet

Abstract: Research topic/aim
The opened up of the tax-financed welfare system for profit-making through a neoliberal economic reorganization of the public sector has meant that the educational sector in many countries nowadays is legally, economically opened up to private sector participation (Beach, 2010). A commodification of both services and resources has followed and a lucrative educational market has been established. A blur of actors from both the public- and the private sector, are participating in contemporary thinking about public education and education reforms. This has become particularly evident in relation to the digitalisation of schools (Williamson, 2015).

To organize education trade fairs where all actors meet, where goods, services and ideas are offered for sale to schools has become one in the line of lucrative business ideas. In Sweden is SETT the leading event, organized by a private company together with a partnership of teacher unions, state-, and private actors. The fair is thus a complex policy event of different actors with different agendas that are held together by a policy narrative targeting teachers and school leaders, usually wrapped up as marketable applications and successful methods (Player-Koro et al., 2017).

Few studies have scrutinized this kind of policy arenas and their consequences for education. The aim with this presentation is to present the initial findings from a basic research study on the education trade fair SETT Syd. The aim with the study is to investigate the different roles of non-state and state actors during the event.

Theoretical framework

Inspired by Latour (1987), a theoretical understanding of policy processes as policy assemblages is used. To describe the process of assembling, disassembling and reassembling, two concepts developed by Latour (1987), ‘matter of concerns’ and ‘matter of facts’ will be used.

Methodological design

Event ethnography, an approach to ethnography that emphasizes the development of theoretical and practical descriptions of events is used (Cook and Ward, 2012).

Expected conclusions/findings

New actors in the educational sector means that new discourses of education are distributed, embedded and naturalized. Hopefully will this study make visible how these discourses are
negotiated, translated and depoliticized by actors with different agendas towards education, and at length how practices and thoughts comes to be inscribed into society.

**Relevance to Nordic educational research**

Sweden stands out as a country where market-based reforming of the education system has been the most aggressive and radical, strongly influenced by a globalized neoliberal agenda. This study trying to understand what consequences this will have for education, democracy and those working in the educational sector.


When: Thursday 16.30-17.00, Where: Sal VIII


Johanna Ringarp¹
Ida Lidegran¹
¹ Uppsala university

Abstract: Research topic/aim
The great influx of refugees to Sweden in 2015, which lead to that 162 000 did seek asylum (of whom 70 000 children), has raised questions about the situation of newly arrived as well as their establishment in society, and not least, their entrance to the labour market. Educational establishment programs for newly arrived job-seeking migrants that speed up the process to enter the labour market is seen as important measures and especially learning to master Swedish is launched as a key factor for the integration. The purpose of the presentation is to describe and analyse the development of Swedish education policy regarding Swedish for migrants from the 1970s until today. Questions raised include: What kind of knowledge has been considered important and how has the taught content changed over time? How has education for migrants been organized? And in what way has the marketization of the education sector changed the State involvement in education for migrants?

Theoretical framework
In the project we use a sociology of education framework to deepen the understanding of the situation of newly arrived by establishing three perspectives on the establishment programs and their participants: a structural, individual and a relative perspective. We do this by examining the growth and design of educational programmes (structure), the individuals chosen for these programs (individuals) and the participants’ meeting with both education and the labour market (relational). In this paper we concentrate on the structural part and the content organization and governance of training programs for newly arrived job-seeking migrants and changes over time.

Methodological design
The empirical basis for the study consists both of policy texts from the Swedish government and the different curricula for Swedish immigrants, who have existed during the period 1970 until today. We have also conducted a case study of a contemporary program for newly arrived academics named Korta vägen [The fast track/The short way] in Uppsala, Eskilstuna and Nyköping and investigated its organization, content and governance.

Expected conclusions/findings
Regarding the content, our preliminary results show that during the period, there has been a shift in both the content of curricula and the policy texts as well in society's view of what skills are deemed necessary for immigrants to join in order to participate in Swedish working life. Regarding the organization and the governance, we see during the investigated period, as in many other public sectors, a shift from state control to a market solutions and privatization influenced by New Public Management. Current examples of educational programs for newly arrived academics could best be understood as a hybrid form of governance with collaboration between universities and private
educational companies.

**Relevance to Nordic educational research**
Our project combine research on education and migrants with research on labour market and migrants – two areas that usually are separated. We also have an historical perspective aiming at grasping changes as well as stability over time.
Evaluation practice of examination committees in doctoral education


Maja Elmgren

Eva Forsberg, Åsa Lindberg-Sand, Anders Sonesson
1 Uppsala University
2 Lund University

Abstract: Doctoral education is at the heart of the academy. Doctoral students are expected to contribute to society in many ways, including the regeneration and development of the academy itself - and the examination thus is an important event. In recent decades, doctoral education has increased in size and strategic importance, and new expectations have been expressed in national regulations and supranational policies (Elmgren et al. 2016). Whether these changes have affected the much older traditions framing the examination practice is an open question. Research on doctoral examination is still scarce.

We use a theoretical perspective founded in the evaluative culture in academic judgement (Lamont 2009). This includes analyses of peer review and deliberation in relation to issues of inter/disciplinarity and quality. The assessment process is problemetized as boundary work (Gieryn 1983), regarding research and education, with epistemic, individual and social dimensions. Our research question: What is at stake in the academic judgement of the dissertation and the doctoral defence?

Data is gathered from Swedish examination committee members through six focus groups and two individual interviews. The groups were selected to cover a variety of disciplines, including humanities, social science, medicine and natural sciences. Each group was composed of examiners from related disciplines at one of three large universities. In Sweden, doctoral students defend their thesis at a public defence after which an examination committee withdraws to evaluate the thesis and the defence. Compared to practices in some other countries, Swedish examination committees do not document their deliberations or identified strengths and weaknesses. The evaluation process is both visible (public defence) and invisible (committee meeting) - and consequently the latter has not been studied to the same extent as in other countries. Our interest covers the full examination process, and our analysis is ongoing.

A prominent impression was the gravity attributed to the process, expressed for instance in the anguish in relation to a few cases where examiners felt students perhaps should not have passed. Through the examination process the individual is assessed, both within an educational framework and on the ability to be included as a peer in the discipline. The latter aspect was strongly emphasized and echoes the traditional function of the dissertation and the defence, which stems from long before the title of doctor became synonymous with an educational degree. Apart from judging students’ competence and research, the examiners described discussing and evaluating the contributions of supervisors and the local research environment. Thus, the process also functions as an evaluation of the collective and its capacity in relation to research and education. The student’s thesis offered a focus for benchmarking within the discipline and between departments. We conclude
that committee members are engaged in a form of boundary work.


Exploring learning culture in Norwegian official educational policy. A critical perspective.

Christine R. Stenersen¹
Tine S. Prøitz²
¹ PhD candidate, University of South-Eastern Norway
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Learning culture in classrooms have received global attention since learning culture is believed to be one key component to understand and improve the context of teaching and learning (Heo, Leppisaari, & Lee, 2018). The aim of this paper is to investigate the potentially contradictory aspects of recent policies characterized by a focus on outcomes combined with an emphasis on the concept of learning culture.

Learning culture is defined as a set of shared beliefs, values and attitudes that encourage learning (Heo et al., 2018). Previous studies often employ different perspectives to examine and interpret the learning culture of a certain environment (e.g. schools and organizations) regularly in order to find a relation between learning culture and results, or to predict the schools adaptability to change (Cameron & Quinn, 2011; Caspersen, 2011).

Relying on the intertwined theoretical and methodological framework of Critical Discourse Analysis CDA (Fairclough, 2015) a corpus of contemporary (2003-2018) Norwegian educational policy documents is analyzed (Bowen, 2009) in order to answer the following research questions:

- How is learning culture represented and narrated in official educational documents?
- How does representations and narrations of the concept change during the period?

Preliminary findings indicate that the concept learning culture is central in the policy document introducing the educational reform in 2004. The creation of a “good learning culture” is represented as the main solution to prepare the students for the growing competition in the new, globalized economy. However, by investigating educational policy documents over a 13-year period to identify changes in representations and narrations of the concept, the findings indicate that the emphasis on learning culture abruptly ceases. The concepts of learning environment and learning climate emerges and it seems like these concepts replaces or absorbs the concept of learning culture. The first survey of the documents also indicates a vague and frequent changing representation and narrations of learning culture.

Given these preliminary findings, this study can contribute to Nordic educational research by providing a basis for discussion about how policy represents new initiatives and change in education reform. Since learning culture is globally perceived as a key component in order to improve the context of learning (Heo et al., 2018) it is interesting to find that the highly emphasized concept in
the introduction of the educational reform nearly disappears and becomes replaced by other concepts.

References


Finnish ECE going private - state policy and local management of ECE


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Abstract: The emerging processes of globalization have transformed the political and economic contexts in which public policies have been developed. In last decades policy has been implemented in terms of neoliberalism and New Public Management (NPM). These ‘templates’ have been developed over time but centered on management representing a broadly coherent but not inflexible principles and mechanisms such as accountability, market-orientation, assessment and evaluation and they have had effects on the governance and the implementation of education/schooling (Rizvi & Lindgrad 2010.) These policy trends have affected also on early childhood education (ECE).

In ECE can be seen different discourses. When the importance of ECE stress economic and political agenda the importance of ECE is seen in employment policy with enabling mothers’ to participate to workforce and at the same to ensure future effective workers by promoting children’s competence (European Commission 2014; OECD 2007; World Bank 2003, 2007). Aside with this we have strong discourse and international agreements about social inclusion and equality in education (e.g. UNESCO 1994, 2000). Furthermore, the humanity discourse challenge the future based aspects and tries to ensure good childhood with the respect of children as they live now and what they are today – not what they will become. This child-centered discourse is rooted to the Child Convention and children’s rights (UN 1999).

ECE services are understood more and more as an enterprise or business providing private commodities within a competitive private market, trading these commodities to individual “consumers”, parents. This process is part of the neoliberal belief in market rationality. This belief has made ECE services economic and subject to the logic of commodification, consumerism, calculation and contract. (Dahlberg & Moss 2006, 29.) As Gallagher (2017, 2) notes the market is purposed to be efficient managerial technique of meeting the changing needs of parents in dynamic working environments. However, there is significant variation in how markets are funded, structured and organized in national ECEC policy context.

In the governance of Finnish ECE the state and municipalities have their own roles. Since the 1990s Finnish education system has shifted from centralised to decentralised. Minimum standards of ECE are regulated by law, for instance, requirements for the staff-child ratio and the staff qualifications. (Act 36/1973 (580/2015). In governing ECE municipalities have looked to market solutions. About 24 percent of children were in private day care in 2015 (THL 2016). However, these figures vary across 311 Finnish Municipalities (Riitakorpi et. al 2017).

In this presentation we are interested in privatization and marketization of Finnish ECE focusing on state policy analyzing the day care/ECE legislation and the process concerning privatization. We are also interested local voices on municipal level by interviewing key actors in one big Finnish
We ask how privatization is understood, justified and framed on local ECE policy? How local administrative actors of ECE perceive current policy privatization of ECE services? How they find policy outcomes in terms of inequality of ECE in and through privatization?
Governing values at Swedish compulsory schools
An analysis of directors’ of education perceptions in rural municipalities


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Abstract: Governing values at compulsory schools
An analysis of Swedish directors’ of education perceptions of values in rural municipalities

Directors of schools are part of governing values seen from directors’ perceptions and may have implications for teachers’ practice. This study is motivated by the desire to understand values in rural and countryside areas at the compulsory school. In rural- and countryside areas problem seldom is general but specific (Cederling, 2016; Lind & Stjernström, 2015; Pettersson, 2017). This paper emphasis directors’ of education perceptions of values in school. Directors of education in this case is a municipal school’s manager (Rapp, 2011).

According to Lindensjö and Lundgren (2014) teachers’ practice can be governed through different arenas, in which the School Inspections questionnaires and directors of schools can be positioned in both the arena for formulation and the arena of re-contextualisation. The condition in schools are influenced by the surroundings and the context (Bruner, 2002). The concept values is defined as people’s “beliefs concerning desirable modes of conduct or desirable end-states of existence” (Rokeach, 1973, p 7). Rokeachs theoretical framework is applied in the analysis as instrumental modes of conduct and terminal goals. The analysis’ method is inspired by a content analysis, defined as to “take content to emerge in the process of a researcher analyzing a text relative to a particular context” (Krippendorff, 2013, p 25).

The interview guide builds on a study from the School Inspectorate teachers’ questionnaires (2010-2015). The result from the teachers’ questionnaire analyse, compose themes for the interview guide of the directors of schools. The sample of the municipalities builds on statistics from the school year 2013/14 (www.Jordbruksverket.se; www.Skolinspektionen.se). The sample in the study with the directors’ of schools are the following: a municipality in rural and countryside areas, with one (6) 7-9 school, upper secondary school and without any publicly private school providers.

The preliminary results from the directors’ of school statements indicate that a sense of accomplishment is a prominent goal, especially with a focus on high grades. Goals of equality, self-respect and social recognition are seen as supporting goals for a desire of sense of accomplishment. Related instrumental modes of conduct to a sense of accomplishment is the director’s ambitions, teacher’s capability and the schools´ ability.

Self-control and responsibility as a mode of conduct is also desirable in director’s statements. Goals of quality, self-respect and social recognition, overshadow the prominent goal a sense of accomplishment. Considering that the directors’ of schools statements are part of governing, it is also of interest to highlight the goal of freedom related to different themes in the analysis. In particular, freedom appears as a mode of conduct to democracy, human rights, gender, respect for
differences and motivation to high grades. Freedom as a desirable goal is a question for discussion, in this study about governing values in Swedish compulsory schools. The analysis shows that governing is strong at a sense of accomplishment; values of freedom can be an unexpected value.
Higher education reform in Denmark in the Bologna era


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Abstract: Research topic/aim

In 1999 ministers of education from almost all European countries signed the Bologna declaration. The declaration set out six targets for the participating countries, including comparable degrees, two-cycle higher education and a common system of credits. The Bologna process has continued and has become intimately connected with European Union policies. This has obviously influenced higher education reforms in the participating countries, but the question is how important this influence has been for the overall processes of national reforms? I will investigate this question for the case of Denmark.

Theoretical framework

The paper draws on and combines different theoretical approaches.

One is the suggestion that higher education has been subjected to three Grand Discourses (Broucker, De Wit, Mampaey, 2017). These are the Professional Bureaucracy discourse, the New Public Management discourse and the Public Value discourse (denoting a public sector that creates something substantively valuable to citizens)

The second approach is neo-institutional theory of higher education, often also called world culture theory. This approach emphasizes the dependence of local social organization on the wider environment, highlighting cultural scripts and organizational rules that are built into wider national and world environments and establish the main features of local situations and actors (Ramirez & Christensen, 2013).

The third approach is the theory of the competition state (Cerny 2010), which emphasizes that under the condition of global economic competition nation states will focus on the development of the political, economic, and cultural institutions that give a country the capacity to achieve socioeconomic success.

Methodological design

This is a study of contemporary history, drawing on official documents such as government reports, legislation, negotiations in parliament and expert committee reports. The documents are interpreted drawing on the theoretical framework.

Expected conclusions/
The targets formulated in the original Bologna Declaration have generally been accepted and integrated into Danish higher education policy. The ECTS credit system, the qualification framework and diploma supplements have been implemented relatively smoothly. The two-cycle higher education structure was already in place in Danish universities before the Bologna process, but it has been reinforced. However, other Danish higher education reforms have had no direct connection to Bologna. These reforms have concerned issues such as higher education governance, budgetary restrictions and their consequences, social justice, employability. They have generally sparked much more interest and controversy, both in public and in political fora.

Relevance to Nordic educational research

All the Nordic countries participate in the Bologna process, so the question how this processes has influenced (and how it has not influenced) national higher education policy is important for educational research.

References


In what ways does learning outcome-oriented policy affect practice in Norwegian classrooms?

Marte Syverud Semb

Abstract: In what ways does learning outcome-oriented policy affect practice in Norwegian classrooms?

Research aim:
The aim of this study is to explore how recent focus on learning outcomes in policy documents affects the practices of classrooms by studying behavior, actions and activities inside the classroom. I have investigated what sort of learning outcomes that are in focus, how these are made explicit and communicated to pupils. The main goal is to identify how learning outcome-oriented policy may affect the learning activities in which pupils participate.

Theoretical framework:
I base my understanding of learning on sociocultural theory. Within the sociocultural perspective, learning is viewed as something that is created and shared by members of a community that use cultural tools (Mercer & Howe, 2012).

In the book «Dimensions and Origin of the Schooled Society» Baker describes the cultural changes the education revolution has led to regarding what education is and what education consist of (2014). The reason for including Baker as part of my theoretical framework is to study whether learning outcome policy represents such a cultural change and if so, what consequences this may have for our understanding of education.

Methodological design:
This study draws on a substantial video material collected by the LOaPP-project in 12 different classrooms in three lower secondary schools. The LOaPP-coding protocol used focuses on a diverse set of teacher-initiated classroom activities. The analytical approach is inspired by Geertz’ perspective on culture and to explain culture through thick description, with as many details, conceptual structures and meanings, and at the same time sort out structures of meaning and describing these more detailed (Geertz, 1973).

Expected conclusions/findings:
Preliminary findings indicate both intended and unintended effects of the learning outcome focus. Concerning unintended effects, there seems to be an emphasis on concrete and easily formulated learning goals that limits the scope of classroom activities, while goals that are more complicated seem to be left out.

Relevance to Nordic educational research:
Despite the research that has been done on classroom and school culture, there has been little focus on learning outcome policy and how this policy affects practice and how it manifests in classroom
culture in Norway. This study aims to be a valuable contribution to enhanced knowledge about the intended and unintended effects of learning outcomes in classroom activities.

References:


Post-secondary VET in Sweden - Curricula in Higher Vocational Education


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**Abstract:** Swedish post-secondary VET is since 2009 organised in what is called Higher Vocational Education (HVE). Alongside state funded initiatives concerning initial VET in municipal adult education the establishment of the HVE system have been implied to reflect the liberal conservative government’s ‘work strategy’, a principle making employment the one crucial bearer of social inclusion, in using adult education to satisfy short-term labour market needs of business and industry (Andersson & Wärvik, 2012). In 2016 the nearly 50 000 students partaking in HVE programmes made up about just a bit over 10 % of students in Swedish higher education, provided the HVE students are included in the total tally alongside students at universities and university colleges. In the year 2022 the number of HVE students is intended to be 70 000, indicating a rapid expansion.

An analysis of HVE policy have elucidated the conditions for the process of recontextualizing knowledge in curricula construction (Author, nd). Results show how representatives of employers and the education providers are to convene directly with one another to select what skills and competences the HVE programmes should involve to meet the needs of the employers. A junction between these two type of actors, without any involvement from for instance a national regulatory body, is something different then the more common linear course of curricular formation (Bernstein, 1996).

Analysing a broad set of data, including interviews with actors in HVE, observations from meeting where employers and education providers convene as well as course syllabi for programmes this paper will examine HVE curricula making.

The discussion of this paper relates to previous research on curricula in VET (Gamble, 2016; Hodge, 2016; Wheelahan, 2015)and the research questions guiding the analysis are focused on selection, organisation and valuation of knowledge (Bernstein, 1990, 1996, 1999; Wheelahan, 2015; Young, 2006, 2013)

**Author.**


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Reforms to the Curriculum of the “Introductory Programme” in Swedish Upper Secondary Education


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Abstract: This paper analyzes the history of non-compulsory education for disadvantaged youths in Sweden, which led to today’s “introductory programme (introduktionsprogram; IM)”. This will illustrate the philosophy on which IM has developed. IM began in 2011 as a program for students who lack the requirements for entering national programs in upper secondary education. There are five different types of programs of IM, such as preparatory instruction, program-focused individual choice, introduction to the Swedish language, introduction to a vocation, and individual alternatives. About 17% of all students who enter high school attend one of these IM programs today. Since these students would have no upper secondary education without IM, this program can be said to play an important role in Swedish high schools, aiming to provide education for all, despite frequent oversights.

The grounds for this study rests on curriculum theory (Lundgren 1979), which from a historical perspective identifies curriculum codes, i.e. the principles of how goals are formed and contents selected and organized for learning. Upon this ground, the focus of this study is set on education for disadvantaged students. The method of this study is analysis of documents, including official documents (propositions, state public reports, and department committee reports, etc.) from the 1960s up to now. These documents are analyzed to contextualize the historical process of establishing IM. This documents analysis is in the research project supplemented with some lesson observations and interviews for better understanding of today’s curriculum and educational practice in IM, but the latter parts are omitted from this presentation.

History tells that the origin of IM was not education for underachieving students as today, but for those youths who were reluctant to go to school, who were unemployed, or who were at the risk of exclusion from society. Education policy makers decided to make education for these groups of students more flexible in order to meet their needs and abilities and to attract them to attract such youths to school. Therefore, individualization has become a key element in the curriculum for these disadvantaged youth. In addition, the boundary between mainstream upper secondary education programs and peripheral ones has developed since the 1990s. The boundary line was unclear because there were so many programs in upper secondary education without an overall structure. Especially, the structure of vocational programs was very varied. However, concurrently with the development of the simple curriculum framework of upper secondary education, the boundary line was set regarding student achievement in a compulsory school. Then, IM turned to be regarded as a program for underachieving students at first glance. By examining the background, this study illuminates IM as one outstanding character in Swedish high schools, rather than one peripheral program.
Rethinking Comparative Education as Translation


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Abstract: The aim of this study is to develop a theoretical framework to problematize education export using International Large-Scale Assessment (ILSA) within the scope of comparative education. In the era of ILSA, the tradition and discipline of comparative education is questioned. Bereday has divided comparative education into three phases based on the premise that it is a process of continuous development: the borrowing, prediction, and analysis periods. Manzon (2018) questions linear improvement from the perspective of constructive history. These approaches relate to how comparative education researchers examine the context of local changes, whether as globalization, internationalization, or as world society (Luhmann, 1997). Case studies reflect different acknowledgments of the phenomenon (Crossley & Vulliamy, 1984). Therefore, this paper discusses the discipline of comparative education from the concept of ‘translation’, referring to Bachmann-Medick (2009)’s ‘translational turn’.

Comparative education has used the term ‘policy transfer’. Cowen re-evaluated and developed the concept of policy transfer according to three main processes: a) transfer, which ‘is the movement of an educational idea or practice’, b) translation, which ‘is the shape-shifting of educational institutions or the re-interpretation of educational ideas’, and c) transformations, which ‘are the metamorphoses which the compression of social and economic power into education in the new context imposes on the initial translation’ (Cowen, 2006, p.566). Although this framing is ideal and useful, in recent cases, such as in education export, policy transfer is more a process of mutual communication than of a single direction. Thus, while the translation process is made for importing countries, it also reflects the exporting countries’ policy. This could have been a unilateral input to borrowing countries (Ochs & Phillips, 2003) in the emerging era of comparative education, but now, in the age of connectivity, the information flow becomes different. Policy transfer has become a more complex exercise when the Global Education Policy Market (Hayashi, 2016) emerged, and information has become exchangeable with economic resources.

The concept of ‘translation’ is ambiguous. As a process, translation is an attempt to bridge multiple individuals or groups, such as society, community, identity, or ideas, thus defining the boundaries between them. Translation can cause misunderstandings, since it is not possible to translate two images perfectly as they are different. Comparative education has a fundamental interest in benefiting local education by translating foreign policies and systems, which is theoretically unreasonable from the perspective of translation. Thus, based on literature reviews, this paper discusses comparative education using the concept of ‘translation’ to expand the perspective of mutual relationship between lending and borrowing countries. This paper also explains the phenomenon of education export using the discourses on documents and interviews from 1) a Singapore math workshop in Sweden, 2) the Introduction of Japanese-style Lesson Study in the Philippines, 3) Finland’s national strategy for education export 4) UK and US investment for low-
cost private school chain in Ghana, and 5) the OECD’s PISA for School projects. Finally, this paper aims to clarify the new phenomenon of comparative education through the concept of ‘translation’.
School inspection and quality in Swedish municipality adult education


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Abstract: Quality audits, evaluations and follow-ups in education have become a global phenomenon, and while some argue that it is a consequence of the neo-liberal shift (Ball & Youdell, 2008), others contend that the quality debate existed even before the recent shift (Bergh, 2015). This is not to say that the discussion of what quality in education is and how it should be achieved is irrelevant. On the contrary, the quality issue needs to be scrutinised further since the field is still unchartered when it comes to Swedish municipality adult education (hereby MAE).

The need for MAE is steadily increasing, on the one hand as a consequence of the intensive immigration flows, and on the other hand as a consequence of a rapidly changing society where many adults need to re-qualify their skills in order to be prepared for the labour market. However, the MAE has over the years been criticised in media, both for its inefficiency to satisfy individuals’ need for more skills, teachers’ eligibility and so on (Lindgren, 2018; Suhonen, 2016) thus raising questions of its overall quality.

As an implication of the increased need for audits and quality controls in MAE, the Swedish School Inspection (hereby SSI), is auditing and inspecting schools, by commission from the state. The agency’s role in the shaping of the quality concept is actualised since they interpret national policy in order to conduct their inspections. Since no previous studies have scrutinised school inspections in adult education, the need for research that explores the still unchartered field is motivated (Segerholm & Hult, 2018). In this specific study, one of the SSI’s audit focusing on quality in MAE will be studied, therefore bringing up the question of how quality practices in MAE unfolds in different settings. Altogether, six different settings of school inspection have been studied. The settings consist of school inspectors’ interviews with school actors. The sample include municipalities that organizes MAE in different ways, ranging from organizing it by them self, to outsourcing it through tendering from private companies.

I draw on different forms of data in each of the six settings, such as observations of the SSI’s quality audit, interviews with school inspectors and school actors as well as material arrangements in form of text material such as interview guides, quality matrixes, policy documents and so on. This data is analyzed drawing on a socio-material approach, namely practice theory (Schatzki, 2000, 2012) The theoretical framework makes it possible to study the different settings of school inspection as practices where both human agency and material arrangements in form of text materials are included.
School owners constitution of the learning-outcomes oriented policy in Norway


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Abstract: School owners constitution of the learning-outcomes oriented policy in Norway

Aim

The aim of this paper is to present a study of how learning-outcomes oriented policy is constituted in Norwegian municipalities. Drawing on a document analysis of local key policy documents with a focus on municipality responsibilities for local school provision as “school owners” the study highlights issues of governing learning through regulations and juridification. The study is a part of the larger LOaPP project.

Municipalities in Norway report to use student performance data and learning outcomes in their governing (Mausethagen, Proitz & Skedsmo, 2018). Norwegian municipalities have developed different systems for governing and control. The systems varies from giving schools total autonomy, to governing through management by objectives and control (learning outcome oriented) or management by objectives through contracts and dialogue, or through a more dialogue based bottom-up model (Berg, 2015). There are also different municipal strategies for governing such as: dialog, learning-outcomes and a strategy based on a wide understanding of learning outcomes have been identified (Mausethagen, Proitz & Skedsmo, 2018). Nevertheless, both the emphasis on the municipalities as school owners and the learning-outcomes oriented policy is fairly new in Norway, and there is little knowledge on how the school owners constitutes and act on / out this policy.

Theoretical framework

The meaning of the term learning-outcomes differs with different contexts and actors (Proitz, 2016). The theoretical framework for the study is anchored in social cultural theory (Vygotsky) and a constructivist perspective / paradigme (Luhmann, 2000). This implies variations (noise) in how actors understand a concept (Luhmann, 2000, Rasch, 2000, Serres, 1982). This means that learning outcomes will have to be constituted and re-constituted with new contexts and actors. A constructivist view considers the aspect of noise in the system (Rasch, 2000), and challenge the base assumption of the learning outcomes centered policy that governing the schools can be seen as a rational, linear process of objectives, means and clear, predictable results. Actors that aspires to govern schools in a specific direction will have to recognize and handle noise, and to construct a complex communication that connects the municipality to its schools (Berg, 2015).

Expected conclusions

This paper builds on an assumption that the learning outcomes oriented policy will be constituted and defined in different ways in the different municipalities, and that both the meaning and use of the term / policy and how the municipalities acts on the policy will differ from each other. The preliminary findings display that the three studied municipalities have constituted a learning outcomes oriented policy in their strategy plans, but that there are variations in their understandings.
of learning outcomes, going from a narrow to a wider understanding. The paper will highlight the similarities and the differences in municipal constitution of local learning outcomes oriented education policy in key policy documents.

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Soft Privatization: Mapping an Emerging Field of European Education Governance


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Abstract: Over the past two decades, European education systems have witnessed an unprecedented expansion of private sector involvement in the planning, administration, and execution of public education (Harris & Haydn, 2012). The increasing influence and use of private companies, consultancies, and schools has prompted a growing body of scholars to examine the processes and implications of shifting responsibility in education from public to private hands (Grimaldi & Serpieri, 2013; Olmedo & Grau, 2013).

Introducing the notion of ‘soft privatization’, this paper explores privatization as it appears within the context of the European Union, framing it as a phenomenon deeply embedded in and sensitive towards particular modes and (regional and national) conditions of governance (Lawn, 2011; Pasias & Roussakis, 2012). Situated within the development of the European Union as a space of and for educational soft governance (Bøgger, 2016), the paper presents soft privatization as an analytical framework to explore the complex ways in which the use of private sector services has been inscribed as a necessary component of contemporary European public education administration – rather than, as others have argued (Pratt, 2016), an external discourse or force necessitating competition, choice, and profit-driven logics. By looking at the distinctive features of outcome-oriented and coordination-based governance without government within the context of the European Union (Gornitzka, 2005; Rosenau, 1992), I explore the processes of this inscription and its implications for conceptualizing privatization as a particular mode of standardized, outcome-based, and data-rich governance that delegates particular operations to non-state agents without necessarily assuming the traits of a market.

Literature


Talent Development in Preschool Curriculum and Policies: Explicit and Implicit Recognition of Young Gifted Children


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Abstract: This study shares an analysis of early childhood curriculum text from five countries and two international macro policies, documenting implicit and explicit content relating to giftedness and talent development. Talent development includes the work of teachers in supporting children to develop their potential and future capabilities (Gagné, 2015), and can be connected to the bioecological model for human development (Bronfenbrenner & Morris, 2006).

Macro policy documents examined in this study were the United Nations Convention on the Rights of the Child (United Nations, 1989), the Salamanca Declaration and Framework (UNESCO, 1994) and national preschool curriculum texts in English from five countries: Australia, Estonia, New Zealand, Norway and Sweden. Content analysis of the texts included counting frequency of pre-identified and emerging terms. These terms included gift, talent, compet(ant)*, abilit*, capab*, strength*, capacit*, succe* develop*, learn, expect*, right/s, respect, stimulat*, equal, equity, challeng* and competiti*. Next, the national preschool curriculum texts were interpretatively analysed to consider meaning, power and negotiation. Ethical guidelines provided by the Swedish Research Council (2017) and the Australian Code for the Responsible Conduct of Research (NHMRC, 2007) were followed. The text analysis relates to ethical issues of beneficence and respect.

The use of implicit terms with reference to giftedness and/or talent development in the analysed texts varied, but predominant terms used were develop, learn and abilities. Children’s, and all children’s, rights and opportunities were identified in the analysed texts, for example: positive expectations for all children; rights of all children to contribute and be heard; respect towards children; stimulating experiences in preschool; being considered an equal in preschool; application of equity to support disadvantage; positive challenges in preschool; and constructive competition. The results indicate a global as well as national commitment toward meeting children’s rights and needs, empowering children’s agency, respect, and fostering the learning and development of all children. However, our results also show an absence of explicit attention to giftedness and talent development, as defined by our criteria of five or more explicit rights included. This presents a risk for gifted children: the risk is that gifted children are unseen and not recognised in society at large as well as in preschools by preschool teachers and other staff members.

The study has relevance to Nordic educational research since it informs understanding of preschool curriculum texts from two Nordic countries and one Northern European neighbour country, alongside two Australasian curriculum texts, and two policy documents of global significance. Examination of who is included in a democratic discourse of ‘all’ is important in the context of...
globalization and social change.


Tensions on Finnish Constitutional Bilingualism: constructions of Swedish in higher education contexts


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Abstract: Finnish language ideological tensions have historically been made visible in universities in language debates of the emerging nation in the mid 19th century, or in the 1930s' language conflicts at the University of Helsinki. The earlier debates revolved around the delicate balance between the national languages, Finnish and Swedish. However, the recent language ideological debates in Finnish higher education have in the 2000s been triggered by the increased use of English, and thus linked Finland, somewhat belatedly, to the neo-nationalist developments that have emerged in Western countries in the form of increased focus on the national interests in global developments.

This article analyses the tensions on the status of Finnish Constitutional bilingualism from the point of view of position of Swedish in one monolingually Swedish university (Åbo Academy, the only Swedish multidisciplinary university in Finland), and one bilingual university (University of Helsinki), which has in recent years introduced bilingual programmes in order to attract particularly Finnish speaking students to its formerly Swedish speaking programmes.

The article analyses language ideologies and language policies in a neo-nationalist time, by conducting discourse analysis of interviews (N=15), document data and observation data on the two universities. Interviews have been conducted in the fall of 2017. At Åbo Akademy, interviewees were academic leaders (rectorate level), faculty leaders (deans), central administrators, and department teaching personnel. At the University of Helsinki, the interviewees represented two bilingual programmes and their academic leaders (deans) at faculty level, programme leaders, administrators and teacher at departmental level, students, and language centre staff.

The article contributes to an understanding of the position of minority languages in universities in times when use of English has increased on one hand and neo-nationalist tendencies are on the rise on the other. It addresses particularly questions of tensions between national language norms and university level policies, and the language ideological implications of these norms at universities. However, the relevance of the study goes beyond the Finnish case; with the rise of political populism and neo-nationalism worldwide, research is needed that examines whether and how neo-national interests permeate different societal contexts, with potentially very material consequences for these societies and for the lives of individuals.

It seems that the bilingual programmes at the University of Helsinki challenge the tradition of separating Finnish and Swedish programmes, and in doing so also challenge the constitutional bilingualism this formal bilingual policy echoes. At Åbo Akademy, in turn, Finnish higher education policies of profiling universities based on their research and teaching (rather than language policies) seems to be a major cause for tensions on the position of Swedish.
The Accountability Era in Education: How Curriculum Enactment Sparks Accountability in Local Schools.


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Abstract: To adhere to the demands of the labor market in the globalized society we are in, nation states are developing and implementing new curriculum reforms, introducing a range of generic skills. The Irish national curriculum component for lower secondary – the Key Skills Framework (KS) has provoked questions for teacher accountability, and its changes resembles current curriculum developments in the Norwegian incremental school reform of 2020. This paper draws on findings from a study of the enactment of the Irish KS Framework, which explored how Irish teachers experience accountability in their enactment of KS. The aim of this paper is to discuss how these findings may inform changes in the Norwegian 2020 Renewal and Improvement School Reform.

The paper is grounded in an approach to accountability proposed by Stewart Ranson (2003) that will bring meaning to the KS Framework and its discourse. Professional accountability and accountability within the age of neo-liberalism (Ranson, 2003) helps relating the data to a broader picture of governance trends in education. How these findings may relate to the Norwegian context will further be examined through Steiner-Khamsi’s (2014) research on cross-national policy borrowing that enhances the importance of ‘the local’.

The paper draws on a qualitative comparative case study which utilized semi-structured interviews of eight teachers and two principals within two lower secondary schools in Ireland, as well as participant observation done in classes. Interviews and observation notes were analyzed through a qualitative content analysis. The coding deduced main themes and sub-themes mainly from the analytical framework of Ranson with main codes such as ‘neo-liberalism accountability’ and sub-codes such as ‘consumer accountability’. Minor themes were deduced from the data set.

Results indicate that informants identified professional accountability mechanisms tied to KS and turned to descriptions of responsibility. The most prominent typology was however neo-liberalism accountability (Ranson, 2003), and three categories were identified; school inspections, leaving certification results and parents. Through these categories, it is expected to build a discussion within the Norwegian incremental school reform.

Educational research on policy often examines why and how educational reforms ‘travel’ (for instance, Steiner-Khamsi, 2014). The current curriculum reform wave builds on transnational policy perspectives that are known to have impacted Nordic educational policy (Sundberg and Walhström, 2012; Mølstad and Karseth, 2016). This paper gives insight to how such changes in curricula may enforce teacher accountability as some Nordic countries are gearing up towards similar school reforms.
References:


The discursive construction of student identity in Norwegian education policy documents


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Abstract: Aim
An important object for the Norwegian lower-secondary school is to stimulate the development of identity (Kunnskapsdepartementet, 2017). This paper report from a study that identifies how student identity is discursively constructed in Norwegian education policy documents with relevance to lower-secondary school.

Theoretical framework
The study is framed by Ernesto Laclau and Chantal Mouffe's Discourse theory where discourse can be defined as not physically delineated area, which regulates the way we think, speak and act in/about life (Bjordal, 2016). According to Laclau and Mouffe (Laclau & Mouffe, 2014; Torfing, 2003) there is no distinction between discursive and non-discursive practice and discourses therefore constitute our world (Winther Jørgensen & Phillips, 1999, s. 29). Another key term is «subject positions», which is identity resources that discourses offer subjects (Schei, 2007; Søreide, 2007; Winther Jørgensen & Phillips, 1999). Identity is constructed when available subject positions are incorporated and cluster (Winther Jørgensen & Phillips, 1999).

Methodological design
The material consists of five Norwegian white papers:

- meld. 30 (2003-2004)
- meld. 16 (2006-2007)
- St. 22 (2010-2011)
- St. 20 (2012-2013)

The material is analysed by discourse analysis (Søreide, 2007; Winther Jørgensen & Phillips, 1999), by the following stages:

1. identify descriptions of what learners should know, do, feel, learn, and perform
2. construct subject positions based on the above and use these to code documents
3. identify clusters of subject positions that construct student identities
4. Identify discourses that govern student identities

Findings
23 subject positions, which form clusters of 10 student identities, are identified. These identities are constructed in the suspense between three prominent discourses: a Competence-discourse, a Bildung-discourse and an Adjustment-discourse. These discourses negotiate hegemony in the construction and governing of the student identities. The results suggest that the Competence-discourse has hegemony, while the Bildung- and Adjustment-discourses are positioned in an antagonistic relationship to this hegemonic discourse.

**Relevance**

This paper underscore the importance of a) illuminating how policy documents construct «the student» and b) investigating how global neo-liberal educational ideas are incorporated in national educational policy (Dale, 1999) where the philosophy of Bildung has had a strong position.

**References**


The enactment of Test-Based Accountability in the Norwegian socio-democratic context

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Abstract: In recent decades, test-based accountability (TBA) has become a global model of education policy (Verger, Parcerisa & Fontdevila, 2018). At the same time, despite the global spread of TBA modalities, the specific institutional arrangements and policy tools by which TBA is operationalised tend to be highly context-specific, shaping policy effects. In Norway, the adoption of standardised testing and accountability tools represented a disruptive transformation within educational institutions and school governance, but has been clearly mediated by the socio-democratic welfare tradition of the country and domestic political institutions, including national and local governments.

Building upon policy enactment theory (Ball, Maguire & Braun, 2012), this study examines how TBA is being perceived, negotiated, and put into practice at the local and school level in Norway and with what effects. In doing so, we aim to open up the ‘black box’ of policy enactment in order to gain a better understanding of the particular circumstances and mechanisms contributing to particular effects associated with TBA.

The analysis of this paper is based on a survey administered to principals and members of the school leadership team (n=100), as well as teachers (n=1,000) in 100 primary and lower-secondary schools in 30 urban municipalities in Norway. The analysis shows significant variety in how municipal superintendents, as “managers in the middle”, have chosen to operationalise TBA by different accountability tools and consequences attached to national test scores. As a result, we find differences between schools in different municipalities in how school leaders and teachers perceive and respond to TBA pressures. In a few cases, the enactment of TBA at the local and school level is in clear conflict with national policy rhetoric, which signals towards a strong belief in the professional responsibility of school actors irrespective of incentives. That is, in a number of municipalities, municipal superintendents have chosen to adopt high-stakes accountability measures such as performance contracts and merit-based pay. Such cases are associated with higher levels of pressure among school actors and unforeseen policy outcomes, such as curriculum narrowing and teaching to the test. However, our study finds that teachers and school leaders experience pressure even in the absence of formal consequences attached to test scores, as a result of symbolic and reputational consequences, and self-imposed pressure. This seems to indicate that in the Norwegian socio-democratic context, where school actors are strongly motivated by social responsibilities, reputational consequences can be considered as high-stake, and in some cases they even carry more weight for school actors than material consequences. This study thereby challenges the classification of Norway as a low-stakes context as well as the hypothesis that side-effects of TBA modalities are exclusive to contexts with explicit material consequences.


Malin Ideland

Abstract: Swedish school is embedded in a number of globalization processes, such as international assessments and benchmarking reports, etc. Beside these obvious policy actors, another kind of more hidden governance of school is taking place through actors offering digital educational platforms that organize practices of schooling all over the world, such as Google, Apple and Microsoft. Through digital products, business actors shape what school is; how students learn and how teachers teach. This paper aims to analyze how transnational business actors take place in Swedish schools through digital products and discuss what this means for the professional teacher role.

The theories used frame how governance of education is distributed in multilayered networks involving state as well as business companies, NGOs and researchers. The borders between the public and the private sector have blurred and temporary relationships have sometimes replaced administrative structures. It could be claimed that business influence for long has been a part of schooling, through the selling of educational tools. However, this involvement has increased and today it includes teacher training and outsourcing of central parts of schooling. Not at least is this done through the re-organization of education into digital platforms, which effects we only have seen the beginning of. Building on a body of literature on the changed governance of education the paper discusses the consequences of globalization and marketization of education with focus on the role of the teacher in relation to digital platforms.

The study builds on interviews with app. 15 edu-preneurs – persons working in business companies – and on analyses of an online course regarding Google’s product G-suite for education. The data are analyzed from the following questions:

- How is the teacher’s role in the digital classroom described?
- What differs this teaching role from an imagined Other (the traditional teacher)?
- How is it motivated in relation to digitalization of teaching and learning?

This analysis is then discussed in relation to both business coming with market actors and a historical perspective on how technology is thought of as a game-changer in educational practices.

Preliminary analyses of the data point to a role of the teacher as a coach in an increasingly individualized teaching environment. The teacher is not supposed to be the authority, instead s/he should guide and assess students through the platforms, in a way adapted to the individual’s interests and knowledge. A second finding is that there is a strong wish from Google to emphasize 21st-century skills such as innovation and creativity through the digital platforms, which correspond with the company culture, but also a strong focus on the individual, rather than the collective. A critical question to discuss is what this individualization means for how we think about education.
The paper is relevant for NERA since the use of digital tools such as e.g. Google classroom has been everyday life in many Nordic classrooms, and that digitalization of education mostly have been studied in relation to how to improve teaching and learning, not as a global policy actor.
The marketisation of adult education in Sweden – an overview of municipal organising principles


Per Andersson
Karolina Muhrman

1 Linköping University, Department of behavioural sciences and learning

Abstract: Research topic/aim

This paper is about the organisation of municipal adult education (MAE) in Sweden, and specifically the process of marketisation taking place here since the late 1990s. Swedish MAE, including vocational and theoretical courses, is organised by the local municipality, but with national governing policies. However, the courses per se are not necessarily organised by the municipality itself. There are both private and public providers, but the provision is paid for by the municipality, which also decides who will be admitted and has a responsibility for quality assurance. This means decisive differences in the ways market principles are applied, compared to the marketisation of compulsory and upper secondary school in Sweden, with a system of independent schools.

Our paper presents findings from the first step in a research project. It will answer the following research questions:

- How is adult education organised in different municipalities in Sweden?
- How is educational counselling and quality assurance in adult education organised in different municipalities?
- What character does the marketisation of adult education have in different municipalities?

Theoretical framework

In the project as a whole we are employing a policy ethnographic approach, that also could be named trajectory study (Rizvi & Lingard, 2010). This approach is focusing the trajectory and transformation of policy, from the central context of influence to the local context of practice.

Methodological design

The present analysis is based on data from a nationwide survey distributed to representatives for all Swedish municipalities that organise adult education. The survey data (N=164) is supplemented by background data from public statistics on the character of the municipalities, for comparisons between types of municipality, concerning e.g. population and geographical location.

Expected conclusions/findings

The findings will show commonalities and variation between municipalities in how MAE is
organised, concerning e.g. different types of provider and course, choice of non-public providers, educational counselling, and quality assurance.

Relevance to Nordic educational research

There are a few studies on the topic of marketisation of Swedish adult education and its consequences (e.g. Beach & Carlson, 2004; Fejes, Runesdotter & Wärvik, 2016). However, the topic has drawn only limited attention among researchers, although this quasi-market of adult education encompasses a high percentage of all students. Almost half of all municipal adult education students take courses organised by a non-public provider, compared to one fourth of the students in upper secondary school (Skolverket, 2016, 2017).

References


When: Wednesday 16.30-17.00, Where: Sal VIII

The network of neuro educationalists: Discover its marketisation and impact on teacher education


Magnus Levinsson
Anita Norlund

Faculty of Librarianship, Information, Education and IT

Abstract: The contemporary trend of promoting neuroscience as an important ingredient in teacher education has proven to be popular in the Nordic countries. It has also proven to be of importance at many levels, including policymaking.

The aim of our presentation is to cast a critical eye on this tendency. To secure a critical perspective, we turned to policy ethnography (see Ball, 2016) in a combination with Bernstein’s (2000) principle of recontextualisation. The basic idea of the principle is that knowledge is produced in the field of knowledge production, and that this content is relocated via a variety of recontextualisation fields and actors.

As empirical material we selected six articles from two different Swedish teacher union journals. Teacher union journals belong to the pedagogic recontextualisation field and act as one of several mediators of knowledge. These journals are important mediators since they forward values both upwards, to policy makers, and downwards, from policymakers (see Ayers, 2005).

We analysed the material according to a tool in which one of Fairclough’s (2003) suggestions on how to conduct discourse analysis was combined with a version from Guo and Shan (2013). The combined tool has five steps. In our presentation we will particularly focus on the third step, which includes a mapping and trailing of actors who emphasise the relevance of neuroscience and add to this new policy tendency.

The analysis reveals how teacher union journals construct neuroscientists as key actors. The further trailing of mentioned actors in the articles reveal, in turn, that the network consists of actors also outside traditional recontextualisation fields. Due to increasingly eroded borders between the public and the private we find a network that is highly marketised. Together the network actors seem to reorganise practices and affect assumption on what teaching and learning are, as well as what should count as important content in teacher education. Thus, there is, we argue, a risk of de-legitimation both of teacher education and the research field of pedagogy.

Further studies will include interviews with actors identified in the network in order to apply ‘tracking strategies’ (see Marcus, 1995).

References:


The Norwegian Core Curriculum Revised


Anne-Mette Bjørn1
1 UiT - The Arctic University of Norway, Campus Alta

Abstract: The aim of this paper is to study changes in part of the Norwegian framework for education, through Bauman’s concepts: ‘universalization’ (1998) and ‘communalism’ (2001).

The Norwegian Core Curriculum is revised, but the new version is not yet implemented in schools (The Norwegian Directorate for Education and Training, 2015). The existing Core Curriculum describes the “ultimate aim of education [as] to inspire individuals to realize their potential” (The Norwegian Directorate for Education and Training, s.a., p. 40). In short, it consists of seven areas that should contribute to the pupils’ growth. The new Core curriculum includes some of the same points as the preceding, but it also includes parts on subject competences and basic skills (The Norwegian Directorate for Education and Training, 2018).

Bauman (1998) writes, “the idea of universalization […] declared the intention to make similar the life conditions of everyone and everywhere, and so everybody’s life chances; perhaps even make them equal” (p. 59). This resonates with the values of the Nordic model of education where solidarity, social mobility, inclusion and adapted education creates better prospects for equality (Telhaug, Mediås and Aasen, 2016).

On the importance of ‘communalism’ in an otherwise insecure world, Bauman (2001) writes “We miss community because we miss security, a quality crucial to a happy life […] instead of being mitigated, our insecurity grows as we go, and so we go on dreaming, trying, and failing” (p. 144). The debate in Norwegian media about school includes examples of a “trying and failing” school (see for instance Jambak, 2018). In addition, its competitive aspects are often highlighted via news on test scores (see for instance Lepperød, 2018). This, also, echoes Bauman.

This paper is a document analysis of the two Core Curricula, discussed through Bauman’s concepts.

Expected findings are that shifts in society, as described- and explained by Bauman, influence the overarching ideas that shape educational frameworks. The study is relevant for Nordic educational research, due to its focus on the changes in the Norwegian Core Curriculum. The paper is primarily an example of a document analysis done through Bauman’s “lenses”, but it will also show general differences between the two Core Curricula.

References:


When: Thursday 08.30-09.00, Where: Sal XI, session 3 och 4

The policy of worries: how the ambition to prevent risk and ensure integration risk to produce distribution of worries


Hanne Knudsen

DPU, Aarhus University

Abstract: In this paper we analyse a welfare technology in elementary schools called the "worry conversation" (bekymringssamtale – sometimes labelled “network meetings”/netværksmøder). The worry conversation is an answer to the call for an integrated approach and for preventive interventions aimed at helping children who are not thriving or display risky behaviour. When a worry conversation plays out in a school, it would often involve parents, child, principal, teacher, psychologist, the school’s resource team, social worker and sometimes a psychiatrist, and/or various forms of therapists. The ambition with this kind of inter-professional conversations is to understand the complexity of a child’s trajectory towards risk and to respond to it (Edwards 2012).

In the paper we analyse a case in the form of a worry conversation about a 14 year old girl who is absent from school approximately 50% of the time. The analysis is based on a Foucauldian understanding of techniques of subjectification (Foucault 1988) and a systems theoretical understanding of communication, profession and organisation (Luhmann 1992). This approach makes it possible to empirically monitor the selected case and to investigate the emerging structures that are prominent in that particular case (for a previous version of the analysis, see Knudsen and Khawaja 2017).

We suggest that the distinction between (professional) problem and worry (bekymring) is important. Something is labelled ‘worry’ in order to invite other disciplines and institutions to help solve a problem that is outside the field of the institution or professional rising the question. We ask what the function of the worry conversation might be, and we suggest that the worry conversation can most accurately be described as a re-directing technique, whereby the school invites professionals from different fields, parents and representatives of different resources to accept the worry that the school observes but cannot formulate as a pedagogical problem.

The current research on inter-professional cooperation on children in risk has the tendency to look for more qualified and coherent efforts to help the children. Our contribution to existing research in the field mainly originates from the fact that we do not aim at helping to strengthen professional cooperation or increase integration. This provides us with an eye for distinctions and disintegrations.

References:


Foucault, M. (1988). “Technologies of the self”. In Martin, Luther H., Gutman, Huck, Hutton,


The uncertain directional value of data in education


Jón Torfi Jónasson

School of Education, University of Iceland

Abstract: The uncertain directional value of data in education

There has been a growing emphasis on the use of measurement and data to underpin and direct educational decisions and practices. These extend right from teaching the individual child, as emphasised e.g. by Hattie and Clarke (2018) and as envisaged in the data intensive AI systems (Luckin, Holmes, Griffiths, & Forcier, 2016) to the bases of educational policies at national or even global levels, as given the highest priority, e.g. by the World Bank (2018). Given the enormous thrust in this direction, we note that there are several challenges to address, as discussed in Petersen, Reimer, and Qvortrup (2014) and Lindblad, Pettersson, and Popkewitz (2018). We will focus on the unwarranted faith in the guiding value of data implicit in all the advisory documents. We will argue that data, however good, gives far less guidance for action than is assumed.

Data informs us about a state of affairs or helps to understand a variety of important phenomena. Nevertheless, we will argue that this information tells us incredibly little about what might be the best reactions to what we know. The analysis is partly based on the evidence based policy discourse, but with a focus on the analogous phenomenon of formative assessment and argue that this combination of terms is based on a misunderstanding, due to the diffuse notion of feedback (Hattie & Clarke, 2018; Sortkær, 2018). Central to the idea of FA is that an assessment of students’ standing is a necessary and a sufficient first step for directing them towards learning. We will defend that neither is the case. This discussion addresses the notion of feedback, where we argue that the phenomenon normally lacks the directional value often attributed to it, i.e. has not the feed forward characteristics often assumed. We will go along the path chartered by of Shepard and colleagues (Shepard, Penuel, & Pellegrino, 2018), which we show has important analytic ingredients, but then ways part as we argue that she doesn’t take her own important argument far enough.


Abstract: Research topic: Absenteeism and truancy among adolescents in schools are an increasing problem for school authorities in Sweden. A high level of absenteeism is deprived and expensive for the society, and truancy has been identified as a key predictor for negative outcomes in education and employment. Research examining factors that contribute to absenteeism have usually been categorized into three general domains: individual factors, school factors and psychosocial factors. School factors relating to truancy are for example quality of teaching, teacher-student relationships, pastoral care, school ethos, availability and methods of work of the Student’s Health Team (Strand & Granlund, 2014).

To avoid students’ absenteeism and drop out, the National Agency of Education (2012) as well as the Swedish Association of Local Authorities and Regions (SKL, 2013) have carried out different preventive project and guidelines. Still, the recommended methods and guidelines do not seem to work the intended way and the poor results indicate that more knowledge is needed.

The aim for this paper is to study how the recommended methods and guidelines are presented in order to analyze how the problem with absenteeism and truancy in upper secondary schools in Sweden is understood.

Methodology: Our theoretical approach is inspired by Carol Bacchi “What’s the problem represented to be”. After an inventory and if necessary a selection among current recommendations and guidelines to handle absenteeism in schools, the texts will be analyzed in order to find underlying assumptions that can be linked to certain assumptions about how the problem is perceived. In this case the underlying assumptions behind the representation of absenteeism affect what measures will be proposed. Also the subject in the texts has a crucial role; Who owns the problem, or who is the problem – the absent students? Finally we will also analyze what the representations of the problem in methods and guidelines neglect.

Expected conclusions/Findings: Our ambition is that this kind of analysis will be fruitful in discussions about how to understand absenteeism in a way that also have relevance to Nordic educational research as absenteeism and truancy is a problem in all Nordic countries.

References:
kommuner. Sveriges Kommuner och Landsting.
Abstract: This presentation focuses how education policy actors participate in different constructions of student identities and how these can affect whether the upper secondary vocational education and training in Sweden appears to be an attractive choice for students attending to upper secondary education. Student identities are understood as constructed and reconstructed in different ways, depending on the ideological and economic currents that have formulation precedence in both societal and educational policy discourses. Hence, there is always an ongoing struggle about identity constructions in which the students are represented in different ways: how students of different educations should be, what they should become, what they want to learn and what they want to do after finishing school.

To study which student identities that dominate in the two most recent upper secondary school reforms, conducted in 1994 and 2011, two policy documents are analyzed which are seen as central to the discussions that preceded both the reform of upper secondary education in the mid-1990s (Lpf 94) and the reform conducted in 2011 (Gy 11).

The analysis is carried out with a discourse analyses approach, which provides the opportunity to show power relations, review them and discuss openings for social change (Winther Jørgensen & Phillips, 2000). In the analyzed texts, the actors’ different perceptions of how the student should be and what it should become, will be visualized, which in turn is construed in relation to different views of how society should be structured. Identities are created through the establishment of differences between us and the others, where the boundaries between these categories show which characteristics and documents are considered valuable and invalid (Mouffe, 2005).

The result shows that the identity constructions offered for students on secondary vocational education and training is different in the texts. The identity, as a lifelong learning student, constructed in the 1990's text, is questioned and renegotiated to the employable and adaptable student in the bill written in the 21st century. The analysis also shows that the space for the student to participate in the democratization process in society and working life is decreasing. The participation in society which is legitimate for the student is to contribute to economic growth by - as efficiently as possible - contributing to increased productivity in the labor market. The space for social mobility is thus limited during the study period, which may be a factor why the percentage of students on vocational education and training has decreased during the period.

References


22. Post-approaches to Education
A post-human review-methodology for reading bodies of literature diffractively

22. Post-approaches to Education

**Sophie Sauzet**

1 University College Copenhagen

**Abstract:** Topic: Reviewing literature is an academic practice that aims at producing synthesis of literature on specific topics or research fields. Normally this is enacted towards the aim of accounting for “where we are now with the research” or “pointing out gaps in the research” or “positioning oneself within a discipline” (Burton 2011, Knopff 2013, Jackson 1980, R. Rosenthal and M. R. DiMatteo 2001). In this sense, reviews are supposed to work as echoing mirrors, as they reflect the already reflected, in laying out the state of the art. From a STS-perspective, however, reviews are equally productive of knowledge, as they perform analysis of the analysed.

**Aim:** The aim of this paper is to propose a post-human (Barad, 2007) review methodology for exploring tensions within literature that responds to educational reforms. A review methodology that is able to open up for new discussions of ways of knowing “what we know”, and new forms of critique of what we can know, by reading different knowledge-productions diffractively through another.

**Theoretical framework:** This review-methodology draws on post-human thinking, and is diffractive (Barad 2007), as it performs the literature through a series of differentiations, with the intent of manifesting tensions between arguments in the literature, and hereby enabling discussions of the tensions between arguments within bodies of literature.

**Methodology:** As case, I draw on a review of literature on pedagogues’ work-life in public schools in Denmark. The literature was published following a reform of the Danish school system in 2013, through which pedagogues became part of the teaching staff in schools. A post formerly monopolized by teachers. By way of example, I illustrate tensions that I have diffracted through this body of literature. Tensions, that in a flattened ontology where the production of literature and practices of pedagogues are entangled, work on the practices of pedagogues in schools, and makes it a lot of work to work as a pedagogue in schools.

**Findings:** The paper shows how working with a post-human review methodology allows for explorations of tensions within bodies of literature, as opposed to positioning authors in a field.

**Relevance to Nordic educational research:** The paper offers a critique of the claims for representativity that are inherent in systematic reviews. Also, in exploring tensions within a field of literature, this post-human review methodology produces new forms of knowledge of “what we know”, that allows for discussions of how we can produce knowledge on educational issues, through flattened, post-human ontologies.


A Thousand Becomings in Young People’s Digital Art Productions: Gender Diversity Within and Beyond School Contexts

22. Post-approaches to Education

Annika Hellman¹
¹ Mid Sweden University

Abstract: Research topic

Young people live through digital imagery: snapchat, film, YouTube, photographs and visual style. Popular culture and visual culture are languages teenagers speak (Hellman, 2017; Hickey-Moody, 2013). The present research project will critically examine and affirmatively discuss views on gender among young people in the contemporary context of the rising global awareness of gender diversity in a digital, visual era. The aim is to study the complex processes of gendered subjectivity: how interconnected events and processes produce multiple subjectivities that are always in movement, or becoming (Hellman & Lind, 2017).

Theoretical framework

The theoretical toolkit of this research project requires understanding the (post-human) subject as relational, affective and embodied (Braidotti, 2018). Subject formations are not restricted to individuals, but are constantly produced from events that take place transversally in connected assemblages that contain both human and non-human elements (Deleuze & Guattari, 1987/2004). The term gender diversity is used in this research with the intent of loosening up fixed categories and to affirm fluid and changing gender identifications (Bragg, Renold, Ringrose & Jackson, 2018).

Methodological design

The object of cartography is twofold: on one hand, it investigates social, material and affective milieus; on the other, it is about how persons navigate and move in the milieu to achieve their desires and needs. Cartography involves going beyond critique and inquires into what new realities and futurity might be envisioned in the specific milieus of material practices and desiring discourses (Deleuze & Guattari, 1987/2004).

Expected findings

The research material will consist of visual and textual ethnographic field notes from visual art classrooms and digital spaces, along with the surveyed young people’s visual art. This gathered material will provide new knowledge about young people’s views on gender as subjects in the process of becoming in a contemporary context.

Relevance to Nordic educational research

Resent research proposes that visual art can offer marginalised youth a voice and space for reflecting
on their experiences and situations (Lind, 2010/2013; Hellman, 2017; Hickey-Moody, 2013). This research project will explain how the embodied school relationships and online identities of young people intermingle in complex ways.

References


Between human and horse: becoming-animal in the in-between of the educational relation.

22. Post-approaches to Education

Erica Hagström

Luleå University of Technology

Abstract: In this presentation, I intend to present parts of my dissertation, which I describe as follows.

Pedagogy has been theorised as a process of becoming, throughout history, as well as in contemporary research. In an interplay between literary configuration as a form of arts-based research and analysis based in philosophy of education, I explore the in-between of the educational relation within a specific human–horse relationship in order to examine, re-symbolise and re-negotiate the very presumptions of what pedagogy can become.

I am interested in the educational possibilities in the relational processes of becoming when the Other is a horse and, further, how imaginaries, enabled by a questioning of the anthropocentrism of processes of becoming, can contribute to think pedagogy as a relational process of becoming, rooted in becoming-animal.

Firstly, against the backdrop of a critique of the discourse on animality, I analyse becoming-animal in depth. By working with the concept of figuration, I investigate the processes of becoming between human and other-than-human. As Rosi Braidotti’s (2002) notion of becoming-animal informs this specific, enfleshed relation between human and horse, this lived relation also concretises the notion of becoming-animal.

Secondly, in the light of a cartography of the power relation, I claim, in line with Patton (2003), that it is nonetheless possible for ethical relations to emerge in and through that relation. By linking the idea of ‘being faced by animals’, as developed in Matthew Calarco’s (2008) work with the idea of ‘being addressed’ as developed in Gert Biesta’s (2012) work, I see the horse’s face appear as an educational and ethical questioning.

Thirdly, drawing on Luce Irigaray’s (1993) concept of difference, yet in another way, and displacing space for wonder to the relational space between human and horse, I highlight how processes of becoming-animal break through. Further, I explore how re-configurations offer possibilities of shaking the idea, rooted in human subjectivity, out of which the living is classified into the ‘ontological categories’ of ‘Human’ and ‘Animal’.

In conclusion, I discuss how educational possibilities emerge in relational processes when the Other is a horse in two different yet transversal ways: firstly, through the lived relation to the Other and secondly, through possibilities for other-than-anthropocentric imaginaries.

This presentation not only contributes to the field of education, and more specifically within the field of philosophy of education concerning educational relations. It also contributes to the
development of the field of horse studies within the fields of humanities and social science (Hagström, 2018).
Intersectional Corpomaterial Pedagogy in Adult Teaching and Learning

22. Post-approaches to Education

Emilia Åkesson¹
¹ Linköping University

Abstract: The aim of this theoretical paper is to explore the possibilities of working with intersectional corpomaterial perspectives in adult teaching and learning. In order to strive for equality and work against discrimination and oppression in a Swedish school context, norm-critical pedagogy has been developed and practiced increasingly over the past ten years. Springing from queer pedagogies, critical theory and intersectional gender studies (Bromseth & Darj 2010), norm-critical pedagogy could be placed within the theories of gender de/constructionism. With its focus on discourse and language, gender de/constructionism has been criticised for reproducing “a dichotomous understanding of biological sex and sociocultural gender” (Lykke 2010: 107). Could intersectional corpomaterial pedagogy be one possible way to overcome this? What would characterise this perspective in adult teaching and learning?

To enable the idea of a starting point in materiality and the body, but still maintaining the insights of intersectional feminist theory (Lykke 2010), I will combine relevant perspectives within this field. I intend to merge ideas from postcolonial queer feminist phenomenology (Ahmed 2006), corporeal feminism, including sexual difference theory, (Grosz 1994, Probyn 2004) and feminist posthumanism (Braidotti 2013, Puar 2007).

Methodologically, my study is based on a cartographic approach (Braidotti 2013: 164). I will work with and elaborate on concepts and ideas from the fields mentioned above to map out useful and relevant parts for a pedagogical arena. From this cartography I expect to navigate possible intersectional paths (in between or in ambivalence of the imaginable contradictions in perspectives) of body and materiality as a starting point in adult teaching and learning. This could possibly include a deeper understanding of for example what relations of power do in assemblages of education (Ringrose 2013) and affect and emotions in learning (Mulcahy 2012, Zembylas 2013). The hope is also to map out ideas on how an intersectional corpomaterial pedagogy could be characterised and used for an anti-oppressive and corpomaterially grounded education. This could be an important contribution to the fields of posthuman inspired pedagogies and education aiming for equality.

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Leadership in motion II – How presence come to work

22. Post-approaches to Education

Kjersti Nissen1
Merete Moe1, Sissel Mørreaunet1
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Abstract: Key words: present leadership, relations, diffractions, sensitivity, co-working, improvisation

1) Research topic/aim

We have followed eleven leaders in four leader-teams in Early Childhood Education and Care (ECEC) institutions, participating in the project “Holistic leadership” that has taken place in a large municipality in Norway. All the leader teams attend a leadership program together, focusing holistic and close leadership. In this paper we will focus on the research question: How does leadership of presence come to work in ECEC?

The aim here is to look into leadership actions and productions, paying attention to movable and diffractive flows, opening for different gazes and voices. Doing leadership with presence is focused, paying attention to entangled contexts and processes. In the leaders’ daily interactions, events and meetings come into diverse movements and put entanglements in play. These motions can be understood as diffractions or wave refractions (Barad 2007).

2) Theoretical framework

In this presentation we look at how leadership can create movements and break patterns in the culture trough experiences and events about leadership from the case study. We are especially concerned with openness and sensitivity in leadership, how involvement and co-creation can be important driving forces for practicing leadership in motion. For many years leadership development has been pursued in public sector. Good leadership needs continual work with relations (Mordal 2014). Dialogue, improvisation and co-created processes are important perspectives (Alterhaug 2010; Klev & Levin 2009). We could also say that leadership in ECECs is moving in the tension between tradition and renewal.

3) Methodological/research design

We have been shadowing leaders and leader-teams for two weeks in each unit during 2017/2018. Shadowing or rather co-walking is an abductive method, allowing getting lose to all the unexpected events during the day, including the mutual wonderings, productions and decisions(Czarniawska 2007). The co-walking is supplemented with field notes and basis for confabulative conversations (Johansson 2015). Data material of 600 pages are read and discussed in the researchteam. Thinking and confabulating with thought-provoking and glowing events (MacLure 2013), are basis for our analyses.
4) Expected conclusions/findings

By co-walking leaders in everyday life, we get insight into important dimensions of relations and improvisations and involving of co-workers. We see values like close relations, dialogue, sensitivity, doubt and uneasiness, values beyond structure, control and system. For the discussion of how present leadership comes into play, the starting point will be one glowing event (Mac Lure 2013), a powerful leadership moment putting matters and meaning into vibration and motion, open for various directions. This may be about improvisation, judgement, virtuosity (Biesta 2014), breaking from the expected. This may also be about the significance of doubt and uneasiness in leadership processes. We will discuss how present leadership comes into play with emergent listening (Davies 2016), opening for collaboration and worshiping inequality.

5) Relevance for Nordic Educational research

The research focuses on leadership in entangled and complex relations. More knowledge about presence and leadership teams are co-created in-between experienced leaders and researchers, contributing to complementary and valuable comprehensions within leadership practices in education.
Leadership in Motion III – Research affects

22. Post-approaches to Education

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Abstract: Key words: diffraction, sensitivity, improvisation, vibration, agential cut, affect, doubt

1) Research topic/Aim:

Following the millennium, reorganizations of leadership have taken place in a large municipality in Norway. The new leadership organization with new department leaders and leader teams, soon gave awareness of the “not-yet-known” (MacLure 2013). All the leader teams attend a leadership program together, focusing holistic and close leadership. The main research question is: How do the movements in leadership teams connect with the leadership development program and new roles? In this paper we will focus on: How are leaders/leader teams affected and moved by the research project Leadership in movement?

2) Theoretical framework

Helped with Deleuze and Guattari’s immanent ontology and Karen Barad’s agential realism, we will explore diffraction apparatuses and entanglements of new roles and practices, as well as research affects. Thinking as experiments, lines of flight, events and happenings open up for new understandings, changes and opportunities. Agential is experimenting rather than representing, and the agential realism is ever changing (Barad 2007).

3) Methodology/research design:

The research project is conducted as a case study, we were, staying two weeks 2017-2018 in each of four units of ECECs, altogether ten houses shadowing leaders and leader teams, followed by “confabulative conversations” with all the leaders after each week, both individual and in groups (Czarniawska 2007; Johansson 2015). However, the concept shadowing may indicate the researcher as passive and non-productive in the situation. We decided to use co-walking as an alternative concept, as we see the researcher as an active agent and in this paper we will explore research affects.

Abduction is a never-ending process, rather part of a life process trying to develop a line of thought between theory and praxis driven by astonishment, mystery, and breakdown in one’s understanding (Brinkmann, 2014). The research is based on thinking and confabulating with thought-provoking and glowing events (MacLure 2013). Here we will present a map with a variety of glowing events as cartography (Lenz Taguchi and Palmer 2015), and we will discuss how glowing events and agential cuts work for discussion, researching and developing leadership. However, when focusing on something, we miss out of other matters. How are the researchers and leaders affected by diffractive
flows? How do we participate in the production of creating data – or create (Brinkmann 2014)?

4) Expected conclusions/Findings:

In some ways, the leaders are affected by our presence, putting off some tasks etc. They also talk about the importance of discussing daily and sometimes glowing events, as well as confabulating with a co-walking researcher. They appreciate the double viewing of entanglements, complexity and unpredictable moments. We see leadership actions and motions paying attention to diffractive flows. The case study investigate leadership as a complex and interwoven praxis of wonderings and decisions to capture entanglements, complexity and unpredictable moments.

5) Relevance for Nordic Educational research

The complexity of leadership calls for diverse methods, and Leadership in Motion explore new ways of doing research contributing both to knowledge of expanding methods and how leadership matters.
When: Thursday 17.30-18.00, Where: Engelska parken, 22:1017

Looking for Multispecies learning

22. Post-approaches to Education

Virpi Valtonen¹
¹ University of Helsinki

Abstract: Looking for multispecies learning

In this globalized world, it is important to define and re-think learning where the consciousness of “others” creates ontologically, epistemologically and ethically more sustainable thinking and acting for our planet. Recent research on education has begun to focus not only on human and animal relations, but also on the wider re-construction of a human and non-human relationship (Pedersen 2010; Snaza & Weaver 2015).

In Northern countries we already have educational research based on posthuman thinking. Because of our stability, quite high awareness-level and high-quality in education, for example, I think we have a duty to create a new kind of educational research at this Anthropocene time.

My dissertation based on posthumanist theory, which questioning the human epistemological and ontological assumptions. Theory introduces alternatives to human and non-human interaction and re-defines the human position as the only agency in this planet (Haraway 2008).

When we understand that learning could happen more than between human beings it will create new ways of knowing and helps build a more of sustainable agency. This could be called multispecies/interspecies learning (Maurstad, Davis & Cowles 2013; Taylor & Pacini-Ketchabaw 2015).

In my research I use digital storytelling to produce data. I want to find out how human and nonhuman relationships can be seen in stories and how stories can change humans' attitudes to nonhuman. I ask how human can see nonhuman active agency alongside a human being. The stories are analyzed through the roles of the Greimas actant model (Greimas 1980). The Actant Model is a tool that’s based on actants’ relationships and action and may create new perspectives for human and non-human encounters.

The material is interpreted post-qualitatively (Lather & St. Pierre 2013), the aim is to build assemblages and try to hear the polyphony of human and non-human voices on these stories. In this way, the post-qualitative data is re-constructed with the researcher, the examinees and phenomena. This is called diffractive analysis (Ceder 2015; Mazzei 2014).


March, Tree, Stream – The Knowledge Production of Early Human Evolution

22. Post-approaches to Education

Simon Ceder¹
¹ Konstfack

Abstract: Currently, our knowledge of early human evolution is being reshaped. Genomic research has shown that early Homo sapiens interbred with Neanderthals and a few other archaic humans; archaeological explorations have discovered several new species (Stringer, 2016). Such findings add to the increasingly complex image in science of the human and human evolution. The aim of this paper is to analyze the knowledge production of early human evolution in museums as a question for ‘public pedagogy’, focusing on the conceptual discussion on models and metaphors depicting our origin. The analysis will study the connection to contemporary humanistic views on the human.

Henri Giroux (2003) showed how cultural studies and educational research are connected, as we are constantly affected and taught by cultural expressions. The theoretical approach is further based on posthuman philosopher Donna Haraway’s (2003) concept of natureculture and her idea of categories as ‘boundary projects’. Feminist philosopher Elizabeth Grosz (2004) argued that the categorization of species is an intricate part of the way we perceive our origin and that there are no natural species before we draw the line between them.

A pragmatic approach to ethnography that can responsibly take advantage of a variety of ethnographical sites is required for this study, thus I turn to multi-sited ethnography (Marcus, 1995). The main data collection derives from ten natural history museums and historical museums in Europe and Asia. The data collection also consists of popular science writings on the topic of human evolution, public visual representations of human evolution, novels, graphic novels and movies.

Three visual models stood out that demanded extra attention: March of Progress, the phylogenetic tree model, and the emerging braided stream model. The analysis of the three models shows that they represent a variety of linearity or multiplicity. In the emerging braided stream model, we notice an increase in complexity and a capability of handling issues of inclusion, interbreeding, and uncertainty. However, discussions regarding which models and images most appropriately represent the existing research do rarely take place in popular science writing and never at museums. Instead, as a visitor or reader, you are to accept the view of the exhibition makers and authors. The paper calls for more initiated discussions on the models of evolution in the public sphere.

The study consists of several of examples from the Nordic contexts, both popular science writings and natural history museums.

References


When: Thursday 09.00-09.30, Where: Engelska parken, 22:1024

**Network translations in Swedish for immigrants**

22. Post-approaches to Education

Susanne Severinsson¹
¹ Linkoping University

**Abstract:** For one year from January to December 2018, I have followed a project in a small town in Sweden. The project I followed was aiming for better results for immigrants learning Swedish (SFI). I did not take part in the application process and the project has been planned without me. The problem the project addressed was that many immigrant students learning Swedish did not succeed and was talked about as stuck at SFI, not progressing into jobs or further studying. My role during this year was to be a critical friend exploring and communicating what I experienced of how the project was developing. I have an Actor Network theory approach, looking of what was produced during the achievements to reach the goal of better fulfillment of SFI. By iterate interviews and some observations with counselors, special education teachers, group of teachers, the project leader, students and head of school I have mapped different translations of the needs and measures. I would in my presentation like to tell you about the ongoing analysis and present two of the translations hoping for a discussion about what other analytical concepts could be useful to highlight the processes I partake in. One of the translations is more oriented around the learning (teaching) problem with actors as teachers and special educators and uses places as the ordinary classrooms and colleagues consultations. The other translation is oriented around individual psychosocial problem, "heavy luggage", student counselling and health meetings in places outside classroom.
Students’ use of norm critique in sex education

22. Post-approaches to Education

Auli Orlander Arvola

Stockholm University

The author has chosen not to publicise the abstract.

Field 5

Field 6
When: Thursday 11.00-11.30, Where: Engelska parken, 22:1017

The Hub as methodological approach to Early Childhood Education research about environmental issues

22. Post-approaches to Education

Teresa Elkin Postila
Stockholm University

Abstract: Research aim and topic: This paper aims to unfold the emergence of a relational research methodology, considered as a Hub, produced together with preschoolers within a research project about locally situated Environmental issues concerning water. The Hub is a contemporary invitation to how environmental research together with preschoolers, within the field of Early Childhood Education, may be conducted.

Theoretical framework and methodological design: The Hub, informed by relational ontology (Stengers 2018; Haraway 2016) and relational child ethics (Wall 2010), was produced, tested and developed during a nine-month long field study. Further, the methodology builds on the definition of a Hub as the central or main part of something where there is most activity and aligns with a contemporary call for a more child-inclusive society build on child distinct foundation. The Hub materialized from, with and through the trouble(s) addressed, time and place|space as well as the researcher’s, preschoolers’ (3-5 years) and non-humans’ ongoing negotiations, which included different epistemological, methodological and ethical aspects of what, where and how questions were examined and explored. The Swedish Educare-modelled preschool, the Swedish Right of Public Access as well as the Geological, Geomorphological and Geographical aspects of the region where the project was conducted conditioned the Hub. The research data was documented by the preschoolers and the researcher, and consists of field-notes and drawings in project dairies, films and pictures and narratives.

Expected findings and relevance to Nordic educational research: The analysis of the empirical data show that the child emerges as other than future environmental saviour and/or the child as nature. This in turn challenges both the preschool as institution as well as challenging ways researcher and preschoolers can do research together. The constantly altering and shifting Hub invited both preschoolers and researcher to learn in dynamic, ethical and delicate relationships in/with/to the environment in contemporary time, Anthropocene. Preschoolers’ and researcher’s learning processes were driven by troubling and conferring as well as of the questions asked to the problem: locally situated Environmental issues concerning water, independently of scientific discipline and at the same time dependent on activity and dedication.

References

The Wing Chair: Where is the critical in literacy?

22. Post-approaches to Education

Elin Sundström Sjödin¹
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¹ Örebro universitet
² Linnéuniversitetet

Abstract: Research aim
The purpose of the paper is to explore where 'the critical' in the sense of a disturbance, a vibrant affectivity, can be enacted in a teaching situation. As Hilary Janks (2002) notes we cannot know in advance which texts are dangerous for whom and how they will impinge on the diverse and multiple identities and identifications of students. In the paper we broaden the context of critical reading to include the material surrounding. In the study we analyse a delimited aspect of literature reading in a story from a closed ward at a detention home in Sweden.

Theoretical framework
The study draws on a performative and relational conception of literature and reading (Latour, 2007; Mol, 1999). According to Johnson and Vasudevan (2012), current definitions of critical literacy need to include a performance lens that recognizes embodied texts and responses. In this paper we argue that 'the critical' is performed in transaction between human and nonhuman actors in specific situations. We trace where situated experiences are performed by exploring the assemblages of various actors. The critical effect is not a merely human activity, it is performed in the networked relations of whatever actors, human, discursive and material through which the critical can emerge.

Methodological design
A narrative from teachers at the detention home was analysed by examining the relations and constellations of actors involved in the story - students, chair, books, and teacher. What experiences do they make possible and what possibilities do they leave out? The reading chair becomes an especially interesting actor in this narrative: What does the chair enact in transactions with other actors?

Expected conclusions
The critical in this story is not primarily the story of the book, the capacity to read or in the cultural properties that the book might provide. It is in the chair. It is in the posture of the reader, in the courage to claim a new position when reading. It is about claiming a part of a cultural tradition that excludes these boys. It might however also be seen as a defeat, a resignation. In that case it works against the grains of Critical Literacy, it is not self-empowering, only submission to power. Pushing the boundaries of what can be included in studies about critical literacy not only reveals where critical aspects of literacy and reading can be found, but also in what objects, places and spaces that power is enacted and where it risks becoming oppressive and marginalizing for students.

The study is of relevance to literature didactics and pedagogic research in all Nordic countries.
References
When: Thursday 16.30-17.00, Where: Engelska parken, 22:1017

**Touching, trying, doubting: encountering social studies education with feminist posthumanism**

22. Post-approaches to Education

**Karin Gunnarsson**

1 Department of Humanities and Social Sciences Education, Stockholm University

**Abstract:** In this presentation, I explore the encounter of social studies education and a feminist posthumanist approach. The exploration drives from a research project focusing on the formation of a social studies teaching unit that addresses issues of equality in a Swedish upper secondary school. The aim of the project was to explore how to carry out the teaching unit in a way that focused not only on stabilizations but rather emphasizes potentialities for transformations. This raises questions of how to grapple with equality in social studies education? And, how to conduct a teaching practice with the potentiality to work towards equality? In this presentation I consider how feminist posthumanism can offer a framework, that I argue, carry the potential for a creative engagement within this context.

To explore these questions I put to work a collaborative methodological approach. Within the research project I collaborated with one teacher by taking part in the planning of a teaching unit and the actual teaching. Collaboration entails engaging with the many participants and working within the different practices of knowing and doing. This includes the ambition to not only describing a practice as it is but also exploring how it might emerge or what it might become. Exploring these questions with a collaborative methodological approach offered the possibility to engage in the teaching, to feel its forces, difficulties and joy. Moreover, to get involved in the middle, within the everyday doings in school, to be part of its tensions and stabilizations.

The teaching unit was materialized within several intertwined logics patched together by mutual concerns with equality. First, the social studies syllabus comprising notions of equality, power, identity, categorization and exclusion, second; norm-critical pedagogy dominating in Swedish educational policy offering teaching materials and instructions; and third, the feminist posthumanist approaches involving in the ambition to unfold and grapple with the materializations of the knowledge and pedagogical content. The analysis take into account how the teaching practice become co-constituted and entangled in relation to materialities of bodies, things and spaces. In order to do that the analysis unfold what becomes produced within events and to embrace the manifold of actors involved. The critical and creative analysis of the teaching practice display the complex processes in which norms and categorizations are produced and revealed how both stabilizations and tensions become enacted within the teaching.
Troubling economics – towards metaphorical pluralism in economics education

22. Post-approaches to Education

Pernilla Andersson

1 Department of Humanities and Social Sciences Education, Stockholm University

Abstract: Troubling economics – towards metaphorical pluralism in economics education

It has long been suggested that the ‘homo economicus’ assumption underpinning neo-classical theory is not limited to its theoretical function, but also has a ‘productive’ function by ‘creating’ individuals acting in accordance with the assumption (Schütz, 1953). Several studies have indeed pointed out that economists/economics students act in selfish ways, although there is some disagreement about the effect of education (Etzioni, 2015). Nelson (2006) and Zaman (2013) offer some clues as to how this process can be understood. They describe that and how we have come to embrace the metaphorical understanding of economy as a machine, running on self-interest, as something real rather than a figure of speech. Along the way, the tools with which sustainability issues could be addressed have become limited to those that fit ‘homo economicus’. In the wake of the financial crisis of 2008 and increased concerns about climate change, this critique of economics education has been re-actualised to the extent that economics students have organised themselves worldwide and called for a curricular reform (Earle, Moral, & Ward-Perkins, 2016). In line with this critique, academic economists have also argued that to equip students for the challenges of the 21st century, economics education needs to embrace a more complex and dynamic picture of human nature (Nelson, 2006; Zaman, 2013; Brant, 2016; Raworth, 2017). In view of this, it could be argued that educational researchers and teachers need tools to identify situations in educational practices as well as educational materials where ‘homo economicus’ is reproduced or challenged. The purpose of this paper is to address this need by presenting and suggesting a methodological approach that could be used for this. The approach draws on poststructuralist and anti-essentialist discourse theory (Laclau and Mouffe, Glynos and Howarth) and a methodological approach for analysis of socialisation and teaching and learning processes in classroom practice (Lidar, Lundqvist, & Östman, 2006; Wickman & Östman, 2002; Rudsberg & Öhman, 2010). Empirical material in the form of transcripts from classroom observations will be used to illustrate the approach.

References:


Abstract: Research topic/aim
The aim of the paper is to explore the enactment of ethics and participation in research involving young children in a preschool setting. Through the metaphor of volume and the concept of transposition, the paper will analyze the ongoing and shifting roles of the participating children in a large multi-methodological research project, while simultaneously addressing how the role of the author as one of the participating researchers shifted with/in each methodological practice.

Methodological design and theoretical framework
The paper works with empirical material from the methodological practices the children and the author took part in: film recordings from the video observations, audio recordings from the child interviews, and field notes and photos from the play-activities. In these practices, the children and the author’s fascination with music became evident. Music appeared in the video observations and in the interviews, and in one of the play-activities the children introduced the importance of turning the volume up and down. To be able to stretch these encounters from the methodological practices into the analysis, two terms connected to music are put to work: volume and transpositions.

When listening to music, the volume control determines what is heard. In the paper, the metaphor of volume is transformed to an analytical tool that put emphasis on how participation and ethics are enacted in different ways, depending on what is allowed to be loud and what is silenced. Accordingly, what is investigated is what practices the children and the author together turned up and listened to and what practices they turned down and neglected. The concept of transposition, on the other hand, refers to a change of the key of a music composition. Transposition could be described as a jump from one field into another, which produces complex multiplicities in both fields. In relation to ethics, transposition indicates “variations and shifts of scale in a discontinuous but harmonious pattern” (Braidotti 2006, 5). Inspired by Braidotti (2006), the concept of transposition is engaged with as a tool to research how the children and the author were part of an ongoing ‘jumping around’ from methodology to methodology on a variating and shifting scale – not always harmonious – that produced complex and morphing multiplicities in relation to participation and ethics.

Expected findings and relevance to Nordic educational research
The analysis show how the metaphor of volume and the concept of transposition problematizes the notion of a causal relation between the methodologies put to work and the roles of both the researcher and the children. Instead, what is highlighted is the variations within each of the three methodological practices. These results highlights important theoretical insights into how terms from one field – music – can be transposed to another field – education – and produce new understanding of the roles of children and researchers working with different methodologies. The results are also
significant to Nordic educational research as they shed new light on both participation and ethics in research with young children in preschools.

Visual research data and diffractive readings

22. Post-approaches to Education

Lena O Magnusson¹
¹ Department of Education. University of Gävle, SE - 801 76 Gävle, SWEDEN

Abstract: Over the past decade post-humanism, new materialism and aspects of post-qualitative research methods have been used in early childhood research the Nordic countries. This presentation concerns the visual material from an ethnographic study in preschool in which three-year-olds were given access to digital cameras in their daily activities (Magnusson, 2017, 2018). In the study, the children's photographs and the video data produced by the researcher were analysed by using diffractive readings (Barad, 2007, 2014). As a result of using these analytical readings, the researcher read the children's photographs through and with the video data. The two types of different visual materials were also read through previous research, the researcher's own experience and the potential of the theoretical framework.

By applying and using diffractive readings, not only did people and their actions in the analyses appear, but there was also a strong focus on the digital cameras, the video camera, directed and re-directed gazes, and they were all regarded as active, entangled and performing forces that took place in the analyses. By using diffractive readings, the analyses came to move back and forth and include not only data but also the ongoing data production. The presentation aims to highlight how the diffractive readings act as an analytical tool and how they can ask questions as well as demonstrate previously unknown knowledge and experience that concern children and children's perspective in their daily preschool activities. I propose, supported by the results, in the study concerned, and with the support of other theorists and researchers (Barad, 2007, 2014; Lenz Taguchi & Palmer, 2013) that the diffractive readings indicate knowledge and knowing we do not yet know –and that this is what constitutes the strength in the use of the analytical method in education research.

23. Social Pedagogy
Families and Children in need

23. Social Pedagogy

Tanja Miller¹, ²
Trine Haslam¹, ²
¹ UCN Pædagoguddannelse
² FoU UCN

Abstract: Social welfare in Families in need - how to improve well being?

The presentation capture results from a research project from a miner local community in Denmark. The challenge for the welfare system and for the families concerns the generations issue. Families in the project have experience with receiving help from the society in more than one generation.

Research question:
1. how can coherent, right and at time interventions by coordination of multiple interventions lead to more quality in life for the families participating in the project and how will improvement effect the children in the family?
2. how can an more effective, flexible og interdisciplinary social pedagogical work lead to higher quality?

It is an assumption in this project that more weight on participation and decisions making for all members of the families will strength the ability to live a good life. The project investigates how special Socialpedagogic staff by offering help to coordination and support in daily life matters can initiate development of more self-esteem and believes in making good decisions for the families and the children. The setup look very much like the Borås model – but with fare more focus on the citizens participation and construction of meaningful activities and framing. The presentation will bring the very first result of the project – building on interviews with staff, leaders and family’s inclusive children. It looks likes the support given by simplification of the numbers of events and appointments with representation from the system ex jobcentre and schools, is perceived as a great help. Why is that? And how does the Socialpedagogic staff explain the essence of their work? Does it require building up strong relationships? Does it require a clear description of roles? Does it require continuity? How can trust to the system be improved?

Methods: the study is carried out by collecting data from af workshop, interviews with professionals, parents and children. Also har data as statictic about children meeting up in school, daycare and hobbies, the adult attacment to labourmarket, networkmeeting and background information about the families historie in the system. Analyzed by an hermeneutic apporach and by inspiration fra sociologi and antropology.

Findings. The project is organised in three rounds and the finding concerns only the first round. The finding presented will be about a workshop with participation of the families in need. We use new innovative tools and are surprised about the succes. Otherwise a rang of themes for discussion and reflexions to improved the next round.
Abstract: This empirical study is carried out in 6 orphanages in Greenland. The study is managed in cooperation between University College Nordjylland, Aalborg University and PI in Greenland and during the spring 2019 a short book is being published about the results.

Research Question. How does everyday life looks like and how can we describe best practise according to 1) pedagogical praxis 2) organisation and competences 3) Frames and legislation - and aftercare 4) community and orphanage 5) the historical background

Theoretical framework: Irving Goffman concept about total institutions and how physical building tells a story about power and life opportunities. Also learning theory and pedagogical paradigmes is used

Methodology: The study is sociological and data is interviews, photos, observation and documents

Result: Results is themed in headlines and chapters in the book

1. The historical background
2. How the institutions is managed, run and tasks
3. Houses, rooms and local socialty
4. The socialpedagogical praxis
5. Routines, management and scedales
6. Conclusions

The uses of photos is interesting as a way to know more about how the institutions thinks about childrens need and how they are met by staff through activities and relations. A huge greenlandich cultural heritage is very must alive in the orphanage in forms of mucus, art, singing and and different kind of crafts. The future for the children depend on how they benefit of of their stay and on how aftercare is carried out in real life. Some challenge derived from the enormues change the country is going through at the moment and others from the welfare systemt itself.

The presentation will focus on interplay between how the houses and rooms is used and observations of socialpedagogical praxis. In addition to this reflexion on how the managment is carried out and how the opportunities in local communities plays a important role for succeeding.
Social mobility - an inner development process and an outer social change

23. Social Pedagogy

Andrew Kristiansen¹
Eli Vibeke Eriksen¹
¹ University of Tromsø

Abstract: Research topic/aim

The intentions of this study is to examine how women from lower social classes experience upward social mobility through higher education. In the study, the focus is how social mobility can be experienced as an inner development process and an outer social change, where we argue that it is important to let the class term be an object of reorientation. Traveling between social classes include complex processes of change which affect several aspects of life on different levels concerning relations to other and of individual character.

Theoretical framework

The theoretical framework for the study is based on models of explanations, which include both individual and structural factors, and the interactions between these. We have used Bronfenbrenner’s ecological systems theory (1979) as a framework for analysis, which gives an overview of the social network of the individual and its dynamic structure. Mead contributes by giving a theoretical explanation to the meaning of social interactions that the individual encounter. Together, these two theories shine light on the different dimensions of social mobility, which emphasizes how they experience and perceive moving across social borders, and how this influences identity and relations on an individual level.

Methodological design

The paper is based on qualitative research conducted on 10 female informants from Norway. The research was done as a semi-constructed interview and included questions about their experience concerning upward social mobility through higher education.

Expected conclusions/findings

In our analysis we claim that traveling between social classes may challenge internalized and known categories. New discourses may affect and change one’s perception about the world and the society. Women from lower social classes may be transformed by middle class’ discourses, which can lead to a change in attitudes and point of view within the individual. This can bring forward a feeling of alienation towards their initial social class and the relations they have there, while they at the same time suspect that they do not fully belong in the middle class with its social codes.
Relevance to Nordic educational research

The empirical data is collected from informants living in Norway, but the theme is also relevant for other regions within the Nordic countries. Social mobility can change an individual’s relations to family and friends. Taking higher education and being a part of new social circles can change a person’s habitus (Lehmann 2013)

References


The visible and outgoing nurse

23. Social Pedagogy

Brigitte Sørensen

Brigitte Sørensen, Associate Professor, UCN

Abstract: The visible and outgoing nurse

Research topic/aim
The aim of the project is to create knowledge about the skills a nurse needs, when she has to be visible and outgoing in health-promoting and preventive work in collaboration with socially vulnerable - and what will be the consequences for training future nurses

Theoretical framework
Socially excluded citizens are vulnerable to somatic and psychiatric illness, and particularly vulnerable mothers, who have a sparse network, maybe no education and poor economy. Despite this, studies show that they are reluctant or completely abandoned to seek out the established health system. But when health professionals cooperate with social workers, trust can be rebuilt again.

Methodological design
Ethnographic approach in an action research design. Action research is especially suitable for visibility and involvement of vulnerable and marginalized actors who otherwise find it difficult to put their knowledge and situation through in the formulation of practice. In collaboration with a volunteer organization, we got in touch with 7 exposed single mothers. In line with the action research design, we have worked together with the target group to find out how the area can and must be developed. We have done field work at the target group once a week, after which we have written logbook with observations and reflections that have regularly been the subject of joint discussion and inclusion of relevant theory, for example Antonovsky.

Conclusions/findings
Different and complex problems were found at the women based on both social, physical and psychological conditions, but the cooperation between the social and health services proved inadequate.

In relation to health-promoting and preventive work, we see the contours of a nurse who must be flexible, have time available. She must be curious, investigative, spacious and able to act in the situation. There is a need to exercise clinical leadership and interprofessional cooperation

Health-promoting and preventive work for vulnerable groups must be visible and outgoing. It must be based in collaboration with the target group and take place in an interprofessional context

Relevance to Nordic educational research
The health care system in the Nordic countries is going through a development, where the treatment, prevention and health promotion work more and more take place where the citizens live their lives, in their immediate surroundings. At the same time, we have a group of vulnerable citizens we, as health professionals, find it hard to reach. Our project describes the skills that health professionals must have in this work.

We have continuously considered and discussed how our fund can be implemented in the educations.

We suggest that interdisciplinary cooperation could start during the education of a nurse, social
worker, educator, pedagogue etc. 
Specifically, we suggest teaching days where social counseling students, pedagogy students and nursing students collaborate on issues for socially vulnerable citizens. 
Finally, we recommend focusing on interprofessional cooperation in the clinical part of the education
24. School Development
When: Wednesday 14.30-15.00, Where: 12:229, Blåsenhus

An international comparison of the effectiveness of multi-age classes

24. School Development

Tetsuhito Sakata¹
Hisashi Fusegi², Kampei Hayashi¹, Yasuko Yoshino⁴
¹ Teikyo University, Tokyo, Japan
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The author has chosen not to publicise the abstract.

Field 5
Field 6
Beginning Teachers' Experiences when Developing Team Teaching

24. School Development

Lilja M. Jonsdottir1
1 University of Iceland

Abstract: Educational development is at the heart of this project. The aim is e.g. to identify effective processes of change in Icelandic compulsory schools and develop a model of systemic improvements for effective and sustainable change. Cowan, Joyner and Beckwith (2012) introduced a model intended to facilitate sustainable school improvement and this model was adapted as a framework for this study. The research question pertaining to this presentation is: Which structural or cultural components affect the process and outcome of improvement work in schools? The abovementioned model is intended for schools and municipalities in their efforts to promote long–term improvement, based on continuous professional learning (PLC). The approach brings to bear findings from studies concerning the professional learning community, which have been linked with successful school performance in previous studies (Sigurðardóttir, 2010). The research project entails a multiple case study with a multi–level approach, which includes two years of intervention (2016–2018). Thirteen schools were randomly selected, of which four were invited to participate in the intervention study. Mixed methods are used for data collection:

- Questionnaire survey in 13 schools
- Interviews in four schools during the intervention period
- Classroom observations in the same four schools
- Questionnaire at the end in 13 schools

Each school chose a project to develop and one research team member, designated to that school, cooperates with them on the intervention. It turned out that three of the four intervention schools chose to implement and develop team teaching. In this presentation, the main focus will be on preliminary findings from one case study, which reveals how two teachers succeeded in organizing team teaching; setting it up and developing it throughout one school year in their grade five teaching. These teachers were both new in the school, and also newly qualified teachers. Together they had experienced team teaching during a whole semester of practice teaching which was part of their final year of a five-year master’s degree teacher education program. Team teaching is currently at the top of the list for development programs in Iceland (Sigurgeirsson & Kaldalons, 2017), as well as internationally (Vangrieken, Dochy, Raes & Kyndt, 2015), which coincides with what the literature regards as a natural result of PLC ideology (Sandholtz, 2000). Hence, research on team teaching can be regarded relevant to Nordic educational research.

References


Enabling and Constraining middle leading at a school site

24. School Development

Karin Rönnerman¹
Veonica Sülau¹
¹ University of Gothenburg

Abstract: This paper focuses on teachers as middle leaders who are the drivers for change through facilitating and sustaining professional learning. The purpose is to study and understand the relationship between educational practices in a school site, with a particular focus on how middle leading practices are enabled and constrained by other practices. The specific questions to be answered are:

- Which leading practices can be identified in the school organisation?
- How are the different leading practices ecologically arranged?
- How are middle leading practices enabled and constrained by other practices?

Theory
In this paper the theory of practice architectures (Kemmis & Grootenboer, 2008) and the theory of ecologies of practices (Kemmis et al., 2014) are used as a theoretical framework to guide the study. Specifically, the analysis will focus on how different levels of leading practices enable and constrain middle leaders in their role of facilitating colleagues in collegial learning. Furthermore, the specific arrangements between the levels of leading in the school site will be examined to see how they are ecologically arranged.

Method
The study is a case study of one upper secondary school that is part of an independent school company. At the school two teachers have been commissioned as first teachers - what we consider as middle leaders in this paper. Their specific task was leading collegial learning at the site. All teachers at the school were involved, in total about 20 teachers. Data have been collected during the spring semester of 2018. All people in leading positions were interviewed once, and the first teachers have been interviewed twice. Their work as facilitating their colleagues have been observed and recorded, and the teachers have been interviewed in groups. Furthermore, data were collected through protocols on decisions and plans for the specific professional learning initiative.

Findings
The expected findings are that, although the working conditions enable organizing collegial learning, the teacher meetings are more focused on activities to be reported than on reflections and understandings. Also, there seem to be double levels of middle leading at the school company; the development leaders and the first teachers. A third initial reflection is that trust seems to be a phenomenon that permeates all the leading practices, when at the same time the teachers say any of us could do the middle leading job.

Relevance
The phenomenon about middle leaders is increasing in the Nordic countries (Rönnerman, 2018). Their task is often to facilitate collegial learning, and so for this to be understood the organization of the local school (the site) and its conditions for middle leaders have to be taken into account.

References
Implementation of Improvement Initiatives in Swedish school - From national concepts to local improvement plans

24. School Development

Mats Lundgren
Eva-Lena Embretsen, Malin Kronqvist Håård, Stefan Weinholz

1 Högskolan Dalarna

Abstract: Research topic/aim
The school appears to be constantly exposed to criticism and in response, new educational concepts and organizational solutions are introduced. As NPM made its entrance in the beginning of the 1990's the number of improvement initiatives increased rapidly. Following the introduction of the PISA test in year 2000 and the continual worsening of the Swedish pupils knowledge outcomes, a number of further initiatives have been effected: organizational, curriculum theoretical, controlling, pedagogical and skills development and, not least, an increased focus on Systematic Quality Work (SQW). The PISA test has also come to continuously increase the pressure for change and over time it has been necessary to develop new improvement concepts. Collaboration for Best School (CBS, Samverkan för Bästa Skola), is one example which is performed in collaboration between the Swedish National Agency for Education, local education authorities and universities. It is one of the most comprehensive school development initiatives undertaken in Swedish school. Another example of a similar extensive initiative, is targeted efforts for newly arrived pupils’ learning (NAL, Nyanländas lärande). The aim with NAL is to improve the ability of the schools to offer newly arrived pupils an education of high and comparable quality by, for example, strengthening the SQW.

Both these initiatives are based on a fundamentally similar improvement concept and they can be seen as an attempt to take a coherent and broader approach to how schools work, from management to classroom. In practice, it means that a national initiative should be implemented by local actors. The implementation processes that follow contain problematic elements, both the establishing of an improvement plan related to the concept and to what can be assumed as relevant measures in relation to identified needs, and later to put this into practice. Further on it is also imperative to evaluate the impact of the initiative in relation to what they were expected to lead to. An interesting and unexplored effect is whether the freedom and flexibility that a vague improvement concept affords can create more relevant solutions than concepts with stronger steering mechanisms. The aim with this paper, based on three CBS/NAL initiatives, is to describe and discuss how actors’ implementation plans are formulated and how the original intentions of the improvement concept is reflected in, but also corresponds to, the locally identified needs of development.

Theoretical framework
The study has an implementation theoretical framework. Methodological design
Text analysis will be used to analyze the original concept of what the improvement work is supposed to accomplish and how that in turn is reinterpreted and is expressed in the local improvement plans.

Expected conclusions/findings
The study is expected to contribute to make visual how national concepts for improving school
activities are interpreted and presented as concrete plans for implementation.

**Relevance to Nordic educational research**
The theme of the study, how national concepts are implemented, is something that is present in most national school systems, although the concepts may have different forms and content, there is a general implementation problem.
IoT and school development - opportunities to promote pedagogical development work with support in sensor data

24. School Development

Patrik Hernwall
Robert Ramberg

1 Institutionen för data- och systemvetenskap, Stockholms universitet

Abstract: Despite the extensive digitization of society, the school's physical and digital educational environments have not developed in a similar manner. Today, the school is largely developed in the light of data collected primarily locally, at low frequency and where large parts of the decision-making basis are based on single data sources that are not systematized. IoT (internet of things) means the ability to understand more and more processes at school with the help of sensor data, as well as aggregating and comparing results on many levels with other activities. By taking advantage of opportunities that IoT brings with it, it is possible to understand learning processes in greater detail than today. Together with representations of such data, opportunities are offered to visualize processes and processes with completely different resolution than previously possible.

The IoT Hubb School project aims at developing opportunities and potential with IoT in school and in its educational environments. The project began in the autumn of 2018, and is expected to end in 2021. This presentation will be based on, on the one hand, the work of writing a state-of-the-art report in the field, and on the other hand, a workshop with experts/stakeholders, discussing and problematize (eg):

- What does "state-of-the-art" look like regarding the use of IoT/sensor data to support school development?
- Which scenarios (in the short and long term) are possible, reasonable and desirable, in the use of IoT/sensor data in Swedish school environment?
- How can the school develop the educational/didactic work with support in IoT/sensor data?

Although IoT/sensor data offers a wide range of possibilities, it is necessary that this technology supports educational development work. The presentation will have as goal dialogue and critical conversation.

The project IoT Hubb School (iothub.se) takes place in partnership between Kungsbacka, Lidingö, Västervik, Skellefteå, NTI-gymnasierna, RISE, Department of Computer and Systems Sciences (Stockholm University) and Microsoft.
Science Teaching through the Lenses of Students

24. School Development

Eva Pennegård

Abstract: International research has highlighted the impact of teachers on students' achievement in general (Hattie, 2015) and science education in particular (Berry, Friedrichsen & Loughran, 2015). Since there is a limited consensus about what teacher knowledge looks like in action there is a need for more research in this area. The present study investigates how teachers reflect on their teaching while teaching physics and how teaching is experienced by the students. A socio-cultural perspective on teaching and learning is used and the concept of pedagogical content knowledge (PCK) as a perspective on teacher knowledge (Shulman, 1987). The purpose is to examine how teachers’ pedagogical content knowledge (PCK) is expressed in a science teaching practice, from both teacher and student perspectives. The study aims to investigate the field in which teachers’ understanding of how students perceive teaching may make the action parts of PCK more visible for teachers and in that way contribute to the area of professional development. The research questions for the study are: How do teachers describe and reflect their PCK while teaching physics and how do teachers reflect when reading students thoughts about which of the teachers' actions students find facilitate their learning? It is a qualitative case study of three teachers’ physics classroom in lower secondary school (Bryman & Nilsson, 2002). In the study, lessons were prepared in a collegial collaboration using the conceptual tool Content Representation (CoRe) (Nilsson & Loughran, 2012). The lessons were video-recorded and reflected in video clubs with both teachers and students (van Es, 2014). Video clubs were also video-recorded and transcribed for further process in a content analysis. The results show that teachers describe their actions in two themes; actions aimed at developing students' science literacy and actions described as adaptations to students’ differences. The overall conclusion of the study is that teachers reflect their actions in a way that they find facilitate their understanding of student learning in physics. The dialectic process between teaching and learning was made visible to the teachers and led to a professional development and an extended understanding of the students’ response to the teachers’ actions. The result may have implications for teacher practice where the method may be used with the purpose of developing teaching in a way that promotes student science literacy. The outcome of the study poses additional questions about how students’ metacognitive ability may develop while reflecting in video clubs about teachers’ teaching.

References:
Significant learning experiences of Estonian basic school students at a school holding the reputation of ‘happy school’

24. School Development

Tiiu Kuurme1, 2
Eda Heinla1, 2
1 Tiiu Kuurme Associate Professor of Tallinn University
2 Eda Heinla Associate Professor of Tallinn University

Abstract: Various studies claim that school culture which values good relations, a sense of belonging, a positive school climate, has a significant effect on the students’ learning motivation and learning experience. This climate includes norms, values and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live and contribute to a shared school vision.

In our study, we established our aim at determining what kind of learning experiences are considered significant by the students of the 7th and 8th grades of basic school studying at a school with the reputation of a ‘happy school’ where the school culture is being developed in the direction described above. The vision of such schools includes happy, self-directing and motivated students and teachers. In defining significant learning experiences, we relied on the theory of Fink (2003) according to whom the experiences comprise six dimensions (Foundational Knowledge, Application, Integration, Human Dimension, Caring, Learning to Learn). Fink describes both the processes creating these dimensions and the outcomes through which learners experience the learnt material as valuable with regard to their current life as a whole and with regard to the future.

Research method. Interviews with student focus groups and an open-ended questionnaire in which we asked the respondents to describe the significant things they have learnt at school and outside school and what they would like to learn for their future life. The questions were answered by 140 students from four schools with the reputation of a ‘happy school’, of whom 53% were young men (n=74) and 47% were young women (n=66). The data were processed qualitatively and quantitatively.

Findings. Of the things learnt at school, students place greatest importance on knowledge in various subjects, with only a few odd students holding that school is a place where one can learn problem solving, inquiring, independent and creative thinking (3% of responses). Of the things learnt outside school, students place the greatest importance on learning various skills (e.g. foreign languages, IT, music, art, sports). The second important thing mentioned is acquiring social skills at school and outside school (e.g. caring, communication, respect for others – a fourth of responses). About their personality (e.g. self-confidence, self-analysis, sense of responsibility), students can find out more outside school. The most important thing students wish to learn in the light of their future life is general and subject-specific knowledge (e.g. human development, economics, foreign languages, IT, sports, making music – a half of responses). Another important thing is to learn how to cope in life (e.g. making the right choices, living at the minimum salary, coping with difficult situations – 20% of responses). We conclude that for students, a significant learning experience is, above all, related
to learning various skills and how to cope in life, while the acquisition of social skills is also considered important, but less value is placed on learning to know oneself.
When: Wednesday 14.30-15.00, Where: 12:230, Blåsenhus

Teacher agency in professional learning practices

24. School Development

Veronica Sülau¹
¹ Department of Pedagogy and Special Education, University of Gothenburg

Abstract: Research topic/Aim

The research topic in this paper is about teachers' professional learning practices, with a specific focus on how teachers themselves, and with the help of a facilitator, act in a way that enable and/or constrain individual and collegial learning. The overall aim of the study is to understand a professional development practice, in the shape of teachers' collegial conversation practices, from a relational perspective. This involves a site ontological perspective (Schatzki, 2005), where the dynamic relationship between what is happening and the context where it happens, is put to the fore.

Theoretical framework

In this paper, the theory of practice architectures (Kemmis & Grootenboer, 2008) is used as a theoretical as well as a methodological and analytical tool to study teachers' collegial conversation practices, how they relate to local and national contexts and how these enable and constrain the professional development in terms of individual and collegial learning. Through the analysis, specific arrangements that shape and prefigure the professional development practice are identified, but the analyses also look into how this practice is shaped by the participants.

Methodological design

The study is designed as a case study, the case being an independent school company with four schools in four Swedish municipalities. All mathematics teachers at the four schools are participating in the government financed professional development program "The Boost for Mathematics", based on collegial learning, during two years. The sample is strategically chosen and has been based on the category critical cases of the type most likely cases, in line with the hypothesis that the selected school organization should constitute a particularly favourable case in terms of the structure of the professional development program. Data has been collected during three years and consists of sound recordings and observations of collegial conversations, documentation from collegial meetings and teachers' individual reflections.

Expected conclusions/findings

The results show that the professional development practice, in terms of the teachers' collegial conversation practices, is held in place and formed by practice architectures that are related to the school company as well as to the professional development program. The results also show that the participants in the collegial conversation practices, the teachers as well as the facilitator, act in different ways that enable individual and collegial learning. These actions can be related to the practice architectures of the specific site where the professional development practice unfolds.
Relevance to Nordic educational research

There is an increasing focus on teachers' professional learning communities, in Sweden as well as internationally. Collegial learning, however, is not a success factor per se. Often, collegial learning is limited to include collegial work, with focus on activities rather than a changed mindset (Katz & Ain Dack, 2017). There is still a lack of research in how teachers learn in professional learning communities (Meirink, Meijer & Verloop, 2007) and in how these collaborative settings can improve teacher practice (Darling-Hammond & Richardson, 2009).
The level of a professional learning community in Icelandic schools.

24. School Development

Berglind Gísladóttir

1 University of Iceland

Abstract: The aim of this study was to develop a reliable instrument to measure the level of professional learning community (PLC) in Icelandic compulsory schools. Capacity building, inquiry orientated practice, professional collaboration, and data driven decisions are considered as central themes in factors that are reflected in theories about the school as a PLC (Dogan & Adams, 2018; Schildkamp, et al, 2012; Stoll et al, 2006). Several PLC instruments exist (e.g. Oliver & Hipp, 2010) but only one instrument has been developed specifically to measure PLC in Icelandic context (Sigurðardóttir, 2010). That survey did not include the most recent components of PLC, such as critical us of data. Therefore, the aim of this study is to develop a measurement instrument that grasps all these crucial components of PLC in Icelandic context.

Quantitative methods were used to determine the validity and reliability of the measure. The development of the instrument was done in several steps of which some are completed and some are ongoing. First a pilot survey was conducted in the fall of 2016, where a questionnaire was sent to 13 schools. Next, experts evaluated the questionnaire both based on the literature as well as on statistical analysis and the revised survey was sent again to 15 schools. Factor analysis was done on the data in order to determine the dimensionality. The analysis resulted in an instrument with 6 underlying dimensions. The dimensions were (I) shared vision and values, (II) use of critical data to improve teaching, (III) mutual professional support for teaching and learning (IV) shared and supportive leadership, (V) social climate that supports collaboration and (VI) job satisfaction and engagement. The final version of the questionnaire conducted in the fall of 2018 in 13 schools, located in and around the metropolitan area. The findings will be analyzed to assess the level of the PLC within participating schools. Such information is vital to the professional development of teachers and for a sustainable improvement of schools and therefore for student learning. This is true both in Icelandic context could also be beneficial in Nordic context where these measures could be localized and used for school improvement.

References:


Schildkamp, K., Ehren, M., & Kuin Lai, M. (2012). Editorial article for the special issue on data-
based decision making around the world: from policy to practice to results. *School Effectiveness and School Improvement*, 23(2), 123–131.

The role of municipality functions in scaling up school development initiatives

24. School Development

Ann Öhman Sandberg
Agneta Halvarsson Lundqvist

1 Örebro universitet
2 Linköpings universitet

Abstract: Research topic/Aim:

The aim of the study is to investigate the role of different municipality function in scaling up school development initiative. The school development initiative was set within a strategical program aiming to increase student’s learning outcome.

Theoretical frameworks:

A workplace learning perspective guides the analysis. A theoretical framework consisting of four dimensions of sustainable change, based on Cultural Historical Activity Theory (CHAT) (Engeström, 1987) comprises on part of the framework. The dimensions are: active and delegated ownership, needs-driven development, development towards a partly shared object of activity and artifact mediated depth (Öhman Sandberg, 2014). The other part of the framework derives from Ellström’s (2006) distinction between the logic of production and the logic of development, which presupposes different types of learning.

Methodology/research design:

A case study was conducted in a large Swedish municipality. 12 qualitative interviews were made with central decision makers at the municipality level and with 3 school leaders and 9 change leaders in a local K-9 school. The interview results were interpreted together with the interviewwes in four separate seminars, as part of an interactive research approach (Aagaard Nilsson & Svensson, 2006).

Expected conclusions/Findings:

One expected finding is that there are tensions between the needs of the different functions within the municipality and between the local school and the municipality functions.

Relevance for Nordic Educational Research:

Large scale municipality funded programs aiming to increase student’s learning outcome are to our
knowledge uncommon and more research is needed on how the different functions in the municipality management contribute to change of school practice. Programs or projects are usually either initiated by local schools or by national policy driven programs. The impact of local school projects often remains local. Furthermore, research shows that policy driven programs often fail to realize the intentions behind policies and, it is uncertain if policy driven projects contribute to change of practice. This study reveals problems and possibilities of achieving practical change in a municipality driven change program.

Thus, there is a need for more knowledge about programs initiated

References:


Transfer of knowledge from group work to participants' own practice in a course about research methodology

24. School Development

Annette Johnsson
Pernilla Granklint Enochson, Jeanette Sjöberg

1 University of Halmstad

Abstract: How is transfer of knowledge from group work to own practice perceived by participants participating in a course about research methodology?

Research topic/aim
In 2017, a regional cooperation project was initiated with four municipalities and Halmstad University, called From Great to Excellence (FGTE). The project is planned to run for five years, and participants are persons active in schools and preschools at different levels within the school practice. Within the FGTE project, the participants perform different development projects in cooperation across the municipal boundaries, where they act as critical friends for each other in order to drive each project forward (see e.g. Sales, Moliner, & Amat, 2017). In this study we have focus on the utilization of knowledge acquired in groups in participants own school context. The question we ask is “How is transfer of knowledge from group work to own practice perceived by participants participating in a course about research methodology?"

Theoretical framework
The theoretical framework in this study is situated within the socio-cultural field, since much of the focus is around the collaboration between the participants. Conversation is an arena for developing knowledge and by supporting and challenging each other's pronounced thoughts, prerequisites for development of knowledge are given (Vygotsky, 1978).

Methodological design
The empirical material for the present study consists of a questionnaire disseminated to the participants after they had completed the course. A total number of 57 questionnaires were collected which counts for about 65-70 percent of the total number of participants. The questionnaires were analyzed with SPSS factor analysis to detect underlying variables.

Expected conclusions/findings
Preliminary results show that, while expecting quite the opposite, by using factor analysis, a strong negative relation between, on one hand, the variable “the usage of research methodology has developed in the group”, and on the other hand, the variables “I have increased my ability to use new analytical concepts in my practise and “I have increased knowledge in evaluating my own practice”. Meaning that the participants do not feel they, themselves, have learned more about the use of scientific methods relating to their own practice. While the group is progressing, their own learning has been put back.
Relevance to Nordic educational research

Through this study, we want to highlight the potential for improvement work in preschool and school practice which lies in developing school activities through a regional cooperation project. This, we mean, are of utmost relevance to Swedish/Nordic as well as international research fields within education.

Referenser


25. Guidance and Counseling
How can student teachers be prepared for mentoring and guidance as newly qualified teachers (NQTs)?

25. Guidance and Counselling

Gunnvi Sæle Jokstad

Abstract:

1. Research topic/aim: How can student teachers be prepared for mentoring and guidance as newly qualified teachers (NQTs)?

2. Theoretical framework: Newly qualified teachers are entitled to be enrolled in a program lead by school owners and carried out according to principles signed by involving stakeholders. How this is to be carried out is meant to be flexible within limits according to various needs and context. In this paper I focus on how the Teacher training Institution might have a systematic way to prepare NQTs to receive mentoring in their first years, by having focus on guidance/mentoring throughout the Teacher training program in various ways, both theoretical and in a practical way. By expiring this way of dialogue, both involving pedagogical reflection and more personal matters involving their student’s life, during their educational years at campus, they are used to see this as a way of seeking meaning in pedagogical questions/problems. This experience is important to maintain a high quality in guidance and mentoring for NQTs, both how it is to be organized and carried out, but also the value of having a mentor in the first years as a teacher.

3. Methodological design: Qualitative method by questionnaire, semi-structured with some open categories, and some in-depth interview

1. I will present how we involve all our students, from their first to their last year in our Teacher training program, in professional dialogues in a systematic way.
2. To understand the students experience I have conducted a survey among students in year 2 and year 3 on how they rate the importance of this as:
   1. An arena for gaining knowledge though reflection and for personal support
   2. A way to gain knowledge about guidance and mentoring as it is carried out in their practical periods by their praxis teacher
3. To follow up how the system of professional dialogues might have in impact on the quality in mentoring NQTs, I have interviewed some previous students on their experience on mentoring their first year of teaching. This is carried out to gain knowledge on how to
improve pedagogical dialogues as a way to seek meaning and reflection both during studies and in their ongoing professional development.
Professionalization of pedagogical supervision in teacher education

25. Guidance and Counseling

Renata Svedlin

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Abstract: My paper is an attempt to reflect on the essays written during a higher education course in supervision, in spring 2018. The group of 14 participants were supervisors working at the university school or as academic teachers at the faculty of teacher education. I will at the first stage scrutinize the assignments from the course and discuss elements or perspectives of learning in them, and in a second step proceed to further reflections based on learning in perspectives of constructivism and discussions about professionalism as a way of knowing-acting-being. The aim of the study is to develop an extended understanding of dimensions in writings about becoming professional.

The article gives some baseline information as background about the general working context for the participants in the course, including basics about the students practice work and the joined arrangements for super visioning.

The assignments from the course will be analysed using a content analysis, with the perspective of constructivist learning theory. Here will be possible to notice similarities to analysis of texts in students’ portfolios (Tynjälä 2002, Dysthe & Engelsen 2003). An additional perspective is based on a discussion about becoming a professional (Andren 2012) and insight about ontological dimensions of the profession of concern, verbalised in knowing-acting-being (Dall’Alba & Barnacle 2007, Dall’Alba 2009).

The results of the study is of importance for developing knowledge in super vision practices, in a field where we find similarities between the Nordic countries. At a more general level, the study is an interesting case in the discussion about how to establish a professionalization of field of pedagogical supervision in teacher education through a course in higher education.


School culture, teacher induction and foothold

25. Guidance and Counseling

Lisbeth Lunde Frederiksen
Elisabeth Halse
VIA Profession and Education VIAUC

Abstract: School culture, teacher induction and foothold

Research topic/aim
A review of new empirical research, describing characteristics of how school culture influences newly qualified teachers’ professional, personal and social development. Theoretical frame
Several reviews on the topic teacher induction programs (TIP) has been published throughout the last decades (e.g. Greenfield, 2015; Guarino, Santibañez, Daley, & Santibañez, 2006; Hobson, Ashby, Malderez, & Tomlinson, 2009; Ingersoll & Strong, 2011; Schaefer, Long, & Clandinin, 2012; Shockley, Watlington, & Felsher, 2013; Wang, Odell, & Schwille, 2008). These reviews points out that TIP, bridging formal teacher education and the first years in the profession, enhances the newly qualified teachers’ possibilities for learning in and of practice. Several reviews (Greenfield, 2015; Guarino et al., 2006; Hobson et al., 2009; Schaefer et al., 2012; Shockley et al., 2013; Wang et al., 2008) find that TIP has a positive effect on newly qualified teachers’ professional, social and personal development (cf. European Commission, 2010).

Furthermore, research finds that TIP can contribute to efficiency, motivation and encouragement (Shockley et al., 2013); to enhancement of student performance; to teachers’ job satisfaction and foothold (Ingersoll & Strong, 2011); to counteract teacher attrition; and to strengthen teacher resilience, self-worth and self-efficacy (Greenfield, 2015; Guarino et al., 2006; Schaefer et al., 2012). All factors influencing the newly qualified teacher’s focus on professional development.

Wang and Odell (2002) points out that TIP can influence the quality of the teacher’s lessons by supporting and qualifying the teacher’s teaching and insights into how students’ learn. TIP can also facilitate newly qualified teaches continued professional development, but Wang and Odell points out that the school culture influences the quality of the effect of TIP.

Design
Methodically, we sought to map out new publications from empirical studies, that both discus school culture and TIP. We searched three bibliographical databases: ERIC, PsycINFO and Idunn, and for the duration 2010-2016. A systematic compilation of the findings has been conducted, based on our research question. The search process included a literature search, a screening of relevance and a quality assessment. The thematic analysis were followed by a synthesizing.

Findings
Collaboration, mastery vs performing, atmosphere and career are four central terms regarding school culture and newly qualified teacher’s foothold. Horizontal relations, reciprocity and equality when working together on self-experienced challenges without known solutions, supports the newly qualified teachers. The effect of the supporting activities is dependent on whether a school culture is oriented towards mastery or performing, and of the new teachers’ sense of self-efficacy. Supportive school management, good communication, clear organization and welcoming colleagues, contributes to a good induction period. It may be valuable to develop an organizational approach to new
teachers’ careers that supports several career orientations.

Relevance
According to Wang et al. (2008), there are insufficient research on the effect of mentoring of newly qualified teachers focusing on discussing and analyzing how much TIP can be strengthened or neutralized by the schools culture, organizations and environment. An area, according to Wang et al., that should be further explored.
«Should We Sleep Together?» Archetypal Roles in Mentoring

Knut Omholt¹
¹ Norwegian University of Life Sciences

Abstract: In the mentoring of students, employees and executives we generally have in mind the promotion of as well the professional skills as the personal development of the mentee. The mentor may assess whether it is appropriate to take on different roles, inviting the mentee to try out reciprocal behavior patterns that, if mastered, are likely to benefit his/her performance. But if the mentor attributes unconscious desires to the mentee and expects him/her to relate to them, it can lead astray. This paper aims to illuminate functional and dysfunctional roles the mentor may play out.

The theoretical framework departs from the Dialogical Self Theory developed by the psychologist Hubert H. Hermans and his collaborators (see for example Hermans & Hermans-Konopka 2012). It is a theory that regards the self as a spatial arrangement in which there is a multiplicity of positions or roles. Dependent on changes in the interpersonal context, the I can move from one place to another and act by the worldview of the actual location. I combine this perspective with the theory of archetypes set forth by the psychiatrist Carl Gustav Jung (1969). Examples of archetypal roles are the king, tyrant, queen, witch, prince, don Juan, virgin, and whore. I use the archetypes as images of positions so that one can recognize them in one’s work as a mentor.

My investigation of what roles I was inclined to play myself, was initiated by drama-based exercises during my education in art therapy. In my subsequent process of reflecting on my work as a mentor, I followed a methodological design that falls under Clark Moustakas’ (1990) description of heuristic research. It is an internal quest that starts with self-dialogue, leads the investigator to the meaning of experience and ends by explaining its social significance. I used the archetypes as templates in front of which I could hold up my attitudes in mentoring sessions. To help bring these to awareness, I kept a journal for both visual and verbal notes.

At the conference, I will explain the archetypal roles. I will present selected self-reflections that tell of how I proceeded to discover my behavior and reflect on it, facing the bright as well as the shadow sides of the archetypes. The archetypal figures don’t proclaim themselves; they creep very subtly into one’s manners.

The relevance to Nordic educational research is the project’s contribution to mentors’ possibility to reflect on their approaches vis-à-vis the mentee. The first part of the title of this paper has a double meaning. It can be read as a (silent) invitation to sex or to remain unaware of what goes on in the mentoring. To be able to recognize one’s biases is part of the ethical competence of being a mentor.

References:
Symposia
3. Early Childhood Research
Quality evaluations with Environment Rating Scales-3 in Denmark and Sweden

3. Early Childhood Research

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Abstract: Knowledge about how quality can be improved within early childhood education to allow all children to have the best start in life, is an imperative and global issue. Research recognises that variations in the preschool quality, contributes to unequal conditions for children’s wellbeing, development and learning (Sammons, Toth & Sylva, 2015). Teacher competence is one aspect impacting on preschool quality, where content knowledge, didactical approaches, learning orientation and attitudes are crucial, and ethical and socio-emotional skills. Another aspect is, how preschools can enhance a more inclusive strategy to prevent children from falling behind. Early intervention through preschool is therefore important to allow positive changes in children’s lives (Sylva, Melhuish, Sammons, Siraj-Blatchford & Taggart, 2010). Regardless of the methods used by researchers to evaluate preschool activities, it is crucial to relate quality to fundamental values of society and curriculum goals. Based on such an approach, the Early Childhood Environment Rating Scale (ECERS-3) (Harms, Clifford & Cryer,2014), is a valuable method to evaluate preschool quality, not only providing knowledge about the quality of preschools in general, but also affording data of which areas and quality aspects that are of high and low quality, which indicate quality variations and inequalities in preschools. ECERS (Harms, Clifford & Cryer,1998, 2014), is an internationally recognized instrument used for research and cross-cultural comparisons of preschool quality. Together with translated national adaptations, ECERS has been used as an evaluating instrument in various studies, in different parts of the world for comparative purposes and for investigations of the relationship between process quality and the various conditions of early childhood education provision. ECERS-3 have been used in Norway and Sweden (Baustad, 2012; Bjørnestad & Os, 2018; Sheridan et al., 2009, 2018) and in research and development projects in Denmark (Næsby, 2018; Næsby, Medom & Bering, 2017). ECERS-3, consists of 35 items that are organised into six subscales, that guide observers to relevant areas within the early childhood learning environment. The subscales are: space and furnishings, personal care routines, language and literacy, learning activities, interaction and programme structure. Data is collected by trained and certified observers in a 3-hour observation with a prescribed scoring sheet.

The aim with this symposium is to highlight ongoing research about a Nordic view of quality evaluations. Researchers from Denmark and Sweden will present findings from their use of the Environmental Rating Scale (ECERS-3) in studies on quality in Nordic preschools. Similarities and differences about preschool quality will be discussed, grounded in empirical examples of what characterises high and low quality in the Nordic preschool context. The presentations will also discuss cultural adaptations for the scale, and the future of quality evaluation in the Nordic region, to consider in what way using the ECERS-3 instruments affects the understanding of quality, and how graphical representations can be used to analyse data from the observations with the scales. The outcomes of the research presented in this symposium, can contribute to an international
understanding about quality in early childhood education, improvements in pedagogical practice and development of the preschool teacher education programs.

The quality of inclusion in Danish preschools

3. Early Childhood Research

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Abstract: We know that preschool quality is important for disadvantaged children (Bauchmüller et al., 2011). Findings from the British Effective Preschool, Primary and Secondary Education Project (EPPSE) show that high-quality preschool attendance makes a difference and prevents disadvantaged children (e.g. from lower socio-economic groups) from falling behind (Taggart et al., 2015, p. 17). High-quality preschool sustains children’s developmental possibilities and enhances school readiness, whereas low-quality preschool attendance, according to Taggart et al. (2015), does not reduce the consequences of disadvantage (e.g. children who had a less stimulating home learning environment or who were from families where parents had poor or no formal qualifications (Taggart et al., 2015 p.7). The role of preschool attendance is crucial for disadvantaged children. However, even if high-quality preschool sustains children’s developmental possibilities and “enhances later attainment and progress in primary school”, “preschool cannot eliminate the adverse effects of disadvantage, but it can ameliorate these” (Taggart et al., 2015, p. 16). Given these findings, low-quality preschool maintains inequality in our societies and fails to reduce the impact of social heritage such as growing up in poverty. This could lead to exclusion from learning and development opportunities in the learning environment offered by preschool. The ECERS-3 was chosen for this study because it focuses on children’s perspectives and builds on and aligns with the UN children’s convention. We also sought to explore the degree to which the ECERS-3 aligns with recent adjustments in the Danish national curriculum (Ministry for Children and Social Affairs, 2018).

Mapping the ECERS-3 to the Danish curriculum allows us to define and evaluate preschool quality in Denmark (Medom & Næsby, 2018). Observations using the ECERS-3 were conducted in 88 preschools in four municipalities in Denmark from the spring of 2017 to the spring of 2018. Data were collected from three rural municipalities; and from a greater city. The municipalities were invited to participate in the research project. In each preschool, classrooms with 16-24 children aged 3-5 years were observed once for three hours (119 observations). The observations were performed simultaneously by two certified observers. The observers were trained based on the author’s recommendations. Administering the observations and scoring (stop-go scoring) was conducted as prescribed in the ECERS-3 materials (Harms et al., 2015: 14). This presentation focus on the qualitative data from observations in high-quality preschools describing best practice in terms of what the preschools do to sustain disadvantaged children’s learning. The collected data were analysed from an inclusive perspective using the inclusion matrix (Næsby & Qvortrup, 2014). To which extent a child is included in a specific activity was revealed by analysing practice through indicators expressing degrees of psychical, social and mental inclusion. The findings reported in this presentation needs to be consolidated in further research, e.g. considering the need to make some culturally specific adjustment and even to conduct a research project within a national sample.
However, the findings suggest further reflections on how Danish preschools could or should enhance a more inclusive strategy to prevent children from falling behind.

**Preschool teacher competence – a key quality aspect in teaching**

3. Early Childhood Research

**Pia Williams**
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1 University of Gothenburg, Department of Education Communication and Learning

**Abstract:** High quality preschools with well-educated teachers have the potential to improve learning, equity and equality for children from diverse backgrounds. Teacher competence is one main aspect impacting on preschool quality, where content knowledge, didactical approaches, learning orientation and attitudes are crucial, as well as ethical and socio-emotional skills. In high quality preschools, communication, collaboration and creativity are combined in the pedagogical approach and closely linked to the competence and professionalism of the teacher. In preschools evaluated as being of high quality, the learning environment is rich in the provision of challenges and learning opportunities. Preschool teachers focus on children’s interests, experience and knowledge-formation in relation to the overall goals for preschool and show children respect and care (Sheridan, 2001, 2009; Sylva et al., 2010). How to evaluate early childhood quality however, can be a complex issue. One approach is the use of the Early Childhood Environmental Rating Scale (ECERS), an observational scale of the learning environment (Harms, Clifford & Cryer, 2014).

In this presentation, the aim is to analyse teaching in preschool. The study is based on quality evaluations with the Early Childhood Environment Rating Scale (ECERS-3), with a specific focus on language and literacy, learning activities and interaction. The theoretical framework consists of interactionist and ecological theories that involve individuals and the environment constructively in a reciprocal and continuous interaction (Bronfenbrenner, 1979, 1986; Bruner, 1996; Vygotsky, 1986). Together, these theoretical perspectives contribute to an understanding of the relationships between policy issues, educational goals and preschool teachers’ competence in organising and creating conditions for children’s learning. Based on these theories, teaching in preschool is in this text defined as communicative, interactive and relational and needs to be related to the societal context (Sheridan & Williams, 2018). Quality evaluations have been conducted in 153 Swedish preschools using ECERS-3. A qualitative analysis is applied, including Bronfenbrenners ecological system theory and analysis from pedagogical quality (Sheridan, 2009). The study follows the Swedish research council guidelines and ethical rules in social science research. Ethical aspects of the research were taken into consideration, including in particular requirements for confidentiality, consent, information and autonomy, along with the emphasis that participation in the study was voluntary. The results visualize a low quality of learning activities that require adult involvement, interaction and communication with the children in terms of teaching. Thus, preschool teachers’ competences form a key aspect for the quality of teaching. More knowledge is needed to raise the quality of teaching, which benefits the children and contributes to enhance the competence among preschool teachers.
Organizing children in subgroups – a quality aspect in early childhood education

3. Early Childhood Research

Panagiota Nasiopoulou

1 University of Gothenburg, Department of Education Communication and Learning

Abstract: The purpose of this paper is to explore preschool teachers’ considerations on factors of importance affecting their decisions in organizing children in subgroups in Swedish preschool. Organizing children in subgroups, commonly described as a preschool teacher-managed approach, is an important aspect of preschool classroom organization, related to preschool teachers’ professional competence, to intentionally structure the preschool day in order to provide rich learning environments and meet children’s needs. While the research has shown that working in subgroups throughout the day is associated with high quality practices (Slot et al., 2016, Sheridan et al., 2014) there is limited research, both nationally and internationally, on grouping practices in preschool. Even more there is no detailed investigation on factors that may influence preschool teachers’ decisions on group arrangements made in preschool. This research gap, coupled with the increased demands for more knowledge-oriented preschools and the large number of children enrolled in preschool, necessitates a closer investigation on grouping practices. This study is grounded on interactionist perspectives (Bergman, Magnusson & El Khouri, 2002; Bronfenbrenner, 1979; 1986), in which the individual functions develops in a dynamic and reciprocal interaction with the environment. Bronfenbrenner’s ecological systems theory (Bronfenbrenner, 1979, 1986) lays the foundation for the theoretical framework of the study in understanding the complexity of preschool teachers’ practices. Based on these theoretical standpoints, the study hypothesizes that preschool teachers’ practice of organizing children in subgroups is embedded in and shaped through dynamic interactions with all actors and levels of the entire preschool system (Bronfenbrenner, 1979; 1986; Urban & Dalli, 2012). The sample consists of 698 preschool teachers from different preschools in 46 municipalities in Sweden who completed an online questionnaire. By applying Confirmatory Factor Analysis technique (CFA), this study analyses the sample’s responses on a set of manifest indicators selected to capture the complexity of preschool teachers’ everyday working context. These indicators are related to three broad contextual dimensions; child group composition, preschool teachers’ relational and organizational environment. The CFA results revealed a three-factor model where two residual but distinct factors were nested under one general factor, namely a) an interrelational factor consisted of indicators related to preschool teachers’ relationships with children, parents, co-workers and the head of preschool and b) a structural factor consisted of indicators related to preschool’s structural aspects as for example staff to child ratio, preschool teachers’ working environment as well as preschool’s physical ecology. The results support the complexity of organizing children in subgroups as a practice in preschool which can be considered partly as a negotiated collectively practice and partly as closely connected to the complexities of preschool classroom’s actual situations. As the research supports the benefits of working in subgroups in preschool, the results from this study can be useful to enhance quality in early childhood education programs, to prepare preschool teachers on how to develop effective classroom organization strategies.
4. Justice through Education
Neoliberalism and market forces in education: Lessons from Sweden

4. Justice through Education

Magnus Dahlstedt
Andreas Fejes

Abstract: For a long time, Sweden was known for having a well-developed education system, contributing to social mobility, equality and democratic citizenship (Ball & Larsson, 1989). Such an image still lingers on, despite Sweden falling behind in international comparisons such as PISA as well as in terms of a rapid increase in segregation. The reasons for the deteriorating results in the PISA rankings is a matter of contestation. One explanation for these developments, which is quite reasonable considering current research on education in Sweden, is the way in which politicians in the early 1990s paved the way for market forces en masse in the Swedish education system. Without any substantial knowledge base, conservative as well social democratic governments since the early 1990s have introduced a range of market-oriented reforms in education, paving the way for the current situation in which anyone (more or less) can start an independent school; there is a free choice of schools for parents and students, as well as possibilities to make a profit from publicly funded education. Thus, the Swedish education system has become one of the most, if not the most, market-oriented in the world.

Marketisation of education is a global phenomenon (Ball, 2007; Ball & Yodell, 2008; Burch, 2009) that has attracted increased interest in research during the last three decades. Such developments go hand in hand with a changing view about what education is, what education is for, and how education should be shaped. Most education systems in the world have, at least since the 1950s, been concerned with issues of equality, in the name of both economic prosperity and social justice. By investing in education, more people can become educated which is expected to be good for the economy as well as supporting decreased levels of social stratification (see e.g. Rizvi & Lingard, 2010). The results of such policies differ across countries and contexts. In Sweden, such policies were for a long time quite successful (see e.g. Ball & Larsson, 1989), up until the 1990s, when market reforms in education were introduced and implemented. However, the introduction of market reforms did not happen in a void, but were part of wider neoliberal shifts in education policy across the globe. Still, such shifts came to be more extreme in some locations, one of which was Sweden.

So, how did Sweden with its history of equality and social justice in education end up in all of this? What consequences does the current market-oriented system in education have in terms of equality, democracy and citizenship? This symposium is based on a recently published book elaborating on these questions (Neoliberalism and market forces in education: Lessons from Sweden, published by Routledge, edited by M. Dahlstedt & A. Fejes).

Professor Kristiina Brunila from the Helsinki University act as discussant. In each session, time will be dedicated to the discussant to reflect on the papers and set its results in relation to the wider Nordic context. What lessons can other Nordic countries learn from Sweden in terms of marketization of Education?
Neoliberalism and market forces in education in Sweden

4. Justice through Education

Magnus Dahlstedt1
Andreas Fejes1
1 Linköping University

Abstract: The shift towards neoliberalism in education in Sweden connects up with wider agendas promoted by influential transnational actors such as the OECD and the EU. Sweden has been quite involved in OECD activities and is part of the major assessment programme and even though the EU does not have any mandate in terms of educational policies, its agenda on lifelong learning has been picked up and mobilised in a Swedish context. Such a lifelong learning agenda is very much shaped within a wider neoliberal notion of governing. Here, education is seen as an investment whose rewards can be evaluated in terms of increased growth and international competitiveness. As such, the focus of education has increasingly been directed towards employability. Competitiveness thus emerges as the more or less overall objective of education to strive for. The meaning and role of education thereby changes, from being seen as a fundamental social right to being seen as a commodity, a product on the market offered to individuals in their search for skills and competences considered necessary. Such changing views of education also change the way the role of public institutions is seen – from one of planning, organising and delivering services, to one that follows up and evaluates the services provided. How did Sweden end up here? What made such developments possible? This paper begins to answer those questions, which is then further elaborated in the following presentations in the symposium.

Winners and losers?

4. Justice through Education

Anna Ambrose1
1 Örebro University

Abstract: When parents are thinking of which school they want their children to attend, several factors are set into play. To start with there is an importance of space and place, the geographical setting of the school and the rumours that exits around that place. There are also thoughts around which students already attend the school. All this becomes factors that contribute to which school is seen as eligible by parents. Furthermore, when young students, age between 13 and 16 are describing the school they attend, different pictures of who they see themselves as students, what school they attend and education means to them appears. This paper explores what happens when policy meet individuals and institutions. What happens on a local school market when students and their parents get the opportunity to make a school choice of preference? The departure of the paper is a lived local school market in a part of Stockholm that are socioeconomically and ethnically polarised. Empirical material, collected by ethnographical methods from three schools with different
preconditions are analysed through Taylor’s (2007) concept of competitive spaces and Bourdieu’s (1994) concept of symbolic capital.

**Equity and choice for newly arrived migrants**

4. Justice through Education

**Marianne Dovemark**

1 University of Gothenburg

**Abstract:** Sweden’s education system has undergone major changes over the past few decades and is today legally, materially, socially and economically opened up to active private sector participation in the delivery of education, even on a for-profit basis, with this rendering the Swedish government and education authorities into intermediaries in the process of converting common tax money into private capital. There are a number of contradictions that could be addressed in relation to this development. However, the key question we are addressing in this paper concerns only one of them: the provision of upper secondary education programmes that private companies provide. The paper is based partly on ethnographic data and earlier publications and partly on statistical data from the Swedish National Agency for Education (SNAE). It shows that the so-called market forces are poor arbiters of education access and justice and that market players show little interest in running low status programmes. Instead private education providers positively select both the programmes they give and the students they given them to. Higher education preparatory programmes are highly predominant, as is the positive selection of students who come from homes and districts that are recognizably well endowed with cultural and economic capital.

**Public schools’ market strategies**

4. Justice through Education

**Håkan Forsberg**

1 Mikael Palme

1 Uppsala University

**Abstract:** The Swedish school reforms in the early 1990s channeled all public funding for basic and secondary education into vouchers that families and pupils could use for making their own choice of school. Parallel to this, private schools were allowed, competing with municipality owned schools for pupils and the funding these vouchers represent. The reforms transformed education into a market where pupils compete for entry into schools and schools compete for pupils. This transformation profoundly changed the conditions for how municipalities handled their political responsibility to provide education of ‘equal quality’. In this paper, we examine the survival strategies that local school authorities employed under the pressure of increased competition, deregulation and marketization. Our analysis is based on interviews with senior school officials and school principals in the less wealthy southern municipalities of Stockholm County and is
underpinned by statistical data originating from Statistics Sweden. The study shows that public school authorities were forced to adapt to a market over which they had limited control. The market reforms provided the municipalities with a contradictory role as both wardens of traditional values of civic responsibility and defenders of the new school competition. This aligns with previous research that point to a gradual transformation of the public sector, the emphasis shifting from egalitarian and civic responsibility to producing education as a civic commodity.

**Auctioning out education**

4. Justice through Education

**Diana Holmqvist**

Erik Nylander, Andreas Fejes

1 Linköping University

**Abstract:** Education all round the world is being shaped into quasi-markets, as private providers engage in public education and private-sector ideas and technologies are introduced. As much of the current research on privatisation in education presupposes competition and student’s free choice, we see a need to conduct empirical research on the presence of private providers in public education that is organised in other ways. In this paper we look at how the presence of private providers is being organised in two Swedish municipalities in the context of municipal adult education (MAE), where private providers are contracted through public procurement. One municipality (Alltown) outsources all of its MAE to private providers, while the other (Blendedville) outsources only half of its MAE. Interestingly and contrary to our first intuition, we find that competition and market forces are much more heavily at play in the municipality that outsources only half of its MAE to private providers. We view these findings as vital in furthering the discussion on exogenous privatisation, its complexity and a more nuanced understanding of the role that organisation plays in the allocation of responsibility for and discretion over education.

**Swedish school companies going global**

4. Justice through Education

**Linda Rönberg**

1 Umeå University

**Abstract:** Swedish free schools have attracted international attention and in the last decade Swedish school companies have also embarked on international ‘trade routes’. Enabled by policies of school choice and free school legislation from the 1990s, a national education industry gradually emerged and became institutionalised in the Swedish education policy context. This industry is now also increasingly reaching outside Sweden. At present, the three largest Swedish for-profit school chains are also operating internationally across Europe, Asia and the Middle East. From an analytical framework emphasising the fluidity, mobility and circulation of policy and its actors, this paper
analyses the Swedish school companies and their international operations, focusing on the “who”, “what” and “where” as Swedish free schools engage in Global Education Industry. The paper highlights how certain notions of “Swedishness” are remoulded and packaged in non-Swedish settings in the processes of exporting Swedish edu-business. The paper also illustrates how the dynamics of the national-international blending are manifested in somewhat different ways by the Swedish operations, and re-locates these international endeavours in relation to domestic education policy developments.

Grades and assessment in a market-oriented schools

4. Justice through Education

Magnus Hultén¹
Christian Lundahl²
¹ Linköping University
² Örebro University

Abstract: We argue that the market launches mechanisms that must be regulated through increased bureaucratic regulation of teachers. With this in mind, the professional assessment role has weakened by the recent decennial school reforms in Sweden in a process that can be described as a negative spiral with increased regulation of assessment practice, which in turn weakened the educational opportunities of assessment and assessment. We argue that low-performing students and schools with a high percentage of students who do not reach proficiency, often municipal-driven schools, are loosers in this system. In conclusion, we argue for the importance of teachers regaining power over grading and assessment practices, thus increasing opportunities for strengthening their profession. In the analysis we use an empirically developed model of changes in teachers’ professional roles developed by Fredriksson (2010). When analyzing the impact of the market on teachers assessment and grading practices, we distinguish between endogenous and exogenous privatisation, after Ball and Youdell (2008), where endogenous is about implementing market models in publicly-run schools and exogenous allowing private actors to run schools.


Trust-based evaluation in a market-oriented school system

4. Justice through Education

Jonas Vlachos¹
Abstract: In Sweden, a trust-based system of school performance evaluation meets a market-oriented school system with liberal entry conditions to voucher-funded private providers, several of which are for-profit corporations. National tests are administered but these are graded at the local school level and what ultimately matters to students are teacher-set grades. The analysis in the paper builds on the idea that deviations between grades and test results can be used to compare grading standards between schools. The data used refers to subject grades and test results during the final year of compulsory schooling in Sweden for the years 2013 to 2016. The analysis illustrates how, in relation to the achievement on national tests, privately run free schools systematically set higher grades than public schools. The differences between municipal and free schools are larger when more reliable tests are used to control for achievement. To some extent, the differences in grading standards can be accounted for by location and student demographics, but the differences between public and private providers remain substantial even after taking such factors into consideration. In particular, the grade-setting among schools that belong to two large corporate providers appear generous. These results indicate that different providers do not necessarily respond symmetrically when faced with similar market conditions and act under the same regulatory regime.

School fairs as the market place of education

4. Justice through Education

Martin Harlin

Abstract: This paper examines and analyzes how the annual upper secondary school fairs in Sweden represent a ritual for the school's marketing. At the school fair, the school appears as a concrete marketplace, where representatives from the schools are present as salesmen and students as customers or consumers. The various educational options are here represented as products or brands. Based on field work at school fairs and interviews with participants of school fairs in three medium-sized municipalities, a picture is shown of the importance and meaning-making of this phenomenon for the actors there. Drawing on discourse theory by Glynos and Howarth (2007) combined with a theory of rituals and “interpassive” behavior by Pfäller (2014), the paper explores how participants make sense of the fairs, how they navigate between interpellations of “information/advertisements”, and how they talk and act “as if” the fairs really made a difference for their future.
5. The Curriculum Research Network
External school development programs and teacher professionalism. Governing, supporting or trivializing teachers’ work?

5. The Curriculum Research Network

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Abstract: Supporting the teaching profession is a common theme among policy-makers internationally, emphasized by international organizations such as OECD and EU, and popularly expressed in slogans such as “Teachers matter” (OECD, 2005) and “The quality of an educational system cannot exceed the quality of its teachers” (Barber & Mourshed, 2007, p. 16). Because of the emphasis on teacher expertise in this line of thought, professional development is conceived as a key tool for improving education. Although efforts to enhance teacher quality are commonly phrased as “support” to teachers, they often include components that deteriorate teachers’ working conditions (Heinrich & Altrichter, 2008). A similar critique can be directed towards policy-makers’ use of the term “teacher professionalism”, in that it not seldom refers to standards set by others than teachers, and adheres to a technical-rational logic, which undermines the moral grounds for teaching (Ball, 2009). Such reforms may put teachers under pressure, as accountability logic is negotiated against other educational convictions (Mausethagen, 2013). However, defending a version of teacher professionalism that maintains teacher discretion and moral reasoning also poses demands to teachers. As both technical knowledge and service ethic vary significantly among teachers, it can be questioned if teachers as a group share a professional base (Talbert & McLaughlin, 1996). Competence development efforts may support deliberation and construction of such shared approaches. The studies presented in this symposium investigate external measures for teacher and school development in relation to teacher professionalism, and thus explore issues such as how the logics of those measures relate to teachers’ work, and whether the programs provide opportunities for new or common ways of understanding teaching, or rather ignore or trivialize current practice. The studies investigate cases from Sweden, Norway and Denmark, including initiatives organized at both state and municipal level. The different theoretical and analytical approaches used shed light on different aspects of the effects of external competence development programs on teacher professionalism.

References


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**The collegial learning model as an intervention for teacher professionalism**

5. The Curriculum Research Network

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**Abstract:** In 2011, the Swedish National Agency for Education (NAE) coined the term “collegial learning” (“kollegialt lärande”) to describe their new model for teachers’ professional development (henceforth termed “the collegial learning model”). The report introducing the concept argued that the idea was supported in research, such as Timperley et al. (2007) and CORDINGLEY ET AL. (2005), although none of the cited texts used the term ”collegial learning” or discussed the proposed model. In this sense, the model is a specific Swedish phenomenon, but with links to an international movement emphasizing teacher collaboration. The model has since its introduction been used in a range of national competence development programs, the largest being the Mathematics Boost (“Matematiklyftet”) and the Literacy Boost (“Läslyftet), reaching at least 37 000 and 33 000 teachers, respectively, up until 2018.

The collegial learning model is not the first model for professional development introduced by the NAE. As has been outlined by Kirsten and Wermke (2017), the NAE has over time organized programs for “school development”, “development dialogues” and “local developers” to enhance local school development. Thus, the idea of collegial learning may be seen as yet another attempt to steer and support teachers’ work by balancing external ideas and local influence.

In this study, we argue that it is necessary to understand an intervention, such as the collegial...
learning model, as a problematizing activity. As Bacchi (2009) states, policy interventions are productive in the sense that their problem representations and solutions construct actors, objects and relations in specific ways. Thus, professional development programs formulate ideals that schools are evaluated against. Based on this approach, we investigate the underlying assumptions that problem representations and solutions are based on, through an analysis of the grey literature regarding the introduction of the collegial learning model in the Mathematics Boost.

Preliminary findings indicate that the texts introducing the collegial learning model are characterized by detailed descriptions of deficits in teaching practice, as well as clear ideas of how teaching should be improved. This legitimates the introduction of a professional development model that governs local work processes, professional development content, and classroom activities to an extent previously unknown in NAE competence development efforts. We argue that this unusually strong connection to teaching practice makes the model an especially interesting case for investigating competence development as reframing of teacher professionalism.

References


Principals’ positioning of teacher specialists

6. Educational Leadership Network

Marte Lorentzen

1 OsloMet- Centre For the Study of Professions

Abstract: Principals’ positioning of teacher specialists

This paper explores principals’ positioning of teacher specialists, a new teacher role launched in
2015, providing 200 teachers an increased responsibility for professional development work in their schools. In many countries, policymakers have come to see that helping schools progress involves not only creating more outcome measures or increasing teachers’ accountability but also investing in teachers’ professional development. Establishing new roles for teachers, such as teacher leaders, coaches, and specialists, is one of the most recognized ways to do so. Differentiated and specialized teacher positions have now also reached Scandinavia, yet studies from this context are few.

Anglo-Saxon research reveals that principals are invaluable for the success of specialized teachers, for example in gaining teacher trust and embedding the position in the existing school system (York-Barr & Duke, 2004). However, how principals talk about these teachers is rarely addressed as the main object of investigation. In this paper, the following research question is therefore explored: *How do principals position teacher specialists within the teacher collegium?*

To study principals’ construction of teacher specialists, I draw on positioning theory (Harré & Moghaddam, 2003). The theory concerns how positions and actions shape social structures, and enables researchers to explore the dynamics of social interactions and the explicit and implicit patterns of reasoning in these interactions. Through oral and written discourse, individuals construct themselves and others. This means that positions are always relational; positioning someone, even one self, requires someone else to be positioned relative to that person. A position limits or extends what is logically possible for a person to say or do. In sum, the theory thus allows for exploration of how principals’ positioning of the specialists might enable and constrain certain specialist actions and behaviors.

The data is based on one year of extensive observations (2016–2017) and interviews with three principals. The fieldwork data contain approximately 100 hours of observation of the three specialists during their everyday work, meetings with principals, and instruction. The teachers are specialized in Norwegian. The schools are located in the eastern part of Norway in three different municipalities, and the selection of municipalities was based on variations in their population sizes.

The analysis reveals how the principals’ position the specialists in three ways: As sensitive, as a coach and as dedicated. In general, the principals seem to resist a positioning of the specialists as highly skilled. Consequently, the knowledge aspect of the role is undermined. The results suggest that although likely to increase teacher trust and legitimacy, downplaying specialists’ expertise can arguably constrain specialist led development work and productive tensions within the collegium.

**References:**


The blind spots of Visible learning+. Analyzing competence development through the concept of steering technologies

5. The Curriculum Research Network

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Abstract: Leaders and professionals are increasingly expected to base themselves on evidence-based knowledge and local evidence in school developing processes. As evidence-based practices often seems to be associated with its ability to increase efficiency and establish ‘best practice’, the notion of evidence and knowledge also generates a hope for security and stability. One consequence has been a quest for and a market for solutions, tools, and methods which could target the problem of translating complex research results into practice (Ottesen, Lund, Grams, Aas, & Proitz, 2013).

This paper presentation will present an analysis of the Continuing Professional Development (CPD) program "Visible Learningplus" (VL+) commercialized around the globe and in particular in Scandinavian countries (Knudsen, 2017).[1] The promise of the program is to support system leaders, school leaders and teachers in “the investigations on how evidence can be used for making changes in the schools learning environments” (Foundation Workbook, n.d., p. 1).

In this paper presentation, I argue that VL+ effects go beyond its promise. The analysis presented takes its point of departure in Niklas Luhmanns social systems theory (Luhmann, 2005) and the concept of steering technologies, defined as technologies and tools by which steering can be repeated (Luhmann, 1990). Investigating the Visible Learningplus programme as a steering technology means to ask questions to the underlying assumptions of causes and effects within the techniques, activities and materials provided to perform school transformation, and to analyze the knowledge positions and roles provided to teachers, coaches and leaders making use of these technologies.

Preliminary analytical results indicate that evidence-based decision-making processes point to contingent alternative decisions. At the level of the organization, the contingency of decision-making produces insecurity and instability, and therefore calls for further decision-making processes. At the level of teaching, VL+ replaces the notion of students’ heterogenic needs in order to reach the same output with the notion that students need the same (the methods of visible learning) to reach heterogenic outputs, meaning each student’s full potential.

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Policy Knowledge and Lesson Drawing in Nordic School Reform in an Era of International Comparison

5. The Curriculum Research Network

Kirsten Sivesind

Abstract: In this double symposium five Nordic research teams and one research team from TC Columbia University present their first preliminary findings from a collaborative research project on the use of knowledge and evidence in Nordic school reform policy for compulsory education. The project focuses in particular on the stage of agenda setting and policy formulation and the configuration of social networks which connect policy actors and experts, their knowledge and experiences. In an era of international comparison, policy makers are expected to learn from experiences elsewhere and review “best practices” and international standards propelled by international organizations. The research questions therefore are: how do they draw on regional and/or international knowledge and what counts for them as evidence and expertise in reform making processes?

The project is situated in comparative policy studies, and therefore pays special attention to globalization studies in education, notably, in policy borrowing and lending research (Steiner-Khamsi & Waldow, 2019). Four bodies of research have informed the research questions: first, the role of networks within policy transitions from government to governance (Ball & Junemann, 2012, p. 24); second, the study of “traveling reform”—diffusion versus reception studies (Phillips, 2012); third, the increased reliance on externalization for political coalition-building (Takayama, 2010); and fourth, the use of evidence to reform and improve education (Kvernbekk, 2011). Evidence ranges from research findings and existing statistics to expert knowledge and secondary sources. Despite the broad definition of evidence, what constitutes as “good” evidence has been extensively debated. Our review of the literature suggests that the use of evidence (i) changes over time, (ii) is context-specific, and (iii) varies depending on the stage in the policy process.

The study applies bibliometric and text based network analysis to compare the recognition of international, regional, and national policy knowledge across two distinct school reform periods in Norway (school reforms of 2006 and 2020) and across ongoing reforms in five Nordic countries (Denmark, Finland, Iceland, Norway, Sweden). Methodologically, all research teams first selected a sample of source documents that were relevant for the respective reform in the five countries. In a next step, all references listed in the source documents (either embedded in footnotes, endnotes, or listed in the reference section at the end of a text) were entered in a database (1st degree documents). In order to examine the relationships between documents in the dataset, we used UCINET 6.289 (Borgatti, Everett, & Freeman, 2002).

By identifying linear references to systems, for example countries (such as the PISA league-leader Finland) or reference types (linear versus generalized, such as to “best practices” or “international standards”), the study develops insights into the connections between policy realms such as
curriculum versus assessment, preceding the respective reform during the 2000s, and to the ways in which different types of knowledge and networks shape school reforms in the Nordic countries.

The Politics of Expertise: What to make of fragmented and specialized policy knowledge?

5. The Curriculum Research Network

Gita Steiner-Khamsi¹
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¹ University of Oslo

Abstract: Research question and design. The study critically examines “the evidence” that policy makers and their commissioned expert panels cite to authorize school reform. The focus is on the types of knowledge (national/regional/international) and the genre of knowledge (academic versus technical reports/studies) that they use as evidence. The data is drawn from bibliometrical network analyses of two school reforms in Norway: the 2006 reform and the 2016/2020 reform.

A comparison of the policy knowledge network between the two time periods reveals highly fragmented and specialized policy knowledge in the Green Papers that were developed in preparation of the 2006 school reform. Only slightly over 5 percent of references cited in the Green Papers were shared among the various expert panels. The surprising low level of shared policy knowledge, that is, the fragmented and highly specialized knowledge among policy experts, begs the question of whose knowledge counted for the school reform. This particular finding deserves interpretation and theorizing and will be presented at the NERA conference.

Relevant interpretive frameworks. We attempt to interpret the findings in light of theories on the politics of expertise (Littoz-Monnet, 2017), the sociology of expertise (Collins and Evans, 2007; Eyal, 2013), policy borrowing (Steiner-Khamsi & Waldow, 2012), curriculum theories (Karseth & Sivesind, 2010), and more broadly, a system-theoretical perspective on the structural coupling between the science and politics function systems (Maasen & Weingart, 2005).

Database of the Norwegian studies. The database consists of documents that were either cited in White Papers (produced by the government) or in relevant Green Papers (produced by government-appointed expert panels). To date, we compared two Norwegian reforms, the one from 2006 and the one from 2016 (the latter will go into effect in 2020).


References


Methodological Approach: Bibliometric Network Analysis

5. The Curriculum Research Network

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Abstract: This presentation provides an overview of the methodology of the Nordic Project: bibliometric network analysis. In comparative education, bibliometric network analysis has enabled scholars to explore knowledge utilization in the policymaking process (Baek et al., 2018; Brøgger Pizmony-Levy, Staunæs, & Steiner-Khamsi, 2016).

This study uses bibliometric network analysis to investigate what types of knowledge is used and how they are connected when developing education reform in five different Nordic countries: Denmark, Finland, Iceland, Norway, and Sweden. Each country team selects a comparable set of policy documents and associated sources that introduced an evidence-based school reform. We then analyze the citations and references in the published policy documents and interpret knowledge utilization based on proximity and distance between texts. Policy documents are regarded as both artifacts and discourses produced by the policy actors, whereas the references in those documents reflect the knowledge base for these artifacts.

Among various network measures, this study focuses on in-degree centrality. Centrality helps us measure the impact on policy knowledge exchange and dissemination. The in-degree centrality is equal to the total number of incoming citations for a given document. A higher in-degree centrality
shows that many other documents in the network seek to make a connection to the given document. Hence, the document with higher in-degree centrality is often considered as prestigious or prominent (Hanneman & Riddle, 2005). Another measure such as co-citations is also used to identify shared knowledge among policy experts and to explore the role of the co-cited reference as a knowledge broker.

Furthermore, we code a series of attributes for all documents to understand the types of knowledge included in the policy process: (a) year of publication; (b) publisher or institutional affiliation of the authoring organization; (c) type of publication (e.g., journal article, book, report); and (d) location of publication [local, regional, international]. These attributes help us better understand the relationships between documents in the bibliometric networks.

Employing the methodology introduced in this presentation, each case study that follows will discuss the role and utilization of knowledge in the networks by situating the findings in the richer contexts of each reform.

References


Reform of 2015/2018 in Sweden: A gathering for school – National strategy for knowledge and equivalence

5. The Curriculum Research Network

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Abstract: In times of global competition there has been a growing demand for reliable evidence among national policy makers to raise educational performances. The challenge they face has to do with gathering and evaluating the relevant sources to include, often produced by different actors operating at different policy levels. In this paper we examine what official policy knowledge was selected and used as the evidence base for the latest Swedish compulsory school reform and how they were used to legitimate national reforms. The three research questions are: How do Swedish policy-makers draw on national and regional/international knowledge in formulating a Swedish

The empirical data consists of one white paper and eight green papers, together making up the official evidence base for the reform and the nine source documents of the study. Using text-based network analysis, the citations and references in the source documents have been examined in order to find the social structures of policy coalitions, and interpret the various epistemic discourse coalitions they make up. The preliminary result shows that every document draws heavily on evidence, and that although the OECD plays a special (and unusual) role in this school reform since the Swedish government themselves turned to the OECD asking for guidance in setting the goals for the national educational reform agenda, domestic policy still plays an important role at the national levels. Looking at the Swedish case

Policy Knowledge in the Finnish Curriculum Reform

5. The Curriculum Research Network

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Abstract: The Nordic countries have historically been a significant reference group for Finland in policy reforms. After Denmark (1973), and Finland and Sweden (1995) joined the European Union, this relation has supposedly changed. When analyzing the use of policy knowledge, recent Finnish research has not had a strong Nordic focus and instead explored how the EU’s and the OECD’s dominant discourses seem to set the agenda of global competition, and how Finland has followed in their slipstream with its education reforms (Rinne et al. 2004; Naumanen & Rinne 2008; Niukko 2006; Kauko & Varjo 2008). For instance, in relation to higher education, Kallo (2009, 357) describes how the OECD forms an epistemic community whose “power pervades academia and society and diffuses beyond democratic decision-making through various networks”.

In our presentation, we systematically analyse the use of policy knowledge in a recent, and partly contested reform of the new core curriculum. The National Core Curriculum is the main content steering instrument in Finnish comprehensive education policy and schools are legally bound to follow it. The Curriculum obligates the provider of education (in most cases municipalities) to include its central aims as part of its education. The providers of education and schools form their own curricula, but drawing on the National Core Curriculum.

After the centre-right coalition government internally disagreed on a white paper in 2010 (Siekkinen 2017), the new right-left coalition government started National Core Curriculum reform work in August 2012, which took effect on 22 December 2014. Since August 2016, grades 1-6 have followed the new curriculum and grades 7-9 start the implementation during 2017–2019. The new curriculum is built around “competences needed in society and working life” and it aims to change “the content of teaching, pedagogy and school practices” (Halinen et al. 2014). According to Uljens
and Rajakaltio (2017) the new curriculum follows the competence-based idea and key competencies promoted by the OECD.

Our focus of analysis is a white paper produced by the ministry-assigned working group. The white paper, Future Basic Education (Opetus- ja kulttuuriministeriö 2012), identified the general national objectives and presented a proposal for renewed distribution of lesson hours, and suggested the necessary decree changes on the Government Statute on the National Education Objectives Referred to in the Basic Educational Act and the Distribution of Lesson Hours in Basic Education (Valtioneuvoston asetus 422/2012).

We analyse the citations in the green papers cited in the white paper to understand the use of policy knowledge base of the reform. Green papers include school performance evaluation reports, which suggest policy changes; policy guideline documents guiding the policymaking process; and school study reports, which highlight areas that need development, but do not suggest specific policy changes.

The analysis is on-going. We expect to shed light on whether or not the Nordic context is still a relevant reference for Finland, what type of policy knowledge the significant Core Curriculum reform drew on, and how this informs us on the education policymaking in Finland.

Global Influences of the 2013 Danish Public School Reform

5. The Curriculum Research Network

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Abstract: Over the last decades, Danish education policymaking has increasingly looked to the international community for inspiration and the public school system has gradually changed towards a culture of more accountability and testing, less teacher autonomy and more professionalized school management (Egelund, 2008; Rasmussen, 2016). International large-scale assessments such as TIMMS, PIRLS and PISA have sparked public and political debates concerning the state of the Danish education system. Similar to the PISA shocks in Norway and Germany (Baird et al., 2011; Lundahl & Waldow, 2009), Danish policymakers have focused on reforming the education system with reference to mediocre performance results of Danish students combined with a relatively high public spending on education. As a consequence, several educational reforms have been initiated in Denmark since the change of the millennium: new common goals of the primary school curriculum (2003), the introduction of national assessment tests in primary schools (2006) and finally the public school reform of 2013 (EVA, 2012, 2015).

This paper focuses on the public school reform of 2013, which seems to have been heavily influenced by international trends as well. For instance, in an interview in 2012 the former Social Democratic minister of education, Christine Antorini, expressed that the reform was largely based on an ‘inspirational’ trip made by representatives of the Danish parliament to Ontario in Canada.
Furthermore, in the proposal of the school reform, the results of international large-scale assessments are mentioned several times as justification for the introduction of longer school days and a focus on language, math and science (Danish Ministry of Education, 2013). Among other changes the school reform included an increased number of school hours, supportive teaching and stronger school management (Danish Government, 2013).

In this paper, we examine the role of evidence in the process behind the 2013 Danish public school reform. Using a bibliometric analysis of key policy documents, we analyze the references in the preparatory policy documents of the public school reform of 2013 in order to map the knowledge base on which the reform was constructed. In particular, we analyze the annual reports of the Chairmanship of the Council for Quality Development of the Public School from 2007 to 2012 whose task it was to “follow and evaluate the quality of the public school (…) and advice the minister of education” (Skolerådet, 2013, p. 4). We analyze the following questions:

- What was the knowledge base underpinning the Danish public school reform?
- Which kinds of knowledge went into the construction of the Danish public school reform?
- How was this knowledge used to justify the need for educational reform of the Danish public school system?

**What counts as evidence in recent Icelandic reform policy? The role of OECD**

5. The Curriculum Research Network

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**Abstract:** In recent decades, transnational institutions have become a dominant force in educational policy throughout the western world and beyond. Drawing on Nordic and international research on externalization and the use of evidence to reform education, the purpose of this paper is to examine networks of knowledge providers who have informed the recent policy reform in Iceland. The period under review starts with the education Act from 2008, followed by curriculum guidelines (2011, 2013) and a White Paper on school reform policy (2014). As stated in the White Paper from 2014, the aim of the reform was to increase the competitiveness of the Icelandic education system after a backlash in PISA 2012 as compared to other OECD countries. The main aim of this paper is to explore what types of knowledge and networks shaping this reform, i.e. what counts as evidence at the stage of agenda setting and policy formulation, who are the main knowledge providers and which role does OECD play compared with others. Bibliometric analysis is used to assess the influence of OECD research articles, academic books and policy documents on school reform policy (2011-2015). In addition, a content analysis of reform documents provides contextual knowledge to help interpret the quantitative findings. The text corpus includes a) the national curriculum guide (2011) b) the white paper (2014), c) recent policy documents on literacy from Reykjavik city and its metropolitan area (2015, 2016) and d) laws (2015), regulations and policy documents about evaluation and extra curriculum materials. A newly established evaluation agency is mandated to

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monitor and support the school system by curriculum materials, production of national tests, and is supposed to play an important role as a consultancy for schools about best practice. The research project will explore how this institution may connect actors by their use of knowledge. In all of these documents, there is a massive use of the same OECD reports and studies except for the core curriculum as it does not have any references. However, it is based on the idea of key competences promoted by the OECD and the EC. In the other documents they use it as a point of reference and forms of legitimation for their policies. Reports, or studies which contradict their policy commitments, are not used (silenced). In the White Paper there is a shift away from concern with more general social and educational issues within the Icelandic community towards becoming competitive on a global scale, notably providing no Icelandic research references. In Iceland there is a network of actors that shape and reproduce the dominant discourse in different documents and what counts as evidence. This becomes visible when exploring the documents from the recent Directorate of Education that advocates certain teaching and screening practices. Among the methodological issues we are grappling with is the problem of attribution, both because of the dearth of Icelandic references but simultaneously because of mediated or indirect influences of the external agencies through the Icelandic agents.

Knowledge sources in crafting school reform policy: The case of Norway

5. The Curriculum Research Network

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Abstract: Due to the fact that globalization and network governance intensify linkages between policy actors and their knowledge, there is a growing body of academic literature that recognizes the importance of policy knowledge in decision-making processes (Menashy & Verger, 2018). This paper looks into the global-local nexus, arguing that national policy contexts determine the receptiveness to international knowledge and thereby plays a crucial role in the different stages of the policy cycle. It examines how the preparation of a national school reform in Norway draws on knowledge sources in white and green papers which are shaping policy discourses.

By applying bibliographic network analysis, the paper aims at unravel the composition of knowledge sources and their rationales within a national reform context. Research questions are:

- Which sources of knowledge are used in the stage of the policy-formulation process of the reform, and which counts as evidence for policy planning?
- How are clusters of references bridging central knowledge networks in the Norwegian school reform, and why have some key-texts become more central than others?

Drawing on research on policy borrowing and lending (see, for instance, Steiner-Khamsi & Waldow, 2011), the paper addresses the role of policy reception in crafting reform policy. The main proposals of the reform and underlying knowledge were set out in altogether 12 white and green papers prepared by the government to inform political debates and decisions within the parliament.
Methodologically, a sample of source documents relevant to the Reform of 2020, comprising the Curriculum Renewal and Improvement Reform were selected. This paper looks deeper into nine of the twelve documents as they concentrated solely on school reform changes. First, references listed in the source documents were entered into a database (first-degree documents). Second, based on the conceptual framework by Holst and Christensen (2017) the research team categorized references in terms of knowledge types such as policy documents, policy research and academic research, besides papers published by interest groups, think tanks and consultancy firms. Third, to examine the relationships between the documents in the dataset, we used the network analysis tool UCINET 6.289 (Borgatti, Everett, & Freeman, 2002). It helped to unpack the role of different types and clusters of knowledge that divided but also tied together national and international discourses in the reform-making process.

Our previous study examining the role of evidence-use in the same reform (see Beak et.al 2018) concluded that publications that are cited are highly specialized and issue centered with little overlap and rather few connections. This article extends the analysis by scaling up the analytical unit into types and clusters of knowledge to search for reference patterns that explain why some references are more influential than others. On this background, we draw conclusions on the ways in which different types of international, regional and local knowledge inform reform-making processes and shape school governance discourses, which is a relevant topic for researchers, policy makers and experts.
Regulations and juridification of value issues in education (double session)

5. The Curriculum Research Network

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Abstract: The character of regulations in the education sector has changed over time. In recent years, this has led to an increased interest among educational researchers in what is often termed juridification. However, regulations of education are far from a new phenomenon, as indicated by the wealth of regulations and codes that has governed schooling throughout history. So what is new in how schooling is regulated today?

In this symposium, we welcome submissions that address regulations and juridification of value issues. This theme opens up for investigations of legal and administrative regulations, codes of conduct and school rules in relation to issues such as medicalization, therapeutisation, bullying, school violence, equal treatment and grading. A specific focus is on how we historically can understand the changes that we now are a part of, in a longer or shorter contemporary historical perspective, but also how they in different ways influence social relations and subject positions in the school system, including those of the pupil, the parent, the teacher and the principal.

School actors and their authority: Responsibility shift in Swedish school in the 20th century

5. The Curriculum Research Network

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Abstract: In order to increase understanding of the school's authority and its various actors, it is crucial to understand how this authority is formatted and transformed from a historical perspective. Of the school's actors, the teacher holds the most obvious authoritarian power. The role of the teacher as an authority is based on traditions of teachers’ moral education responsibility, and the role in school as the parents' deputies - in loco parentis.

Previous research has shown that teachers’ role in schools, and their authority, rest on strict bureaucratic rules, but is also maintained by patriarchal moral educational responsibility and the teachers' professional proficiency. The role of teachers in the school is consequently quite complex and multifaceted. The role of the teacher in such a perspective will be based on a variety of functions such as psychologist, curator, social worker, extra parent and police.
Based on the teacher's central role for the students, it is possible to conclude that the teacher also has, and always had, this role in school. But in a larger institutional perspective, it becomes clear that school's authority rests on far more actors than the teacher. Looking at the historical development, one can also see that more and more actors have been added to the school's organization. This is especially clear when looking at the school's healthcare activities, where school physicians, school nurses, school teachers and school psychologists are linked to school. This also led to an increasing influence of health care activities on pupils' schooling and, for example, disciplinary issues.

Based on the theoretical framework of Max Weber, this paper discusses how the sources of teacher’s authority changed during the first half of the 20th century in Sweden’s upper-secondary schools (läroverk). From the schools being ruled in a hierarchical system where the principal had the main authority, to a context in which other actors in the community such as the child welfare committee and the local school board took over much of the school's authoritarian decision-making power. A change that can coincide with the school's change after World War II, and in particular the introduction of Swedish compulsory school (grundskolan) school in 1962.

Shared Values in Educational Organizations. The Educational Objective Democracy in Public Schools

5. The Curriculum Research Network

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Abstract: Public schools (in Italy and Germany as well as in many other European countries) are organizations with a public mandate. They play an essential role in the formal educational process to convey societal values and cultural norms to the next generation. These functions of public schools are alight in typical responsibilities as for example teaching and learning of useful subjects for a successful live (as defined in the PISA competences) and concentrated in the educational objective democracy.

The educational objective democracy is no single subject in public schools, so that the teaching and learning of this value is an opportunity for all teachers and the whole school community. Himmelmann stresses, that teaching and learning democracy have to take in consideration, that democracy is a three-dimensional topic: the dimension of “Democracy, a form of government”, the dimension of “Democracy, a form of society” and the dimension of “Democracy, a form of living” (see Himmelmann 2013). In this view, democracy should be learned in the daily life in schools. Hence, school culture is the place were societal values are shared and democracy could be seen for students, and even the behave and example of teachers could be an aspect herein. To force the learning of democracy in public schools many projects of school development start with new ideas in school culture and teachers’ professionalism connected with the school structures of leadership. The research project at hand investigates the relationship between the teacher’s professionalism (with particularly respect to educating for democratic values) and the school culture (with respect to structures of leadership) to find out how those dimensions interact and how, eventually, the
development of school culture may foster democratic education. Based on the relationship between organisational structure, habitual attitude and interaction of teachers and students (see Giddens 1997) we analysed the democratic aspects of school culture and the teachers’ pedagogical theories. Then we describe the influence of school development processes and organisational processes in schools (see in detail: Stadler-Altman & Gördel 2015). Therefore, we explain the observed democratic aspects of school culture and the teachers’ professionalism, which interact within. Herein the didactical orientations are the indicators of teachers’ professionalism. Our conclusion will be the question, how strong the overlapping between the shared societal values have to be between the shared value of the organisation school and the individual value of teachers in the dimension of democratic education.

References

The juridification of teachers’ professional work on knowledge and values in school

5. The Curriculum Research Network

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Abstract: Over the past 20 years, the governance of the Swedish school has changed in many and quite radical ways. In this paper, we take an interest in a specific part of this change, that is, the increase of legal regulations. On the one hand, from a Curriculum Theory perspective, it can be noted that legal regulations of the school system is not a new occurrence. Yet it is clear that legal concepts and arguments have become more frequent and important in the governance of education, especially over the past decade. That this is happening is a sign of what in earlier research is called juridification, which may lead to a variety of tensions that we currently know too little about. The aim of this paper is to study how juridification condition the teaching profession’s work with educational knowledge and values as formulated in the national curriculum. Two research questions support the analysis: What views of knowledge and values are expressed in authoritative texts during the studied time period? Which verbs are used to position teachers’ work and how do different uses condition the relations between teachers and students?

The empirical material consists of Swedish national education policy texts (curricula, the Education Act and preparatory works such as reports and government bills) produced from the early 1990s and
onwards. Methodologically, the paper makes use of two governing logics – the management of placement and the management of expectation (Hopmann 2008; Bergh 2015) – that position teachers’ assignments and possible actions in different ways. Management of placement means that complex and ill-defined problems are placed on the local level, where interpretations, internal distribution of resources and evaluation of outcomes to a high degree are trusted the professionals themselves. In quite strong contrast to this, management of expectation means that the government stipulates expectations of results to be achieved, which by requiring measurability signals that teachers’ work needs to be controlled.

The results demonstrate that two governing logics work well as a methodology, not as pure models but as analytical abstractions that appear in different ways and in different degrees. Even if there is not a simple shift from management of placement to management of expectation, it is obvious that the previous is challenged with increasing elements from the latter. As a consequence, the increase of a juridical language clearly condition teachers’ professional work. For example, when legal concepts, such as discriminations, harassment and violation, are given a superior importance in the framing of school, in comparison to positive value words, something happens with what gets into focus. In the worst case, the legal concepts may result in more instrumental relationships where teachers focus on their role as assessors and monitors. At the same time, it also depends on how the legal concepts are interpreted and enacted by school staff. Here, there is a need of further analysis and discussions on how different emphasises and combinations of a juridical vocabulary and a pedagogical vocabulary condition the relationships that are formed in local school practices.

Political regulations vs professional codes in a Norwegian school conflict and in teacher education

5. The Curriculum Research Network

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Abstract: This paper analyses the dynamics and tensions between political and bureaucratic regulations on one hand and teachers’ professional codes on the other. We do this in two cases; first, in a school conflict which draw a lot of public interest in Norway, the so-called “Sandefjord-case”, and secondly, in Norwegian teacher education. The two cases allow a discussion of how the dynamic between political regulations and professional codes is configured in two very different contexts.

Pointed out by several authors, Norway is an interesting case in the discussion of accountability policies and professional values and standards. The combination of welfare and social-democratic values and accountability policies and neoliberal values play out in complex and different ways. Furthermore, Union of Teachers in Norway got their professional ethical code in 2012, “Professional ethics for the teaching profession,” in 2012. The code does not give norms for conduct, but provides ethical tools and ideals that teachers can use in their practice (Afdal and Afdal 2018).

Theoretically, the cases are understood as contexts where different value logics are in play. The
concept value logic is developed by the authors in a number of publications. Four value logics are used in this paper, norm-based, end-means-based, character-based and relation-based. This means that the tension between political regulations and professional codes is not only understood as a case of policy-profession conflict, but also as a matter of different educational logics and rationalities.

The data material consists of individual interviews with key actors at three stages in the Sandefjord-conflict. In teacher education 55 teacher students and teacher educators were interviewed in 14 focus group interviews in five different Norwegian teacher educations.

The findings are that in the Sandefjord-case, the new teachers’ professional code was of great help to the teachers involved, both as public formulations of teachers’ professional standards and as contrasting discourse to the political regulative one. Using the professional code, however, required development of the teachers’ professional and research based-knowledge. While political regulations mainly operate within a norm- and end-means (instrumental) logic, the professional code and the teachers negotiated between logics of regulations and results on one hand and the logics of the student-teacher-relation and the good teacher on the other.

In teacher education both teacher educators and students operated almost exclusively within the two last mentioned logics, delimiting professional code and values to the micro educational setting of teacher identity and the teacher-student relation. Political norms and regulations were in general taken for granted and not critically discussed and principles, rules and regulations were not considered very useful in educational practice. Political regulations and professional codes and values were constructed as separate fields, and not as conflicting perspectives.

5. The Curriculum Research Network

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**Abstract:** In previous research on juridification in relation to Swedish education, the education policy on equal treatment appears to be of particular interest among scholars. The policy (SFS 2006:67), which came into effect 2006, aimed at promoting equal rights for children and pupils, and combat discrimination and other degrading treatment. With the policy followed a range of new accountability initiatives, such as quasi courts like the Child and School Student Representative, which gave pupils increased possibilities to exercise their rights. Issues earlier regarded as educational were thereby transformed into legal issues and judicial processes (Colnerud, 2014). Altogether this has changed the conditions of every day school life (Bergh & Arneback 2016), and set in motion a variety of processes shaping acts and relations in education (Arneback 2012, Hult & Lindgren 2016, Runesdotter 2016). Despite these comprehensive changes, we lack knowledge of how and why the policy came about.

The study aims at developing knowledge on the formation of the education policy on equal treatment in Swedish education. More precisely, it analyses what kinds of problems the policy was expected to
solve. Using a discourse analytical approach (Laclau & Mouffe 2008, Bacchi 2009), this is done by a text analysis of national and international policy texts produced during around 1995-2005, starting with the Government Bill (2005/06:38) which proceeded the policy.

The preliminary result shows that the policy process leading to the education policy on equal treatment comprises several parallel – as well as antagonistic - processes at different arenas; the European policy arena as well as different ministries at the national arena, aiming at solving various problems. The results are expected to serve as a basis for a discussion on what kinds of problems the juridification of equal treatment becomes a solution to. This raises questions about aims and means of education, specifically regarding the value dimension of education.

Key words: equal treatment, rights, juridification, policy, discourse analysis, values

References


Juridification of education – challenges for school professionals in the enactment of curriculum and policy

5. The Curriculum Research Network
Ann-Sofie Smeds-Nylund

Abstract: This paper presents preliminary findings of an investigation concerning the discourse of juridification in a Finnish educational context within the framework of discursive institutionalism, DI.

DI, discursive institutionalism, lends insight into the role of ideas and discourses in politics and provides a dynamic approach to institutional change. Ideas are the substantive content of discourse that exist at three levels, policies, programs, and philosophies and can be categorized into two types, cognitive ideas that are justified in terms of interest-based logics and necessity and normative ideas that are legitimated through appeal to values and appropriateness. Discourse is the interactive process of conveying ideas in two forms: a coordinative discourse among policy actors and a communicative discourse between political actors and the public. These forms differ in two formal institutional contexts; simple polities have a stronger communicative discourse and compound polities a stronger coordinative discourse. (Schmidt, 2008, 2010)

An ongoing discourse in the educational context concerns how the field is being juridificated and how well educated citizens and parents challenge the school as an institution and it’s authority. The Finnish teachers are by law and tradition autonomous in their classes, they are appreciated in society and have a high status as a profession.

The European Convention of Human Rights came into force in 1953. Finland signed the Convention in 1989. In 1995 and 2000 the Human Rights were included in the Constitution. The educational field has, although the school is a public institution, been slow to include the Human Rights in the educational laws and to fully make visible what the Human Rights mean in the school-context. The renewed Basic Education Act 1998 did not mention them and it was not until 2003 that regulations about disciplinary procedures where included in the law.

If parents do not agree with decisions made in schools concerning for instance grading, they can appeal to Regional State Administrative Agencies that are responsible in the field of culture and education. The Swedish speaking population appeal to the same unit in Western Finland although they live in different regions. The next level for appeals are in some cases the Regional Administrative Court. One could expect media-attention and many appeals from the parents if the schools were not trusted.

The school-institution is an authoritarian institution with the right to foster pupils. Norms, values-ideas- have developed during a long tradition. When the basic values of a society change, in this case the Human Rights and the rights of children, competing ideas about how the rights should be implemented in the school context arise and the ideas can be followed in discourses from the European Convention of Human Rights to decisions concerning children’s education in a local and regional context. The competing discourses are carried out by different actors in the context.

By investigating to what extent appeals against educational decisions are made and what kind of problems the appeals concern one can expect a better understanding for the juridification-discourse in Finland today.
Cultivating the juridified self? Regulation, socialisation and new forms of work against degrading treatment in schools

5. The Curriculum Research Network

Joakim Lindgren†
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Abstract: A popular contemporary narrative asserts that Sweden has become “the society of easily offended victims” (Eberhard, 2009; see also Berensten, 2014; Dahlstrand, 2012; Heberlein, 2005; Zaremba, 2008). Official statistics show how defamation of character claims have increased dramatically over time (The Swedish National Council for Crime Prevention, 2018). Such observations relates to developments in the school system where the number of complaints regarding degrading treatment (DT) have also increased (The Swedish Schools Inspectorate, 2018). Overall, schools’ work against DT is framed by increasing awareness of the role of formal obligations, trials, evidence, damages, individual rights and childrens’ subjective experiences of being offended. Plans, preventions, expanding forms of investigations and documentation are enacted in order to provide guarantees that DT do not occur; that is, that students are not exposed to any behaviour that violates their “dignity” (The Swedish Education Act SFS 2010:800, §6).

The increasing legal framing when it comes to schools’ work with problems of DT has been discussed in terms of juridification (Lindgren, Carlbaum, Hult & Segerholm, in press). The overall aim of this study is to explore how new judicial forms of work against DT in Swedish schools affect young people’s socialisation and identity. In a previous study, based on interviews with students, we could not confirm any radically new patterns of socialisation (Lindgren, Hult, Carlbaum & Segerholm, 2018). The present study then, is an attempt to validate these results by including the perspective of experienced school actors who have a different overview and relation to the issues at hand. We thus analyse interviews with both school actors and students from grade five and grade eight when reasoning about problems of DT and how such problems are understood and acted on in schools.

Our theoretical framework establishes a direct link between juridification and socialisation through Habermas’ ideas on the colonisation of the lifeworld by the instrumental rationality of bureaucracies and market-forces (Habermas, 1987). Juridification thus describe how intuitive forms of everyday communication, norms and values becomes reified by legal logic (Habermas, 1987). Drawing on these ideas Honneth (2014) has offered examples of social pathologies that significantly impairs the ability to take part in important forms of social cooperation.

We interviewed students, teachers, head teachers, school staff and responsible officials at the municipality level at five schools in two municipalities. Both students and school staff talk about the juridified significance of DT, that it is decided by the offended person, but have ambiguous ideas of the juridified way that the school handle incidents. Both school staff and students claim that the word DT (kränkning) mostly is used by students jokingly, e.g. when reprimanded. Students hesitate
in informing teachers of incidents because it sets in motion disproportionate investigations, e.g. informing parents. Thus, students want the teachers to see and know of incidents, but not necessarily to act upon them according to formal standards. Overall, such preliminary results indicate that increasing regulation in school may cultivate juridified selves by stressing subjective feelings and formal investigations while muting dialogue.

Epileptics as teachers? The regulation of a profession

5. The Curriculum Research Network

Johanna Ringarp

Stockholm University

Abstract: The overall aim of my presentation is to present some preliminary findings from a project, in which I explore how the life of people with epilepsy changed during the 20th century. During that period, medical theories and perspectives were established, criticized and replaced by new ones (Lennerhed & Ringarp in press). Diagnosis was developed, mainly through the EEG technology (electroencephalography) invented in the late 1920s, and care and treatment through new medications made life easier for many. Epileptics’ lives, however, were not only influenced by medical knowledge or care, but also by intervention law regulation. Epilepsy was as much a political issue as a medical one. The purpose is to describe the (occupational) barriers for epileptics that existed in the 20th century, primarily with focus on childcare and school staff.

Theoretical framework: The theoretical perspective is based on the concepts of critical medical history, as developed by Johannisson (1990). According to this perspective, medicine serves overall social interests rather than (only) curing people. In this context, the medical profession came to be seen as populated with experts who, by means of their medical knowledge, could help society solve both medical and social problems (Berg 2009).

Methodological design: Methodologically, the project will involve an inventory of materials in the form of medicin journals, legislation, governmental reports and propositions and newspaper articles regarding epilepsy and teachers’ work.

Expected conclusions:

The 20th century was a time of conflicts and reassessments regarding epilepsy, both medical and political. The medical debate about the causes of epilepsy was extensive (e.g. Svenska läkartidningen 1951). Ideas about the epilepsy's heredity were challenged, which in turn paved the way for people with epilepsy to have the right to marry in 1969 (Tydén, 2002). But even after the prohibition of marriage was abolished, other discriminatory legal barriers to epileptics remained. During the 1970s, people with epilepsy were denied access to certain educations and to work as teachers (e.g. Svensk Epilepsia 1974/4). In summary, if epileptics in the early 20th century could be described as a danger to public health and the nation, they were in the 1970s re-defined as a danger to children.
Relevance to Nordic educational research

About 60 000 people have epilepsy in Sweden today. However, research on the effects of the disease on the daily life of the individual and the possibility to work is largely non-existent. The relevance of the following project is to shed light on the prejudices and myths surrounding epilepsy, thus enabling a broader discussion of what stigmatization in society has meant for epileptics’ access to education and work.
Symposium: Comparative curriculum studies

5. The Curriculum Research Network

Henrik Román¹
¹ Uppsala University

Abstract: Symposium: Comparative curriculum studies Network: 5, The Curriculum Research Network* (N.B. Henrik Román is not the presenter, only the symposium arranger)

Chair: Johanna Svahn (1) and Marie Karlsson, Associate Prof., Uppsala University (2)
Discussant: Prof. Daniel Sundberg, Linnaeus University (1), Prof. Mark Priestly, University of Stirling/Linnaeus University (2)

This double-session symposium includes five paper presentations on the theme of comparative curriculum research, focusing specific comparative findings that represent the theoretical or methodological variety in contemporary curriculum research and the interdisciplinary use of concepts, models, methods etc.

Curriculum research has arguably more than other pedagogical research been multi-disciplinary, which in turn has required moderate openness for utilizing and combining different sets of theories and methodologies, originally developed within different other branches of the social sciences. This specific property of curriculum theory has become even more productive, as the comparative approach has gained popularity within curriculum research.

The comparative approach opens up for temporal and spatial comparisons of school phenomena, school activities, school systems and educational policy making, leading to a wider understanding of school, exceeding national and contemporary bias. But this also challenges the curriculum researcher, when integrating/translating concepts, models, methods etc. from different research fields and different cultural contexts.

The presenters are from Sweden, Norway, UK and Brazil, and will in different ways present and theorize upon comparative data and findings related to national and international trends and differences, including the Nordic countries.

In the first session, Priestly compares the national curricula of Wales and Scotland, primarily focusing the curriculum making macro and meso processes. Karlsson et al present comparative video-ethnographic findings on home work support in two different arenas.

In the second session, Lennert da Silva and Elde Mølstad compare teacher profession and autonomy in Brazil from a bottom-up perspective on governance. Mikhailova examines the educational role of private tutoring in Russia in the 19th century. Berglund examines the recontextualization of Basil Bernstein's code theory when used in textbooks for teacher students.

Presentations:

Session 1:
Mark Priestley, University of Stirling/Linnæus University: Celtic Connections: convergent curricular trends in Scotland and Wales

Marie Karlsson, Helen Melander Bowden and Johanna Svahn, Uppsala University: Homework support as supplementary tutoring - teaching, learning and identities

Session 2:

Ana Lucia Lennert da Silva and Christina Elde Malstad Inland Norway University of Applied Sciences: Thee multidimensionality of teacher autonomy – a comparative study in São Paulo state (Brazilian) and Norwegian schools

Tatiana Mikhaylova, University of Gävle; Uppsala University, Sweden: Private tutoring for public good? Constructing educational policy in the nineteenth century Russia

Leo Berglund, Uppsala University: Critique and its silences: Bernstein's pedagogical recontextualisation

Celtic Connections: convergent curricular trends in Scotland and Wales

5. The Curriculum Research Network

Mark Priestley\textsuperscript{1,2}

\textsuperscript{1} University of Stirling
\textsuperscript{2} Linnæus University

Abstract: Since the turn of the millennium, many nations have developed new national curricula focused on a perceived need to develop citizenship and workplace competences for the 21\textsuperscript{st} century. In many cases, this ‘New Curriculum’ (Priestley & Biesta, 2013) de-emphasises the acquisition of knowledge in favour of the development of skills, focusing on learner centred pedagogy and school autonomy, and placing a new responsibility on teachers and other practitioners as professional and active curriculum makers within their particular contexts. Scotland and Wales are good examples of this ‘New Curriculum’: Scotland’s Curriculum for Excellence (CfE) is a relatively mature variant, having been conceived in 2004, and formally implemented in schools from 2010; the Curriculum for Wales (CfW) is a late entrant to this curricular arms race, having been proposed in 2015 (via a report by a former Scottish Chief Inspector of Education, Graham Donaldson), and currently under development at a pre-implementation stage.

The two curricula are interesting for their points of divergence as well as their similarities. While some have alleged that Wales is seeking to develop a carbon copy of Scotland’s ‘failed’ curricular experiment, the situation is far more nuanced than this simplistic analysis would suggest. In this presentation, I illustrate how curriculum has been made by different system actors, utilising an heuristic framing of different system layers or fields of activity: supra, macro, meso and micro levels of curriculum making activity (Thijs & van den Akker, 2008; Priestley & Philippou, 2018). The analysis suggests that while the fundamental principles underpinning the two curricula are very similar, reflecting CfW’s genesis in CfE, emerging specification in Wales is quite different in key respects. These differences reflect different cultural and structural contexts in Wales. Scotland has historically determined its own education policy, while Wales has, until recently, followed
England’s curriculum. While both countries have been subject to a shift in recent years, in terms of district (local authority) governance, from support for development to audit and accountability (quality assurance), there has been a more recent shift in Wales, from what is termed challenge (often based upon quantitative data), to the development of a support infrastructure based around regional consortia and leadership of school-based curriculum development. To some extent, these development result from opportunities to learn from Scotland’s experiences of developing CfE.

This presentation is based partly on empirical research into the development in schools of CfE in Scotland (Priestley & Minty, 2013; Priestley, Biesta & Robinson, 2015), and partly on analysis of documentation connected with the development of the curricula in both countries, where the author is a member of government advisory groups on the curriculum. The analysis will primarily focus on curriculum making at the macro (policy development) and meso (development infrastructure, leadership and guidance) of the two systems. It is premised on a view of curriculum as the multi-layered social practices, including infrastructure, pedagogy and assessment, through which education is structured, enacted and evaluated.

Critique and its silences: Bernstein’s pedagogical recontextualisation

5. The Curriculum Research Network

Leo Berglund1

1 Uppsala University

Abstract: Recontextualisation is a concept within curriculum theory that signifies the process by which scientific discourses are selected and restructured to fit in educational contexts. Even curriculum theory itself is being subjected to recontextualisation as it is moved to educational contexts, such as teacher education. The present study thus follows Basil Bernstein’s code theory as it moves from the original text to textbooks directed to teacher students, a movement in which ideology is at play.

Bernstein claims that pedagogical discourse is a recontextualising principle (Bernstein, 2000, p. 33), which means that it functions by means of moving and transforming discourses into a schooling discourse. In this movement ideology intervenes: “[n]o discourse ever moves without ideology at play”(Bernstein, 2000, p. 32). However, while Bernstein suggests that the “agents” and “fields” of recontextualisation be studied, the theory of ideology that he repeatedly refers to – Althusser’s theory of imaginary subjects – invites us to study not formations of agents, but the actual “work” that recontextualisation performs. Althussers own method of “symptomatic reading” allows us to investigate what this work does.

“Symptomatic reading” is a method for critically reading and comparing texts. The method aims to identify the character of the work of ideology in original texts as well as in other’s receptions of an author’s ideas. “Symptoms” can be silences in texts, objects of knowledge disappearing or appearing, questions without answers or answers without questions (Althusser, 2015, pp. 24–29; Pfaller, 1997).
The reading shows that Bernstein’s critique of ideology, which has an affinity to French structuralism, disappears from the theory as presented to teachers. Bernstein’s use of the concept of code as a problematisation of the reproducing function of the pedagogical device is here replaced with a realist conception of the code as an organizational model for schools. This could be explained by the incommensurability between structuralism and the dominant ideology of education – theoretical humanism – according to which man must leave his self-caused immaturity and attain freedom. From the structuralist perspective, this experience is an ideological effect produced by institutions such as education.

Bernstein is an important theoretical influence in Nordic curriculum theory. However, his structuralist style of ideology critique is seldom recognized, and it was perhaps not fully developed by Bernstein himself (Atkinson, 1985, p. 131). A contribution to curriculum theory in the present study is to reconstruct the analysis of ideology as a useful perspective on pedagogical recontextualisation.


The multidimensionality of teacher autonomy – a comparative study in São Paulo state (Brazilian) and Norwegian schools

5. The Curriculum Research Network

Ana Lucia Lennert da Silva
Christina Elde Mølstad

1 Inland Norway University of Applied Sciences

Abstract: This study deals with teacher profession and autonomy from a comparative perspective, having Brazil and Norway as foci of the study. It departs from a bottom-up perspective on governance, asking teachers through semi-structured interviews on their perceptions on their professional identities and practices at school and municipal levels, which provide insights on how to understand the national and international education contexts.

The research questions are how do teachers perceive their autonomy to define their professional identities and practice in Brazilian and Norwegian schools? How do these perceptions relate to national and international education contexts? How do national (curriculum) and international education contexts (OECD policies) inform teacher professionalism and autonomy in Brazil and Norway?
Mausethagen & Mølstad (2015) show the complexity of teacher professionalism and autonomy in the current accountability system that permeates education, moving out from the dualism of professionalization and deprofessionalization, to consider different levels of contexts, institutions and actors that teachers relate to daily basis. Wermke & Höstfält (2013) use a model with individual (e.g. values, beliefs and attitudes) and collective (e.g. status and rights in society) dimensions of teacher professionalism in a continuum between extended and restricted autonomy. This allows comparing teachers’ talks within and across local and national contexts and situating teacher autonomy in a continuum in relation to individual and collective aspects.

This study expects to find differences from individual to individual and school to school, connected to national contexts. Nevertheless, this does not restrict the possibility of finding common points that may also shed light on the global education context acting upon teachers' professional identities and practices. Moreover, aspects of professionalization and deprofessionalization may coexist and be linked to a same individual. Some findings from the study’s empirical data indicate that teachers’ autonomy seems dependent on their values, beliefs and attitudes about what is education for (Biesta, 2015) and how they see pupils. So far, they define autonomy as the freedom they have to decide how to teach. They seem not to question much what and why to teach, since this is provided by the curriculum. Moreover, they see as positive to have a curriculum as guidelines where to base their practice. Teachers may question the orders that came from above (municipality, state) and that are passed to them by the school leadership, but they show understanding of the pressure that leaders suffer to show results, improve outcomes (Brazil). Brazil (São Paulo state) has much more accountability mechanisms than Norway, which does not mean that teachers comply all the time with all these mechanisms. Both countries have national tests to measure students’ learning outcomes in different levels of education, but teachers seem to work with the tests results in different ways and degrees.

Homework support as supplementary tutoring – teaching, learning and identities

5. The Curriculum Research Network

Marie Karlsson
Helen Melander Bowden¹, Johanna Svahn¹
¹ Uppsala University

Abstract: Supplementary tutoring (ST) is a worldwide enterprise that comes in a variety of forms and engages a growing number of students (Bray, 2009). We explore how teaching, learning and identities are constructed and negotiated in homework support (HWS) in Sweden. In Swedish national policy ST is conceptualized as HWS, described as a tool for goal attainment and social equality. During the last decade, different state funding incentives have been used to provide “tutoring for all”. Within the Nordic educational Agora, ST is unevenly distributed across and within the countries, but a growing phenomenon that needs further exploration.

In the research project “Homework support as shadow education” (Forsberg, 2015) we study the relation between ST and regular schooling through analyses of education policy (Karlsson, Hallsén & Svahn, forthcoming) and online marketing of HWS (Hallsén & Karlsson, 2018), social interaction
in educational settings and narrative sense making. In addition, a comparative analysis of ST in Sweden and Russia has been conducted (Forsberg, Mikhaylova, Hallsén & Melander Bowden, forthcoming). In our presentation we will report results that emanate from two different arenas of HWS realization: a non-profit organization specialized in offering HWS in mathematics and homework supporters narrated experiences of tutoring. Data is constructed through video recordings of interactions in the math center and interviews with homework supporters. Questions raised concern which teaching and learning processes take form and which identities are made relevant.

The findings show that HWS both mimics and differs from regular education when it comes to aspects of teaching, learning and identities. The results of the study of homework support in a math center show how homework supporters and students are faced with particular interactional and epistemic dilemmas related to the fact that the participants rarely share an interactional history, which is often the case for teachers and students in regular education. Results from the narrative analysis show that tutor identities both draw on and resist culturally available teacher subject positions. Profit or non-profit HWS organizations provide different interpretative repertoires at the same time as some identity positions, like “I like helping others”, prevail in both contexts.

Private tutoring for public good? Constructing educational policy in the nineteenth century Russia

5. The Curriculum Research Network

Tatiana Mikhailova1, 2
1 Uppsala University
2 University of Gävle

Abstract: Private tutoring is a phenomenon that in various forms had existed long before the inception of the national system of education in imperial Russia. It was slightly downplayed under the Soviet period when collective values were put to the foreground, only to resurrect with a renewed intensity in the recent decades (Mikhaylova, 2016). However, it was during the nineteenth century that private tutoring most frequently appeared on a formulation arena (cf. Lindensjö & Lundgren, 2000). It was also during this time that education came to function as an important instrument for nation building with a strong emphasis on delivering what could be characterized as a public good. The paper focuses on this period and examines what aspects of private tutoring were recognized as a problem and what policy tools were employed to resolve it. In answering this question, the paper uses the concepts of ‘public good’ and ‘private good’ (see e.g. Labaree, 1997) for framing the discussion. By that, the overall aim is to develop knowledge on the relationship between public education and private tutoring as constructed in policy documents in the nineteenth century Russia.

Theoretically, the study draws on the Foucauldian “history of the present” approach (Foucault, 1979) in order to uncover the conditions that shaped the hierarchical relations between public education and private tutoring. In doing so, I also use curriculum theory, which offers a broad understanding of curriculum as a historically, politically and culturally produced set of ideas about education (Englund, 2005; Lundgren, 1989). Specifically, the study deals with activities and inscriptions on the
formulation arena and investigates the (trans)formation of policy regarding private tutoring. It elaborates on the following question: What ‘problems’ were intended to be solved by a particular form of selecting and organizing curriculum?

Preliminary findings suggest that exacerbation of relations between publicly and privately provided education in the first half of the nineteenth century was triggered by two main factors. Firstly, private tutoring was recognized as a serious obstacle for further expansion of public education. Secondly, of special concern was the fact that the majority of tutors were foreigners who potentially could spread dangerous political ideas. By employing a variety of policy tools, the government gradually aligned the goals and content of private tutoring with those of public education. Hence, private tutoring no longer raised the same amount of concerns and eventually faded from the policy discourse into the ‘shadows’, but, in fact, it has never disappeared from practice.
Systematic Reviews - The New Curriculum Providers? Possibilities And Challenges With Reviews On Education Research

5. The Curriculum Research Network

Henrik Román

1 Uppsala University

Abstract: Chair; Henrik Román, Uppsala University
Discussant: Prof. Alan Dyson, University of Manchester

This symposium concerns the emergence of reviews on education research during the recent 20 years and how this development is to be understood and about the possibilities, problems and dilemmas that these reviews pose. Internationally and nationally, evidence-based policy and practice have become key expressions with regards to teaching and school development, implying that education should be supported by solid research findings which creates a need to review research. In many countries, including the Nordic ones, national education research institutes have been established with the main objective to perform systematic reviews, which often refer to meta-analyses on effect-size research. In addition, broker agencies and other private educational enterprises supply schools and authorities with different kinds of educational evidence-based programs. In other words, reviews provide the foundation for evidence-based policies and programs, and thus they have become important curricular providers.

In the symposium, different aspects of reviews of education research will be explored from a curriculum perspective, focusing their educational purpose, content and form as well as the knowledge produced, and the actors involved in the making of education reviews. Three studies from two different research projects are presented by researchers from Sweden and Norway. From different angles, these projects taken together take an interest in the making, outcomes (findings and recommendations) and consequences of reviews. E.g. the role of peer review within the review process is examined, as well as the research traditions represented. In addition, some key findings and features of the examined reviews are presented and discussed. One main concern is what the reviewers make of their findings, how clear and definite their recommendations to policy and practice are, and how this correspond to clear-cut programs and policies claiming evidence support.

Proitz and Levinsson use systematic reviews as an example to examine the particular role of peer review in evidence making processes. The other three presentations are tied to the project Research about teaching - Systematic mapping and analysis of research topographies, exploring a body of 75 top-cited reviews in the Web of Science on teaching research 1980-2018. Nilholm, Sundberg and Forsberg explore the scientific topographies within this body of research. Hirsh and Nilholm thematically describe and analyze what findings and recommendations for school practice that are put forward in the reviews.
Peer review in evidence making processes of systematic reviews

5. The Curriculum Research Network

Tine S. Prøitz
Magnus Levinsson

1 University of South Eastern Norway
2 University of Borås

Abstract: The aim of this paper is to present a study of the particular role of peer review in evidence making processes with systematic review as an example. We draw on document material on conduct in systematic review within the field of education. We discuss the questions of who are regarded as qualified peers in the evidence making processes of systematic review and what consequences this might have for our understanding of evidence?

The rise of systematic review in education reflects a societal and policy driven evidence movement in most fields and a policy rhetoric of expectations for practitioners and professionals to make use of evidence in processes decision making (Hansen 2014, Levinsson 2013, Sundberg 2009, Gough et al. 2012, Levinsson & Prøitz 2017). The phenomenon of systematic review is from its origin grounded in ideas about a method that aims for highly detailed, universal and standardised stages of conduct (Davies et al. 2000). Important actors in these stages are experts in the field and method experts. Thus, central stages of the systematic review process have strong resemblance to classic peer review processes in academic publishing or grant applications (Hames 2012). However, the review process of systematic review can be separated from academic publishing in how peer review of manuscripts aims to formatively contribute to the quality of future publications. The process of systematic review entails peer review after publishing and by that a re-judgement of quality and relevance in accordance to certain predefined criteria that might place scholarly contributions inside or outside a review study.

The study draws on Searle’s (1995) ideas about the construction of institutional facts dependent on a collective such as a university, a community, or a national educational system. According to Searle, a collective’s agreement on giving a specific phenomenon (for example peers in systematic review) a particular status can be expressed with the logic rule “X counts as Y in context C”. In this paper the status of peers in the context of evidence making are investigated and Expected findings are that whether a publication is included or excluded partly depend on the scope and approach of the review. It will also to a large degree depend on the focus and considerations of the expert peers - illuminating their power in the evidence making process of systematic reviews.

Reviews of Research about Teaching – a New Instrumentality?

5. The Curriculum Research Network

Claes Nilholm
Abstract: The issue of the aims of education and teaching is a discussion with ancient roots. The present paper tries to bridge the gap between this historical discussion and present day research about teaching. We start out by providing an exposé of some historical ideas about the goals of teaching focusing on what type of pupil that is to be constructed through teaching. Especially, we will focus on the ideas put forward by John Dewey and Edward Thorndike because of their central importance to the mass education systems evolving in the 19st century.

We will approach the issue of what goals that dominate present day research about teaching by analyzing influential reviews of research about teaching. In later years there has been an astounding increase in efforts to review research in education. The development of methodologies such as meta-analysis and, more generally, the systematic review in addition to more traditional ways of reviewing educational research have equipped researchers with a multitude of tools when reviewing original research. In addition, a third level of analysis, the overview, which is a review of reviews, is emerging. In the present paper, we will present the outcome of such an overview. More specifically, we have analyzed the 75 most cited reviews in Web of Science dealing with teaching approaches. The analysis focuses on what goals of teaching that are explicitly stated or implicitly assumed in the reviews. We identified four types of goals: knowledge/cognitive goals, social goals, development of personal characteristics and democratic goals. Further, we analyzed whether teaching approaches were explicitly related to influential educational theorists such as Dewey and Thorndike and/or steering documents such as curricula or professional policies.

Preliminary results of the analysis will be presented at the symposium. The overarching picture that emerges from the analysis is that research about teaching seems to be dominated by what we want to label a “new instrumentality”. With few exceptions, articles explicitly or implicitly analyze teaching with regard to knowledge and cognitive goals only and, but much more seldom, to the development of personal characteristics, most often motivation and engagement while social factors are more often seen as means to achieve knowledge/cognitive goals. The Deweyan notion of democracy as the heart of education is almost totally absent in the reviews.

High impact research reviews on teaching – Comparing dominating knowledge traditions over four decades

5. The Curriculum Research Network

Daniel Sundberg
Henrik Román

Abstract: The project Research about teaching - Systematic mapping and analysis of research topographies (2017) aims to increase and refine our knowledge about teaching and teaching
research. By mapping and analyzing research reviews in the leading scientific journals, we address three main questions: What topics and theoretical and methodological approaches dominate (second-order) research about teaching? What are the most important results? And, how has the knowledge of teaching developed over time and in different contexts if we use the lenses provided by research reviews in the international field?

This paper draws on the suggested distinctions of knowledge traditions in the field of educational research proposed by Whitty and Furlong (2017), academic, practical and integrated knowledge traditions as configurative powers historically conceptualizing teaching. More recently, however, the evidence-wave has started to be discernible in review methodologies in the international field of teaching research. The current study aims at contributing to knowledge about how such standards for systematic reviews could be understood from a comparative and contemporary historical perspective and with what possible consequences (Hammersley 2008). More precisely, our analysis will comprise considerations on ‘Didaktik’ regarding which types of teaching are brought to attention (and which are not) in the field of teaching research reviews, and how this field of research relates to classroom practices.

Our inventory includes 75 reviews 1980-2017 with high impact (according to Web of science), i.e. the most cited reviews from every decade that specifically investigate the potential of different teaching (and learning) methods/approaches, published in international, English-speaking journals. Our analysis follows a five-step procedure where we a) discern relevant research arenas, where researchers interact by citing each other, b) identify research with a high citation impact in each arena, c) assemble background data about authors and journals, d) categorize the material by genre and e) map and analyze central aspects of publications regarding topics, theoretical tradition, method, outcomes and use of central concepts.

The mapping of research topographies found in the data illuminate patterns of continuities as well as of change. First, the locus of the most well-cited research reviews is under the full time period (1980-2017) concentrated to the North-American and Great Britain arena, whereas European and Nordic research is under-represented. This pattern raises questions about how teaching phenomena are conceptually framed, theoretically substantiated and what teaching methods that are put in the foreground when taking different contexts into considerations.

When it comes to format for reviews, meta-analyses are increasingly common whereof many make general claims regarding different kinds of teaching, while some are more subject-specific and in a few cases school level-specific. But a substantial number of reviews – from different time periods and with varying degrees of sensitivity to subjects and student ages - take alternative theoretical and empirical approaches. This raises questions about knowledge claims and the generalization of their results, and how general conclusions are related to certain subject knowledge traditions.

On basis of this analysis of international characteristics of research on teaching we discuss how these different knowledge traditions influence Nordic education discourses.
Reviews of teaching methods and ways of working – What are the fundamental problems?

5. The Curriculum Research Network

Åsa Hirsh¹,²
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Abstract: The overarching research project in which the current study is situated aims to deepen our understanding of research on teaching as well as of the phenomenon of teaching as such. In a sub-project we have mapped various aspects of the 75 most cited research reviews on teaching methods/approaches listed in the Web of Science from 1980-2017 (1980-89: 10 reviews; 1990-1999: 15 reviews; 2000-2009: 20 reviews; 2010-2017; 20 reviews). Each review was initially mapped in terms of 27 different aspects ranging from background variables such as year of publication and journal name to more complex variables such as the theoretical point of departure of the review and the results found. In this paper, we report the outcome of an additional analysis following the initial mapping of the articles.

In the mapping process which involved the reading of the whole articles, it seemed as if the underlying reviews often came to similar conclusions and/or discussed similar aspects, regardless of teaching method/approach studied. This, thus, led to further analysis, guided by an overall aim to identify recurring patterns in the results and implications for practice and/or research in the underlying 75 reviews. In all cases where possible, we took our starting point in the abstracts of the reviews, according to the logic that summarized there is what the authors themselves consider as the most important results and implications. However, the results, discussion, conclusion, and/or implication parts of each review were also read in full, resulting in complementary text and somewhat more informative summaries than the very short lines offered in an article abstract. Each summary of results, implications for practice, and implications for research was considered a meaning unit that was labelled with codes. Since a code is assigned to discrete objects/phenomena, and each meaning unit often summarized various phenomena, each meaning unit was (in almost all cases) assigned more than one code.

Three main themes (here termed overview findings), cutting across the reviews, appeared in the analysis as particularly common: 1/ The impossibility of generalization, 2/ The superior importance of a skilled teacher, and 3/ The research-practice gap. Overview finding 1 concerns the fact that a particular method has little or no effect *per se*, but rather depends on numerous (often interrelated) moderators linked to characteristics on the level of 1/ students, 2/ teachers, 3/ context and 4/ content. Overview finding 2 concerns the fact that the differences at the level of the student that moderate the effect of a teaching method need to be recognized and compensated by the teacher organizing the instructional activities. Finally, a research-practice gap is pointed out and discussed in several of the included reviews, and our analysis shows that the causes of the existing gap can be placed on 1/ research and researchers, 2/ teachers and 3/ contextual factors.
Who is the educated citizen in a knowledge society?

5. The Curriculum Research Network

Ninni Wahlström¹
Carl-Henrik Adolfsson¹, Bettina Vogt¹
¹ Linnaeus University

Abstract: Who is the educated citizen in a knowledge society?

What does it mean to be an educated citizen? Has Bildung anything to do with it? Or should we rather think in terms of Dewey’s view of education as communication? In this open symposium, we invite papers that take their interest in theorizing and problematizing different meanings of knowledge prevalent in today’s Nordic curricula. The German concept of Didaktik comprises the notion of Bildung, which implicates a focus on teaching content. The Nordic term ‘didactics’ tends instead to draw on an Anglo-Saxon tradition with a focus on learning outcomes and comprehensive guidelines from school authorities. Alternatively, what about for example the Nordic tradition of “Bildning”, does this tradition, based on ‘folkhögskola’, popular movements and self-study groups has anything to add to the meaning of being educated? In the symposium, we are interested to deepen our theoretical and empirical understanding of the meaning of curriculum knowledge, citizenship education and curriculum construction based on new as well as already more well-known concepts.

Structure of the Symposium

The symposium consists of three papers, which will be presented successively, followed by comments and discussions led by the discussant and the chair.

The educated, deliberative citizen: a crucial curriculum question

5. The Curriculum Research Network

Tomas Englund¹
¹ Örebro University

Abstract: The aim of the paper and its basic theoretical framework

The aim of a forthcoming paper is to further develop the idea of deliberative communication (Englund 2006, 2010, 2015, 2016) as crucial for creating a democratic society and educated citizens. In earlier works on deliberation the starting point has been Dewey’s thesis from his Democracy and
Education that ideal education is characterized by mutual and free communication in the sense of open communication within and between groups. Add to that Habermas validity claims and his placing of communication and deliberation in a wider context. So, the basic theoretical framework used is ideas from classic and modern pragmatism (John Dewey 1916/1980, 1927/1984, Jürgen Habermas 1981/1987, 1983/1992, 1985/1990).

**Expected analyses and conclusions**

An important source of inspiration for further elaboration is the Deweyan tradition within educational research stressing the moral dimension of teaching and the ethical nature of teachers’ professional responsibility for creating educated citizens living educationally. The Dewey-inspired David Hansen (2001) is a central figure also representing ‘the educated human being’ placed in contexts all the way from the specific classroom (Hansen 1992) to cosmopolitanism (Hansen 2011). While we in the Deweyan tradition are referring to a mass education system we also find it important to relate the question of the educated citizen to the (primarily English) analytical philosophy of education represented by Richard Peters (1973), who does not make an explicit use of deliberation, but in his work deals with the conversation processes leading to what he call ‘an educated man’. What is also important to note in this context of the educated citizen is to refer to the theory of citizenship rights (Marshall 1919/1964) developed in UK and with some links both to the analytical philosophy of education mentioned and to Habermas (1992/1996). Finally two important approaches for analyzing education are 1) first to see education in a tension between the public or the private good and 2) second the concept of underlying rationality of curriculum by evaluating how individuals/ citizens from different social groups over time are related to different societal institutions of education with different implications of being educated citizens.

**Bildung-perspectives in curriculum subjects**

5. The Curriculum Research Network

**Jesper Sjöström**

¹ Malmö University

**Abstract:** Bildung is the German and international term for an educational-philosophical key idea (e.g. Horlacher, 2016). In the German/Danish/Norweigan Didaktik-tradition the notion of Bildung is central. Especially Klafki (2000) has been central in consolidating this relationship. He identified two main orientations in the understanding of the concept of Bildung: material and formal Bildung, respectively. Furthermore, he also argued for a position mixing these two views and called it categorical Bildung. More recently, for example Kemp (2005) applied the thinking of Klafki on ideas about our latemodern society. Furthermore, he discussed views of the “world citizen”. In teaching practice Didaktik-models can be used both as tools for analysis and as tools in planning of teaching (e.g. Jank & Meyer, 2003). Klafki developed Didaktik-models for Bildung-oriented Didaktik. For the science subjects (especially chemistry) professor Ingo Eilks from University of Bremen with coworkers have formulated and empirically evaluated a framework for socio-critical and Bildung-oriented science teaching (e.g. Marks et al., 2014). I myself have together with especially Eilks further elaborated on the Bildung-concept in relation to the science subjects (e.g.
Sjöström, 2013; Sjöström et al., 2017). Much of this thinking – about the curriculum subjects’ relationship to sustainability issues, democracy, citizenship etc. – is relevant beyond science education (Sjöström, 2018). In this paper I will take my thinking and writing about Bildung-oriented science education as a point of departure and suggest core ideas that are common for several curriculum subjects. By making such a pendulum – from the general ideas by Klafki and Kemp, to discussing and empirically evaluating its implications on a specific curriculum subject (area), and then back to elaborating on the general views of it – I think it is possible to more in detail understand and problematize Bildung-perspectives in different curriculum subjects. It can also contribute to the discussion about the educated citizen in our latemodern knowledge and risk society.


How to express knowledge: Knowledge concepts for measurement in Swedish curriculum

5. The Curriculum Research Network

Ninni Wahlström

Bettina Vogt, Carl-Henrik Adolfsson

1 Linnaeus University
Abstract: Research topic

In Sweden, a knowledge debate was initiated in the early 1990s through the official report School for Bildung (SOU 1992:94). The purpose of the report was two-fold: to widen the concept of knowledge from a one-sided cognitive meaning and to offer ‘new’ concepts of knowledge adapted to a performance model (Bernstein 2000) of school curriculum. Since this debate, school reforms, including new grading systems, have been continuous but the knowledge base in curriculum has remained the same. In Sweden, there is currently a major debate on the status of “facts” in the school's knowledge concept. One line of argument claims that the students do not get the opportunity to learn enough factual knowledge. Instead, the abilities have been dominating. However, factual knowledge is embedded in the abilities, because without factual knowledge the abilities become empty, the other argument goes. This debate, as well as a debate of the failure of the current “knowledge requirements” in curriculum to provide tools for equivalent grading, has led to an initiative from the Swedish National Agency for Education (NAE). The NAE has initiated a curriculum reform aiming at strengthen the clarity and equivalence in the content as well as in the knowledge requirements in the syllabi.

Aim

The purpose of this paper is to reintroduce a theoretically based dialogue on the relevance of current knowledge concepts in curricula in general, and the expressions of knowledge progression in particular. In this explorative study, we investigate the following research questions: How can factual knowledge be emphasized without being instrumental? How can the school's overarching goals and values be reflected in the syllabi? With what knowledge expressions can an equivalent assessment be promoted?

Theoretical framework and method

In the theoretical framework, we draw on Bernstein’s (2000) two pedagogical models, as well as his understanding of horizontal and vertical to place the Swedish curricula Lgr 11 and Lgy 11 in a broader typology. Following Deng & Luke (2008), we specifically discuss the knowledge concepts in the syllabi of civics for compulsory school and upper secondary school. To discuss the knowledge expressions in the knowledge requirements in terms of increased clarity and equivalence, we distinguish between knowledge in relation to content and achieved competences in relation to different levels of grading (Carlgren et al. 2009). In the result section, we present a revised version of syllabi in civics for Year 6 and 9 in compulsory school and Year 1 in upper secondary school.

Expected conclusions

We suggest that achieved competences need to be related to content in the knowledge requirements for increased clarity of what different forms of knowing that should be achieved. Moreover, we introduce alternative terms for how different levels of competences could be expressed in the grading system to increase equivalence.

Relevance to Nordic educational research

This is a highly topical issue in all the Nordic countries which all some have result-oriented
curricula, albeit in different versions.
9. General Didactics
Educating for the future? Critical perspectives on social sustainability in education

9. General Didactics

Ulrika Jepson Wigg

School of education, culture and communication, Mälardalen university

Abstract: The aim of this symposium is to undertake a critical meta-perspective analysis of issues regarding social sustainability in education. All of the contributors are part of the research group called Studies on Social Sustainability in Education (SOS-ED) at Mälardalen University, Sweden. The group researches this field with a variety of educational theories and methodological approaches.

Sustainability as a concept is present in many facets of society, and is increasingly built into policy decisions and strategies. For example, the UN has decided on Agenda 2030, which is a call to all nations to unite around 17 goals on sustainable development. Goal number 4 pertains to education, and states that: “By 2030, [all countries should] ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”. All Nordic countries (Iceland, Norway, Denmark, Sweden and Finland) have started processes to incorporate the agenda into all aspects of society, including social sustainability in education.

The definition of social sustainability in education in the UN Agenda 2030 goals is very wide, as it is in all other available definitions. The task of interpreting its meaning is placed on the various institutions concerned. This symposium aims to analyse what meanings, problems and outcomes this may produce in educational institutions, from basic to higher education. This is done by investigating how the concept social sustainability can be used to analyse different educational settings and phenomena, as well as by analysing social sustainability in education as a concept. The symposium has a global perspective in the critical meta-analysis, and international aspects are covered in several of the contributions.

The idea of sustainability, social or otherwise, implies an idea of a future world which depends on the current world. This tension between the present and the future is used as a meta-perspective in all the contributions. Other than that, the contributions to the symposium have various theoretical approaches, although centred on didactical and pedagogical theories. The symposium consists of 7 presentations, which are based on the individual contributors’ studies. The methodologies used span from classroom studies, to policy studies, to pedagogical-philosophical investigations. The expected conclusions of the critical meta-analysis is to contribute to a broader and deeper understanding of what meanings, problems and outcomes the idea of social sustainability in education may produce.

The symposium is of relevance to Nordic educational research in that it contributes to a critical, conceptual analysis of what social sustainability education means, in a Swedish, Nordic and global setting.
Learning to wait or waiting to learn: Sustainability for the future or for the present?

9. General Didactics

Johannes Rytzler
Kamran Namdar

School of education, culture and communication, Mälardalen university

Abstract: Every day, millions of young people, the world around, spend most of their waking hours at schools. Many of the aims of this global mass-schooling can be derived from the key-competencies that stem from 1997, when OECD launched the PISA-program. Quite contrary to the fostering of a national identity, the main idea of public schooling a century or ago, the notion of global citizenship promoted by UNESCO (2015), refers to a sense of loyalty to a society that does not exist, other than perhaps in the social imagination of a small minority of humanity. If the 19th century project was about consolidation, our current predicament calls for creation or reconstruction (c.f., Counts, 1932; Brameld, 1956). The former paradigm was essentially one of adaptation, whereas the present state of the world calls for a paradigm of transformation.

This paper provides a philosophical discussion focusing on the educational dimensions of sustainability and sustainable development. The concept of sustainable development can be interpreted as an imperative of transformation which has educational dimensions, but we argue that it is neither transformative nor educational enough. First, it is formulated within the paradigm of economic growth, and merely states that this economic growth must consider the limited global resources at hand and the future consequences of actions carried out in the present. Second, the transformation is not educational, as it promotes an adaptation to a paradigm, embedded in the very problems it is trying to solve. Therefore, sustainable education becomes trapped in a paradigm that cannot escape its own flaws. As educational institutions all over the world are drawn into global policies that focus on key competencies in line with the discourse of sustainable development, they become in a sense, deprived of their educational content and potential. The world sustain can be derived from Latin, where it means "give support to,". It stems from “sub”, meaning “up from below” and “tenere”, to hold or to stretch. Sustainable education could therefore be interpreted as a future oriented practice that gives support to societal development. However, we suggest that sustainable education could be interpreted in the sense of stretching out, creating rather than escaping time. As such education can be understood as a process of sustaining rather than as a process of growing.

Through a theoretical framework of educational theory, the study seeks to problematize the idea of mass education in relation to its imperatives of societal reconstruction/transformation and their ethical implications. The expected conclusions point to the need for an understanding of the educational potential of sustainable development, leading to a better understanding of the role of education at a historical turning-point of social transformation.

The conclusions of the paper address important key issues about the purpose of education and the role of the young generations, often omitted or treated one-sidedly in the prevalent Nordic discourse
Children with potentialities or capabilities? The capabilities approach in teaching toward social sustainability

9. General Didactics

Jonas Nordmark

1 School of education, culture and communication, Mälardalen university

Abstract: The aim of this paper is to theoretically discuss the conditions for a Didaktik of social sustainability through Martha Nussbaum’s (2001) conception of the capabilities approach to sustainability. A common idealization within discussions on democratic education and change is the illustration of an empowered citizen through education. Ideally the child shall by means of an empowering education ultimately free themselves from social restraints structured by ideology, class or ethnicity. Critical thought and knowledge about society shall be a guiding principle for an education defined as self-reflective and “anti-oppressive” (e.g. Kumashiro, 2000).

Using the capabilities approach as method I argue in this paper that such an idealized illustration has three conceptual loose ends which can back-fire on its educational “promises”. Firstly, the illustration inscribes a promise of future societal change into an image of a child or young person with limitless potentiality. This image bears the mark or hope of possible change, rather than actual adults with real power, and change is projected on a child with no tools yet to change the world (Nordmark 2015; Sheffield 2013). Secondly, a distinction between knowledge and personal disposition crumble in such an image. A picture of an empowered young adult by means of education illustrates both the necessary knowledge for change this person has acquired through education and the traits that make him or her live in a certain way. This illustration may falsely imply that people will act in a certain way because they know certain things. Thirdly, and this conceptual critique is this paper’s main one; an idealization of an empowered being through education internalizes the conditions of societal change into the child or young person. Individual growth is reflected in ideas of psychological and metaphysical traits such as “potentiality” or “innate possibilities” within the student.

With support from Nussbaum (2001) I deem such idealizations vacuous. Education for social sustainability cannot be reduced to give children the right to merely individual growth but must be the project of handing children capabilities to change their and others lives. Capabilities are according to Nussbaum (2001) not traits that grow within people but real concrete help that support them to exercise their rights in a dignified manner. Schooling of the young must ultimately answer to a concrete measure of dignity agreed upon and expressed at policy level. In an educational setting, capabilities therefore are the tools we as teachers give children so that they can study in a dignified manner.

Conclusively, individual capabilities in an educated and empowered being are not the result of an assumed metaphysical innate “potentiality” a person originally possess, but the history of external
interventions by teachers, school, society, and so on. The relevance to Nordic educational research is reflected in the conclusion that a measure of dignity must be determined by the terms that make up what we as adults deem and agree on as a good, dignified life for our students in school and onwards in life.

Why subject matters matter in socially sustainable teaching and education?

9. General Didactics

Erik Hjulström

School of education, culture and communication, Mälardalen university

Abstract: In the paper the aim is to address the question why subject matters, matter, not only in social sustainable teaching and education, but also in a globalized world, with the support of a 200-year-old didactic theory developed by the German educationist Johann Friedrich Herbart [1776-1841], and conceptualised by him (e.g. 1806/1908; 1831/1893) as educative teaching [Erziehenden Unterricht] (see Hilgenheger, 1993) The theoretical framework is based on a humanistic tradition of educational research, and the methodological design is based on philosophical hermeneutics (Kemp, 2005). I introduce the paper by trying to understand Herbart’s own thoughts about the importance of subject matter in his theory of educative teaching by highlighting his often-criticized idea that the aim of teaching and learning should be the creation of a genuine interest in the subject matter (e.g. 1841/1904). This idea was by progressive educationists, and especially John Dewey (1895;1913;1916) interpreted as too conservative and mechanical because of the emphasis on the aim as a creation of an interest (see Adams, 1897; Stadius, 1943; Dunkel, 1970). Why Herbart put so much emphasis on the creation of an interest in the subject matter and made it a key idea in both his moral and psychological theory of education is highlighted. From Herbart's perspective a distinction between learning and interest is then emphasised by an educational difference between trying to know something and taking an interest in the same thing. From that distinction a social sustainable idea of teaching and learning is developed by addressing the openness and relationality in a didactic theory aimed at a shared interest in the subject matter. Of specific interest is a possible difference in the configuration of the didactic relationship when the teacher’s task is to try to share an interest in the subject matter with the pupil, instead of sharing the same perspective, knowledge and understanding. From Herbart’s perspective that distinction is important because as a cultural inheritance subject matters are not monocultural, but both transgenerational, intercultural and intersubjective. That, of course doesn’t mean that knowledge of a subject matter is contingent and relative, but what is shared when someone shares an interest in a specific subject matter with someone else is according to Herbart not a specific knowledge, but a shared love and desire for the subject’s questions, problems, possibilities and concerns. This is why I think Herbart’s thoughts about the aim of teaching as a sharing of an interest in the subject matter is still today an important contribution, not only to theories about social sustainability in education, but also to Nordic general didactics as it gives a theoretical foundation to an often-neglected educational dimension in subject-matter didactics – the creation, and sharing, of a genuine interest in different perspectives, questions, problems and possibilities, both in specific subject matters, but also, and from a wider perspective, in the world and its societies, cultures and individuals.
The cautionary tale of the “educational enthusiast”: A social sustainability perspective on educational trends

9. General Didactics

Ulrika Jepson Wigg
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1 School of education, culture and communication, Mälardalen university

Abstract: This presentation aims to outline and analyse the tendency towards educational trends in education, and the ensuing lack of social sustainability. The example used is what I have termed the “educational enthusiast”-problem pertaining to schools’ work with newly arrived pupils.

Previous research in Sweden and internationally shows that work with newly arrived pupils is largely dependent on the commitment from teachers, specifically the teachers whose job it is to teach newly arrived pupils during an introduction period; the educational enthusiasts. In recent years, there has been a widespread attempt in Sweden to make newly arrived pupils schooling the responsibility and interest of the entire school, not merely the introductory teachers. Nationwide courses, research projects, and development projects were initiated on a large scale. Now, however, these projects have run their course, and the educational decision makers are moving on to other problems. This coincides with Sweden changing its laws and accepting fewer immigrants and refugees, which makes the problem of receiving newly arrived pupils less critical for the schools.

The inevitable result of this is that the schools then drop the work they are doing with newly arrived pupils, in order to focus their attention and resources on the new areas defined by decision makers. Meanwhile, there are still pupils who are defined as newly arrived, and schools still receive students although they are fewer. Thus, the responsibility of making sure these pupils are given a good start in school in Sweden again falls on the “educational enthusiasts” and not on the schools.

Theoretically, the presentation uses the concept of liquid modernity (Bauman, 2000). In late modernity phenomena cannot hold their shape for long, like liquid shapes they quickly changes are rapid and the future is difficult to predict. This concept will be used both in the analysis of educational trends and their consequences for the educational enthusiast, as well as put in relation to the idea of social sustainability in education. The empirical material has been gathered over the course of a year’s work in a research- and development program, and consists of documented development work, recorded group discussions and observations.

The conclusions are expected to point to a gap between the tendency towards trends in education and the idea of social sustainability as a central idea in education for the future. Another expected outcome of the analysis is that schooling for newly arrived pupils is not a sustainable practice.

The paper presentation is relevant to Nordic educational research in that it makes a contribution to the research field of newly arrived pupils, as well as a contribution to the discussion on social sustainability in education in a broader sense.
Music in Their Time: Social sustainability in Nordic Music Education

9. General Didactics

Karl Asp
Anna Ehrlin
1 School of education, culture and communication, Mälardalen university

Abstract: In this paper, the aim is to investigate how music education practice in two Nordic countries relates to students’ future needs of musical competencies and understanding. This investigation uses “social sustainability” as a theoretical tool in order to understand the sustainability within music education practice with focus on a temporal perspective: what kind of knowledge is sustainable concerning future needs and prospects?

Questions about what purpose education serves in a future perspective for the student has been a part of education philosophy for a long time. Researchers as diverse as Freire, Klafki and Dewey all have in common how education should contribute to the students’ future needs and growth as individuals. With today’s rapid development of music technology, music education faces new challenges with consequences for teachers and students, as well as the subject itself. New possibilities to produce, manipulate and create sounds; to save and distribute music; to listen to, share and discuss musical meaning— all points to radically changed conditions for understanding and using music. Still, tradition seems to rule Nordic music classrooms both regarding to curriculum as in choice of curriculum activities.

Different sources and scholarly contributions understand “social sustainability” in a multitude ways. Social sustainability is understood as a theoretical concept in the need of further analysis. In this paper we will theoretically review different meanings of “social sustainability” where “meaning” is informed by a social constructionist view on meaning and meaning-making. Data is collected from recent music education research by using a CLR (comprehensive literature review) method. This research comprises several Nordic studies on classroom practice as well as theoretical and philosophical approaches to music education. The methodology of CLR includes both thoughts on method and theoretical approaches to literature review.

The expected conclusions from this paper covers both a deepened knowledge of how music education practice relates to students’ future needs of musical knowledge and competencies, as well as a critical review of how the concept “social sustainability” can be understood in relation to music education practice.

To get a deeper understanding of how classroom practice relates to students’ future needs of musical knowledge and competence is crucial in order to plan, analyze, revise and organize music education practice in a time where music technology radically has changed the prerequisites of music education in a Nordic setting.
**Education for the future? A reproduction of the male actor in pupils’ perception of history as a school subject**

9. General Didactics

**Karin Sandberg**

1 School of education, culture and communication, Mälardalen university

**Abstract:** The aim of the paper is to discuss whom pupils identify as actors in history and the implications these identifications has for their identification and development of historical consciousness based on gender.

One of the goals in the Swedish curricula for history as a school subject is that the pupils should develop their historical consciousness (Lgr 11). Historical consciousness defines as the notion that we are beings with a past, a present and a future and an understanding of ourselves and the society as links in a time-based chain (Rüsen, 2004). The development of historical consciousness is regarded as closely linked to forming an identity (Potapenko, 2010). The definition of gender is based on Yvonne Hirdman’s definition that gender is something that is created and bound to different contexts and changeable (Hirdman 2001). The method used was semi-structured interviews with students in grade five. From the interview material categories based on the pupils’ answers were formed and then related to the theoretical framework.

The pupils in the study designate history as male. Men are mentioned in connection with the major events in the past as actors, inspirational leader or inventor of ideas or technology. Women are never mentioned in a present, present or future context. The representation of gender the pupils meet in history as a school subject can therefore be assumed to be a part of the pupils forming of gender. The results are in line with Thomson Tetreault’s (1986) results about the male history as the defining factor for history.

The results are interesting for both teaching in and research about the history subject within the Nordic countries. In earlier research pupils’ identity building based on a national narrative, that the pupils either identify with or oppose, have been studied (see for example Barton, & Levstik, 1998; Barton & McCully, 2012), but the question of how identity are formed through historical consciousness regarding gender has not been raised in earlier research.

**Development of preschools within the frame of sustainable development**

9. General Didactics

**Linda Jonsson**

1 School of education, culture and communication, Mälardalen university

**Abstract:** In this presentation, we take a closer look at a collaborative project between university and preschool, exemplified in a case study. Pedagogical leadership and collegial learning in relation
to social sustainability are discussed. Starting points is taken in the questions of how the interaction within the project can be related to sustainable development and also what aspects emerge from the participating researchers' perspective as relevant to sustainable social development.

Guiding theoretical starting points in the abductive approach consist of perspectives on social sustainability (Rasouli & Kumasasuriyar, 2016) research circles (Gustavsson, 2016), deliberative democracy (Englund, 2004; Premors & Roth, 2004), sociocultural theory of communities of practice and situated learning (Lave & Wenger, 1991; Wenger, 1998; Säljö, 2000).

Aspects that appear as clear and significant in the results analysis are the positive with the design of the project in the form of research circles; the value of a heterogeneous group of representatives from different professions; starting points in what is current and urgent for the participants; the value of a work in the research circles based on a deliberative democratic approach; the value of a positive conversation climate that encourages participants to reflect, make suggestions on possible action strategies and concrete actions.

These conclusions from the case study do not claim to be 'globally sustainable' aspects of social sustainability. Rather, they lead to socio-culturally colored thoughts about communities of practice and situated learning. That individuals feel participation and connection to a project, goes from peripheral to increasingly central participation in a community of practice, give greater chances to socially sustainable development processes. However, what this in detail means, how it is formed in action in terms of specified operationalized aspects, in accordance to what some theoretical perspectives emphasize, need to be defined in each practice. This, at the same time, lead our reflections to that such an overall socio-culturally colored determination of social sustainability is too vague. It opens up for aspects that in a second look can be understood as counter-productive to social sustainability. Aspects on overall abstraction level formulated on international arenas and in research thus appear to be important directional frames of reference. These conclusions are of relevance in a Nordic perspective as well, as a contribution to research on development in a professional setting.
Global challenges in food system transform learning in home economics education

Päivi Palojoki
1 University of Helsinki

Abstract: Chair: Gun Åbacka, University of Agder, Norway

TIMEFRAME FOR THE SESSION (11/2 hour):
15 min (presentation 1)
15 min (presentation 2)
15 min (presentation 3)
15 min (presentation 4)
15 min Discussant comments all papers, Päivi Palojoki, University of Helsinki, Finland
15 min Discussion open for all participants

Food and health education have had a significant role in home economics education. Today, the initial aims of preventing nutritional deficiencies and taking care of the poor have shifted to facing the challenges of abundance and growing amount of choice. Within this context of societal changes, eating has become not only a nutritional or a health promotion issue, but more and more also a statement to sustainability, identity and lifestyle. The diversified background of students sets demands for varied learning methods, in which the active role of students is acknowledged.

Beinert shows an example a new set of ideas called the Life-lab, where the key methods of science education are transferred into the context of Norwegian home economics education and specially into the area of food choice. Oljans discusses the possibilities of the concept food literacy: how the complexity of food choice in contemporary societies challenges home economics teacher’s classroom practices in Sweden. Choice, familiarity, and the taste of foods are important factors in determining students’ attitudes to foods prepared during home economics lessons. Multicultural classroom challenges old traditions since there are many students wanting to be able to make culturally ‘safe’ choices. Taste of sustainability becomes also an issue in home economics classrooms since the global challenges related to environmentally friendly and climate-safe food habits have become now more important than ever, as Gelinder discusses in her paper. Teaching in sustainable food consumption needs to be more strongly related to students experiences and habits which is also the aim of the last paper by Rendahl. Shediscusses how the complexities of the global food system challenge the beliefs on an individual level. To whom one can trust if there is a multiple array of various pieces of information regarding what is safe/healthy/sustainable way of choosing one’s food. For raising the Swedish students’ awareness of these multiple challenges, a discursive learning method (role play) is introduced to be used in home economics classrooms.
Cecilie Beinert
Nina Cecilie, Gun Katarina, Päivi Palojoki, Frøydis Nordgård
1 University of Agder
2 University of Helsinki

Abstract: Major health challenges today are global and food-related. Certain mental health problems, obesity and non-communicable diseases are preventable, and an unbalanced diet is the leading cause of several of these challenges (GBD 2015 Risk Factors Collaborators, 2016). Since many of the public health challenges we see today are strongly linked to nutrition and food choice, there is both an increased desire and a willingness to strengthen the education related to food and health both in Norway, and other countries (Folkehelsemeldingen, 2012; Lichtenstein & Ludwig, 2010). In Norway the school subject Food and health (comparable to home economics education) is the smallest one in comprehensive school. Few teachers have subject specific competence, which highlights the importance of developing learning activities, which aim at deep-level learning of the curricular contents of the subject.

Aim: The aim of this study is to develop and evaluate a research-based and innovative learning environment, a LifeLab, to be used in the food and health subject in 6th and 9th grade in Norwegian primary schools. The students will participate practical lessons, where they gain first-hand knowledge and solid understanding of science and subjects that are important for food choices. Through student activating teaching methods we aim at increasing their knowledge, skills and positive attitudes towards food and health.

Method: At the beginning of this research project, a national survey was distributed to all food and health teachers in Norway. The aim of this survey was to gain insight in Food and health teachers’ educational background, and to get information about teaching methods used at schools. Second, interviews in schools were carried out with students, teachers and principals at three pilot-schools in southern Norway, to gain deeper understanding of how the subject is taught and students’ experiences of their learning. All interviews are transcribed and will be analyzed, before being used in the development of LifeLab. The development will be conducted in close collaboration with two food and health teacher students at University of Agder. In the first phase of developing the LifeLab, the teacher students will test the new learning activities in a food and health class (6th and 9th graders) at the three pilot-schools. The lessons will be videotaped and audio recorded to analyze the interaction among the students while working with the learning activities. After the lesson, a group conversation with teacher students and the students of the class (separately) will be conducted, to gain insight in their experiences of the learning activities.

Results: If these learning activities are proven useful as learning activities in Food and Health, and if they can promote students’ deep-level learning, these methods and the LifeLab-environment can be developed further, included as a signature method and be an example of good practices in Food and health education.

References

Identifying Food Literacy: Educational opportunity for skills-based education

9. General Didactics

Emma Oljans

1 University of Uppsala

Abstract: Identifying Food Literacy: Educational opportunity for skills-based education

Food and health have long had a dominant position within the subject of Home economics (Home and consumer studies) in Sweden. HE has food and health at its core, and is characterized by the fact that students actually are expected to learn how to prepare healthy food. The aim of the subject states that food and health is to be taught (National Agency for Education, 2011). Education about the concept and processes of “food literacy” is as a way of bringing food choices, nutrition knowledge, and food preparation skills together. A commonly definitions of food literacy includes different knowledge and its relation to food, meals and health, where the term aims to discuss and broaden the perspectives of food and health and its different impact on human lives (Begler & Vidgen, 2016). Pendergast (2011) discusses Nutbeam’s (2000) three categories of health literacy regarding communication of food and nutrition as food literacy (Pendergast, 2011). This is defined in a thematic scheme inspired by St. Leger (2001). With inspiration from Pendergast (2011) I will continue to discuss and theories communication of food and nutrition as food literacy.

Aim: The aim is to analyze and discuss Home Economic teacher’s educational choice regarding the knowledge content food and health in relation to the dimensions of food literacy. Furthermore, based on the results, I will discuss what potential educational outcomes these constructions of content may provide to students regarding how to make conscious and motivated choices of food in relation to health.

Method: A discourse analytic approach is used as the theoretical frame for analyzing the data. Six focus-groups discussions were held in four different cities with a total of 27 HE-teachers. I analyzed and discussed teachers’ talk about their education regarding the knowledge content of food and health. This content is analyzed and discussed in relation to dimensions of food literacy (Pendergast, 2011).

Results: Four discourses were created, representing four different ways of constructing food in relation to health in education. The identified discourses were: i) teaching knowledge of facts, ii) teaching practical skills, iii) teaching analytical ability, and iii) teaching social generic skills.

References


Taste for sustainable food

9. General Didactics

**Lolita Gelinder**¹

¹ Uppsala University

**Abstract**: In this study different purposes in teaching are studied, and how teachers can be helped in their work with progressions as a part of a teaching sustainable food consumption in Home and Consumer Studies (HCS).

Method: The study was carried out in two HCS classes doing foodwork focusing sustainable food consumption. Foodwork, is a term used to summarize all the elements and choices included in the cooking process (Bove, Sobal, & Rauschenbach, 2003 & Neuman, 2016). The age of students was 14 to 15 and the teaching took place their last semester of studying HCS. The classes were video recorded and situations when students made explicit choices were transcribed. Through the use of Practical Epistemological Analysis, PEA, the students’ ways of making decision were studied as a first step. In the second step, focused in this paper, we study different purposes. The terms proximate purposes i.e. student-oriented purposes, and ultimate purposes i.e. teachers’ purpose are used and together, these two types of purposes form the organizational purposes for the classes. Proximate purposes work in such a way that students can use their language and relate to their experiences as ends-in-view. The use of organizing purposes is understood in relation to progression in teaching. This will we exemplified by the studies from two HCS classrooms that showed a discrepancy between the teachers’ ultimate purpose concerning education for sustainable food consumption and the students’ proximate purpose often related to taste.

Preliminary result: The study shows the importance of proximate purposes working as ends-in-view. In the classes studied there was a discrepancy between proximate purpose and ends-in-view and the
students’ choices were motivated by taste instead of sustainability arguments. The study shows that the HCS-teacher and students together need to create continuity in teaching (between ultimate purpose and proximate purpose) and thus enabling progression concerning sustainable food consumption as a part of a teaching sequence. Teaching in sustainable food consumption in some way needs to relate to students experiences and habits. This enables students’ proximate purposes to work as ends-in-view. Thus, students are helped to explicitly decide what about the proximate purposes is relevant or not, in relation to the ultimate purpose.
Re-selecting the educational content and learning methods in home economics education

9. General Didactics

Päivi Palojoki¹
¹ University of Helsinki

Abstract: Chair: Päivi Palojoki, University of Helsinki, Finland

TIMEFRAME FOR THE SESSION (11/2 hour):
20 min (presentation 1)
20 min (presentation 2)
20 min (presentation 3)
15 min Discussant comments all papers, Karin Hjälmeskog, University of Uppsala, Sweden
15 min Discussion open for all participants

The papers presented in this session discuss how home economics education aims to re-select and develop pedagogical practices for guiding students of various ages and in various learning environments. The contents of the subject home economics have changed through time, while its main goal, preparing students for everyday life, has remained unchanged. Everyday life means communicating with families and friends as well as making complex decisions according to the resources and people around us. The learning tasks and situations in schools need to fulfill the needs one faces every day, also in our globalized societies. Home economics lessons create everyday-like situations and give students the chance to learn how to solve real problems. As the adoption of environmentally-friendly and sustainable values is one of key aims of home economics education, the example set by teachers is very important. The teacher should not only teach the values which considered as sustainable but rather encourage the students to put these values into practice in their everyday lives.

The growing multiculturalism in Nordic schools calls for teachers to have expertise and an open attitude towards their work and towards knowledge construction during home economics lessons. This challenges the teacher education as Palovaara Sjoberg discusses in her paper driving from experiences in Norwegian teacher education. The culture of the school community is conveyed to students and gives them the model of both good and bad behavior. The cooperative practices of teachers support students to think in a more holistic way. Therefore, in the school community, every teacher’s work is in itself equally valuable and necessary, whatever the subject a teacher represents. Haapaniemi takes examples from Finnish schools with an aim to show what are the challenges of doing cooperation over subject-borders. This process, which she calls integrative learning is crucial for getting a holistic perspective on school-learned knowledge. The latest curriculum reforms in Nordic countries have shifted the aims of education towards learning how to learn and how to be active in one’s own learning process. These new approaches, such as experimenting, interthinking, problematizing and co-creating set also demands for the learning environment in home economics. Traditional Home Economics education in Nordic compulsory schools is held in classrooms
specifically designed for the subject, although there are today no explicit regulations on this classrooms’ design and equipment. Due to this the physical learning environment varies from school to school. Höijer discusses in her paper how the classroom settings affect the way teacher can support students’ learning activities in Swedish schools. In a well-designed learning environment teachers can activate students' own inquiries and thereby support the development of deep-level learning.

The teacher educators’ view of knowledge construction in subject Food and health

9. General Didactics

Lilja P. Sjøberg

1 The Inland Norway University of Applied Sciences

Abstract: Aim: This interview study focuses on teacher educators’ perspective of knowledge construction in teaching the subject Food and health (home economics) in the Norwegian primary- and secondary school teacher education. The aim of the study is to discuss how teacher educators conceptualize knowledge in their teaching. The research question is how teacher educators understand knowledge and its preconditions in teaching subject Food and health? Our interest is to find out the meanings of teacher educators’ sayings when they in the interviews talk about the social phenomenon, knowledge construction. After considerations we employed a theoretical framework consisting of the Didaktik triangle model (Künzli, 1998) that explains the teachers’ positioning in teaching and the operative constructivist theory (Rasmussen, 2004) that provides clarifications for the core concept in the study.

Method: We prepared the interview guide with five themes, conducted the depth-and focus group interviews with seven female teacher educators from three different university colleges, and transcribed the interviews. Our choice of method for analysing transcribed texts of interviews was operative constructivist interpretation.

Results: The preliminary results show that teacher educators of the subject Food and health have varied professional backgrounds and knowledge bases, and they teach different topics. The informants refer to “knowledge regime” that prioritize knowledge of nutrition. However, pedagogical knowledge and skills are valued in spite of the fact that many of the informants do not have formal pedagogical or didactical competence. Teaching is strongly polarized. There are clear distinctions between knowledge construction of theoretical and practical knowledge, and the ideal is a successful combination of these two aspects. However, teaching seems to have a clear pattern: the teaching of theory is teacher-lead and takes place in classrooms before the practical, student-active teaching in the teaching kitchen starts. Co-operation on teaching between teacher educators is rare.

The Nordic curriculum research has long traditions in using the Didaktik triangle (Künzli, 1998) when understanding teaching as practical “art or study of teaching” (Gundem & Hopmann, 1998) where the content and purposes have primacy in relation to students’ learning and teachers’
teaching. However, the national curriculum for teacher education emphasizes expected learning results and students’ learning. This shift from content-oriented to student-oriented models of curriculum seems to undermine the position of teacher and the subject matter in curriculum making process. Our study shows how this contextual turn (Shay, 2013)and demands of research based on teaching influence on teacher educators’ understanding of knowledge construction in teaching.

References


Tools for supporting integrative learning in home economics education in Finland

9. General Didactics

**Janni Haapaniemi**
Salla Venäläinen, Anne Malin, Päivi Palojoki
University of Helsinki

Abstract: The latest curriculum reforms in Finland have shifted the aims of education towards learning how to learn, and secondary education level has already been required to teach integrative skills (FNCC 2014). This study seeks to understand how these curricular demands can be fulfilled in the context of the subject of home economics in secondary education through an integrative approach to learning. This approach integrates knowledge from different school subjects to help students gain a broader perspective, thereby helping develop integrative thinkers with interdisciplinary skills. The study adopts the sociocultural learning approach, focusing on the tools used in learning—material tools, psychological tools and other humans as tools (see Vygotsky 1978). Other pedagogical arrangements supporting the integrative approach have also been analysed.

Aim: The purpose of this study is to answer the following research question: What kind of tools and pedagogical arrangements support the integrative approach to learning in home economics lessons that integrate other school subjects?
Methods: The data were collected from three Finnish comprehensive schools in the form of audio and video recordings of five different home economics lessons that followed the principles of integrative learning. The collected dataset underwent a qualitative content analysis (Cohen, Manion, and Morrison 2011).

Results: The results describe the variations in home economics lessons in terms of their implementation, supportive tools and pedagogical arrangements used in the learning tasks. All three kinds of tools—material, psychological and other humans—were used to support the integrative approach to learning, with the psychological tools being the most significant. The pedagogical arrangements supporting the integrative approach to learning were identified as differing in terms of who led the integration; if the integration was based on knowledge, skills, experiences, methods or materials; if the pupils from different subjects were mixed in a meaningful way; and whether the objectives and themes of the lesson were of an integrative nature.

The differences in the integrative implementations of the lessons complement each other; however, only if the integrative nature is clarified to the pupils. Determining the objectives of learning intended to support the integrative approach could be a good starting point when aiming to achieve an integrative approach to learning.

How where home economics education takes place matters. Didactic perspectives on the classroom

9. General Didactics

Karin Höijer

Högskolan Kristianstad, Sweden

Abstract: Aim: The aim of this presentation is to explore and highlight the didactic where-dimension in relation to Swedish Home Economics education. The didactic dimension of whereis, according to Andersson (2012), somewhat forgotten in comparison to the dominating dimensions of what, howand why, when it comes to didactic research in Sweden. An exploration of the where-dimension entails analysis and reflection on where and through what learning should take place. Traditional Home Economics education in Swedish compulsory school is held in classrooms specifically designed for the subject, although there are today no explicit regulations on this classrooms’ design and equipment. The Education Act states that facilities and equipment that is needed to fulfill the aim of the education should be provided for (2nd chapter, 35, The Education Act). The subject specific abilities that students shall develop in home economics education are: to plan and prepare food and meals for different situations and contexts, manage and solve practical situations in the home, and assess choices and actions in the home and as a consumer, and from the perspective of sustainable development(Swedish National Agency 2018, p. 42).

The place where education is held has been described as a frame factor (Lindblom 2016; Perssson 2014; Lindström & Pennlert 2016), meaning that it is an external factor that influence the teaching process. This could mean that the Home Economics classroom is experienced as a non-negotiable and external factor that both teachers and students just need to relate to.
Method: In this presentation three different examples of the Home Economics classroom will be explored with a didactic where-perspective. First the physical, traditional, classroom based on observations and a questionnaire. Secondly the spatial classroom, based on an analysis of two classrooms and lessons held in them. And thirdly an alternative, mobile classroom set outdoors in the forest based on a fieldwork.

Results: A tentative analysis indicates that the traditional classroom has a silent and taken for granted design based on old pedagogical ideas and that changing setting, i.e. moving from the traditional to a more unknown and less controlled environment, could enable new ways of teaching and learning.

References


11. Historical Research
Diffusion, transfer, reception or circulation? Sweden and the Anglo-Saxon world

11. Historical Research

Johannes Westberg
Esbjörn Larsson, Petter Sandgren, Christian Lundahl
1 Örebro University
2 Uppsala University
3 Stockholm University

Abstract: Education is a global phenomenon. The examples of this is almost infinite, spanning from nineteenth century kindergartens and monitorial schools, the early twentieth-century rise of the likes of Maria Montessori and John Dewey, to the causes and effects of present-day PISA-investigations.

In an era of international organizations and businesses, international political issues (human rights, the environment, terrorism), and increasingly global communications due to the technical developments, educational and historical research has placed greater emphasis on the international and cross-national level. The concepts used to examine such phenomena of an international and transnational character has multiplied to include interconnected histories, entangled history, histoire croisée, but also world history, global history, international history, and transnational history.

In this panel, we intend to use this historiography to revisit one of the main international contexts of Swedish education, namely the Anglo-Saxon world. In focus of this symposia stand four historical examples—the Victorian Schools, the monitorial schools, the infant schools, the English Public Schools, and the International Encyclopaedia of Education—that shed light on a range of vital themes including the changing role of the Anglo-Saxon world in the Swedish context, the role of centre-periphery relations, and, not the least, the international dissemination of educational models. In the context of Sweden and the Anglo-Saxon world, how can this process be understood in terms of diffusion, transfer, reception and circulation?

References
A pedagogical revolution on grassroots level: The introduction and early spread of the monitorial system in Sweden

11. Historical Research

Esbjörn Larsson

Uppsala University

Abstract: ‘The monitorial system’ and ‘mutual instruction’ are two of the terms used for the new teaching methods that were developed separately by Andrew Bell in India and Joseph Lancaster in England in around 1800. These methods spread rapidly around the world, and in just a couple of decades they were practised worldwide (Caruso & Vera 2005; Tschurenev 2008). Bell’s and Lancaster’s methods had in common the fact that one teacher used the best pupils as helpers – so-called monitors. Thereby it was possible for one teacher to teach hundreds of pupils at the same time (Kaestle 1974). In Sweden, these teaching methods became known in 1810, but it was not until 1817 that the teacher Peter (Per) Reinhold Svensson was sent to England by the Swedish government to learn more about the monitorial system. Thereafter monitorial education spread throughout Sweden under the name of växelundervisning, and in 1822 the Society for the Promotion of Monitorial Education (Sällskapet för växelundervisningens befrämjande) was formed. In 1824, the monitorial system had reached such recognition in Sweden that following a royal resolution it became the recommended method for teaching in Swedish elementary schools (Nordin 1974).

In this paper I will examine the introduction and early spread of the monitorial system in Sweden. This has not been done systematically before, despite the fact that several investigations has dealt with the introduction and/or the spread of the monitorial system in Sweden (Nordin 1974; Hodacs 2003; Neidenmark 2011; Larsson 2014). The thing that distinguishes this investigation from previous studies is its focus on the very first spread of the monitorial system in Sweden, prior to the formation of the Society for the Promotion of Monitorial Education. Drawing on documents in the archive from the society describing the introduction of the monitorial system in the first 30 monitorial schools in Sweden the paper can show that the introduction of the monitorial system in Sweden was not just the result of a decision of the Royal Majesty to send Svensson to England. Although Svensson began using the monitorial system in the school where he taught, the monitorial system was also introduced around the same time in two other schools in Norrköping and Gothenburg. These schools were in turn the result of an import of ideas from France and Denmark. The monitorial system then continued to spread throughout the country from these three original schools. The spread seems to have occurred as a result of people visiting or by parishes sending a teacher to one of these schools to learn more about the new teaching methods. As new monitorial schools started they could also function as inspiration for others planning to start schools in surrounding parishes. This shows that the introduction of the monitorial system in Sweden was not the result of any government decision, but rather part of a kind of grassroots movement involving rich philanthropists, the local clergy and teachers.
11. Historical Research

Johannes Westberg

Örebro university

Abstract: The infant school (småbarnsskolan) was the first type of preschool-institution—that is, an institution targeting children below school age—that was established in Sweden. After a first failed attempt that contemporary commentators explained with the climate and particularities in the culture of the Swedish working classes, a first infant school was founded at the Public Child-house (Allmänna barnhuset) in Stockholm—Sweden’s largest orphanage. Over time, more than 30 infant schools were established from Malmö in the south to Uppsala and Gävle in the North.

The first infant schools were established in England from 1816 and onwards, in order to provide children from the poorer classes under the school age with education and care. Partly as a result of the work of London Infant School Society, and The Home and Colonial Infant School Society, and the encompassing work of Samuel Wilderspin to spread the infant school model, infant schools were soon established across the globe: Sydney (1824), Cremona (1827), Budapest (1828), Wien (1830), Massachusetts (1836), Greece (1835), Rio de Janeiro (1875) (McCann 1966; McCann and Young 1982; Prochner 2009; Burger 2014). The vital studies of the dissemination of the infant school includes those of the infant schools reception in the USA (May and Vinovskis 1977), the transformation of infant schools to kindergartens (Read 2006), the implementation of infant schools in colonial contexts (Prochner 2009), and the dissemination of infant schools in Europe (Noël Luc 2015).

This paper contributes to this field of research by examining how the infant school model was disseminated to Sweden, and how it was received. Using theoretical concepts from the study of the transnational history of education, this paper will thus focus on how the model of infant schools was disseminated to Sweden, and how this model was transformed in this process and by the Swedish context.

References


Rethinking the Imperial Diffusion of the English Public Schools: The Case of Sweden

11. Historical Research

Petter Sandgren

Stockholm University

Abstract: The influence of elite English public schools – Winchester College, Eton College, Rugby School, Harrow School, et al. – on modern British history is arguably immense. J. A. Mangan, one of the foremost experts on English public schools, has stated that ‘once the Empire was established, the public schools sustained it’, and Baron Noel Annan (1916-2000) has described Oxford and Cambridge as ‘little more than finishing schools for public schoolboys’. This paper revisits and rethinks the idea of the English Public Schools as a global model for elite boarding schools. It does this by asking the question in what capacity the elite boarding schools that were founded in Sweden during the first three decades of the twentieth century were emulated the English public schools such as Eton, Rugby, Harrow and Winchester. Drawing on primary sources from the Swedish elite boarding schools Sigtuna Humanistiska Läroverk, Sigtuna Skolan, Solbacka Läroverk and Lundsbergs skola, this paper challenges the conventional narrative of a one-way diffusion of the English elite boarding school model to the rest of the world during the second half of the nineteenth century and onwards.

This paper argues that a transnational field theory approach is the best way to understand the globally entangled field of elite secondary education, both past and present. The English public schools should, therefore, be understood as part of a dynamic ‘transnational field’ of elite boarding schools that emerged during the first half of the nineteenth century. Within that transnational field, ideas of how future leaders should be educated would continue to diffuse and circulate across traditional national boundaries over the following two hundred years.

The ‘global turn’ in the social sciences and humanities, which in the discipline of history has manifested itself in the form of academic subfields such as ‘world history’, ‘global history’, ‘transnational history’, and ‘entangled history’, is by no means unconventional in the field of history of education. It is, however, relatively sparsely deployed. The sources that are used to write this transnational history of elite boarding schools are also familiar to those who in the past have written about independent boarding schools from a national perspective. These sources consist of: catalogued material in the school archives; parliamentary papers and official reports; newspapers and popular journals; school pamphlets; memoirs written by teachers, headmasters, and former pupils; school journals; and fictional schoolboy novels.

This paper challenges the conventional narrative of a one-way diffusion of the English elite boarding school model to the rest of the world during the second half of the nineteenth century. It argues that there never existed just one model of “education for leadership.” Rather, the second half of the nineteenth century saw the emergence of a transnational field where ideas about boarding school
education were shared and debated across national boundaries.

This paper, therefore, highlights a new way to understand the history of education in the Nordic countries, beyond that state.
Toward a Global History of Education: Theoretical and Methodological Considerations

11. Historical Research

Petter Sandgren
Stockholm University

Abstract: Symposia

(Network 11. Historical Research)

Title

Toward a Global History of Education: Theoretical and Methodological Considerations

Participants

Petter Sandgren, Stockholm University (Chair/Organizer)

Marcelo Caruso, Humboldt University

Johannes Westberg, Örebro University

Emma Vikström, Örebro University

Joakim Landahl, Stockholm University (commentator)

Symposia abstract

The ‘global turn’ in the social sciences and humanities, which in the discipline of history has manifested itself in the form of academic subfields such as ‘world history’, ‘global history’, ‘transnational history’, and ‘entangled history’, is by no means unconventional in the field of history of education. It is, however, relatively sparsely deployed. Given the fact that formal education and the rise of national school systems has been so closely associated with the nation state and nation building, the strongest academic discipline has been the comparative history of education, often called ‘comparative education’. In practice, the subfield of comparative education often means the comparative study of different national educational institutions or systems. The ‘comparative education’ perspective has produced a larger number of seminal works that have elevated our understanding on topics ranging from the different relationships between state and education, to how the relationship between educational institutions and the formation of elites differ from one country to another. There has, however, been a tendency to treat the national school systems as hermetically sealed systems – which is a natural consequence of trying to do ‘proper’ scientific comparative research, ceteris paribus. And, by doing so, there has
been an inclination to overlook the movement of ideas and practices between similar educational institutions situated in different nation states. This symposia will gather four papers that will consider the theoretical and methodological challenges and possibilities in the writing of a global history of education.

The panacea of cultural and educational transfer: Assessing problems and shortcomings

11. Historical Research

Marcelo Caruso¹
¹ Humboldt University

Abstract: The panacea of cultural and educational transfer: Assessing problems and shortcomings

Marcelo Caruso, Humboldt University

Global history is certainly not the history of everything. Since its inception as a new branch of scholarship, global historian have dealt with their the specificity of the new field compared to the old “world history”. Analytical sharpness and a departure from old ‘civilizational’ narratives were paramount in defining the novelty of the global history as an academic endeavor. A more conscious approach to theory and methods stands as a characteristic approach of this community of historians. This approach is much needed in order to assess the scope and limits of the scholarship being carried out.

Among the more conscious research designs, history of cultural (and educational) transfer stood out as a major possibility of overcoming usual shortcomings of traditional international and comparative research. First, the internationality addressed by transfer designs was a more specific one. ‘Transfer’ related to the linking of (mostly) two contexts and gave the broader concept of the transnational – being this a essentially ex-negativo concept – a more solid footing. Second, comparative historical research – the second significant branch of not purely national history – displayed problems of its own. One critique addressed the somewhat ironical effect that comparison, while focusing beyond the nation, reified the national context as being the most determinant. Another critique emphasized the abstract character of comparative research as such. In most of the comparative designs, units of analysis have been modelled as separate, almost as containers of national societies. The stronger focus of global history on entanglements and connections increasingly eschewed the comparative approach as being one focused on disconnection. Research on cultural transfer seemed to address these critiques. While still comparing the development between the lending and the receiving contexts (“a comparison at distance”/Jürgen Osterhammel), studies on transfer essentially modelled their designs considering contexts as entangled and connected. The research tradition of cultural transfer seemed to appropriately answer to these critiques.
Nonetheless, a close look to recent research in this field shows a series of problems and shortcomings. Studies on cultural transfer are mostly modelled after a country-to-country design and, in this sense, the transfer relations are so strongly streamlined that they describe quite abstract paths of transfer relations. These are rather multiple and, particularly in the 20th century, mixed. Moreover, the question of generalization and addressing larger contexts remains one considerable shortcoming of this line of work. While focusing on concrete processes of cultural and educational transfer, these studies barely managed to describe a big picture of global flows and transcontinental connections. This paper delves into these problems and shows how recent work on transfer relations in education are coming to their limits or reassessing their linear assumptions. Concepts like comparison of transfers, multi-referential transfer, and counter-transfer will be discussed in order to enlarge the scope of these studies and to strengthen their links to the field of global history.

A comparative history from below? Social and economic perspectives on the international rise of mass schooling

11. Historical Research

Johannes Westberg

Örebro University

Abstract: A comparative history from below? Social and economic perspectives on the international rise of mass schooling

Johannes Westberg, Örebro University

The nineteenth century saw the formation and expansion of national systems of education in Europe and North America. School laws, such as the Danish school acts of 1814, the French Guizot law of 1833, the Spanish Moyano law of 1857 and the Italian Casati Law of 1859, were established, and official statistics reveals various patterns of increasing numbers of schools and teachers.

During the last forty years, increasing efforts have been made to conceptualize and explain the different routes towards mass schooling. This paper will have two main parts. The first part will delimit and discuss the fundamental approaches to, and conceptualization of, nineteenth century national differences, including those promoted by Soysal and Strang (1989), Andy Green (1990), Meyer, Ramirez, and Soysal (1992), Lindert (2004), Tröhler, Popkewitz, and Labaree (2011), and Caruso (2015). Based on this review, the second part of the article will discuss possibilities for future research, promoting what I, with a slight play of words, will call a comparative history from below. That is, historical investigations that focuses on the ordinary, mundane and non-event-worthy history of education, and uses regional and local case studies as a way of conducting comparative research without reinforcing the nation state as the main frame of interpretation.

References
Who's Afraid of the Nation-State? Some Thoughts on Transnational Histories of Education

11. Historical Research

Emma Vikström¹
¹ Örebro University

Abstract: Due to global migration throughout the last century, the self-declared homogeneity of several nation states has proved a delusion, and large parts of the younger generation nowadays relate to more than one national heritage and history. Despite these developments, education, especially in the Nordic countries, has traditionally been and still is structured and researched as a mono-national entity. Since the late 20th century, the writing of national histories has been contested terrain because it often suggests a cultural, racial and/or territorial homogeneity (Berger 2008, p. 7). Hereby, transnational perspectives on history is understood as an attempt to blur the dominance of national borders and complement the Big Bad Wolf of national historiography.

In this paper, I examine the theoretical and methodological foundations of transnational history based on a critical reading of contemporary historiography. Initially, I outline some definitions of different approaches, such as comparative- and world histories. Following Saunier (2013), I understand transnational history as a perspective, and not a particularly research field, which focuses on the historicisation of connections and entanglements between communities and societies. Another point of departure is the notion that educational discourses and practices are often shaped internationally and therefore cannot be examined merely as national phenomenon. Such treatment fails to fathom the complexity of the studied object or event.

Secondly, drawing on the theoretical framework of Saunier (2013) and Iriye (2013), as well as the critique on methodological nationalism by Wimmer and Glick-Schiller (2003), I argue that a
transnational perspective on history can be especially fruitful because it addresses the “nation-centrism” of educational historiography. Hence, transnational perspectives can problematize the territorial limitation of historical research as well as examine the historicity and process of naturalisation of the nation state (Wimmer & Glick Schiller 2003, p. 577ff).

In conclusion, I highlight some benefits and challenges of this perspective as well as its relevance for the discipline of education and educational history in a Nordic context. However, the critical notions of transnational perspectives on historical research cannot simply replace national historiography, since the idea of the ‘transnational’, ‘global’ or ‘international’ is shaped and transformed in relation to the nation-state (Caruso 2014). Rather, it is a complementary perspective to national historiography that obliges us to question the nation state as a taken-for-granted point of departure for research.

References


Transnational Field Theory and Global History of Education: The Case of Independent Boarding Schools

11. Historical Research

Petter Sandgren

1 Stockholm University

Abstract: Transnational Field Theory and Global History of Education: The Case of Independent Boarding Schools

Petter Sandgren, Stockholm University

This paper will examine if transnational field theory could be a useful way to rethink history of education from a global and transnational perspective. Field theory is mostly associated with the
work of Pierre Bourdieu, but this paper will also consider other field theories, in particular the
organizational fields approach developed by American sociologists (DiMaggio and Powell 1991)
and strategic action fields (Fligstein and McAdam 2012). To provide an example of how
transnational field theory can be used to write a global history of education this paper considers the
case of independent boarding schools.

When exploring the global history of elite boarding schools from 1799 to the present time from a
field perspective a previously neglected interconnected and dynamic nature of these schools and the
elites they cater for is revealed. Drawing on primary sources from elite boarding schools in
Australia, Denmark, France, Germany, Great Britain, Greece, India, Sweden and the United States,
this paper thereby challenges the conventional narrative of a one-way diffusion of the English elite
‘public’ boarding school model to the rest of the world during the second half of the nineteenth
century and onwards. It argues instead that the English public schools should be understood as part
of a dynamic ‘transnational field’ of elite boarding schools that emerged during the first half of the
nineteenth century. Within that transnational field, ideas of how future leaders should be educated
would continue to diffuse and circulate across traditional national boundaries over the following two
hundred years.
16. The Nordic Society for Philosophy of Education
A report on philosophical studies of educational relations: educational questions in the time of globalization

16. The Nordic Society for Philosophy of Education

Erica Hagström¹
Marie Hållander², Erik Hjulström³, Johannes Rytzler³
¹ Luleå University of Technology
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Abstract: Globalization interplays with the fundamental conditions of education on several levels. One of them is how the role of education in a globalized world tends to focus on forming interchangeable, flexible and adaptable ‘learners’ rather than to letting subjectivities break through in the shared world.

In order to address these questions we highlight philosophical studies of educational relations. With such focus we acknowledge an orientation towards bringing back, or perhaps rather bringing forth, educational questions to education. This means paying attention to the theoretical foundations of how these questions are formed as well as to the contexts and practices out of which these concepts come into play. Moreover, we want to highlight ethics, aesthetics and materialities of educational phenomena.

The presenters are educated within the academic context of the research school Philosophical studies of educational relations, a school in the educational sense of the word, meaning creating ‘free time’ to gather around a common interest in depth.

Marie Hållander will in her presentation explore the example as an educational phenomenon, by asking the question: what does it mean to use examples within teaching? Drawing on Agamben’s philosophy and her own teaching within teacher education, Hållander will argue for how examples are relational, and not autonomous. Examples are singular, unique, but this does not mean that they are entities that are separated from the world.

Erik Hjulström will explore a phenomenon the Herbartian educationist John Adams [1857-1934] called Ark education. Adams (1897) used Ark education as a description of a desire to make transmission of knowledge more efficient and enjoyable, by the inventions of different technological solutions that would make learning easier for everyone. Hjulström uses Adams’ critique of Ark education to develop a Herbartian critique, and a historical problematization of a phenomenon Gert Biesta (2010) have called learnification.

Johannes Rytzler addresses the topic of attention by approaching it as an aesthetic phenomenon that is created and shaped within the practice of teaching. The educational specificities of teaching are derived from Dietrich Benners’ constitutive principles of educational practices, namely the summons to self-activity and Bildsamkeit. By interpreting the two principles through some key concepts of the French philosopher Jacques Rancière, a notion of teaching as attention formation is
discussed.

Erica Hagström will explore the in-between of the educational relation within a specific human–horse relationship in order to examine, re-symbolise and re-negotiate the very presumptions of what pedagogy can become. She is interested in the educational possibilities in the relational processes of becoming when the Other is a horse and, further, how imaginaries, enabled by a questioning of the anthropocentrism of processes of becoming, can contribute to think pedagogy as a relational process of becoming, rooted in becoming-animal.

After the presentations there will be a panel in which the presenters will pose questions to each other as well as inviting questions from the audience.

This symposia contributes to putting the globalized processes of research, practice and society into question as well as exploring other educational possibilities for education.

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The Singularity of an Example: On Representation and Selection

16. The Nordic Society for Philosophy of Education

Marie Hållander¹
¹ Stockholm University

Abstract: Marie Hållander will in her presentation explore the example as an educational concept, by asking the question: what does it mean to use examples within teaching? She will specifically relate the idea of the example to her teaching within teacher education at Stockholm University, within subject didactics in humanities and social sciences education, where the questions of what examples to use in teaching, in terms of representation, diversity and selection, are ongoing questions.

To understand this, Hållander will draw on Agamben’s lecture "What is a paradigm" (2002). Agamben deals with the function of the example philosophically and ontologically. Paradigm is used synonymously with examples, and Agamben writes that "we all" use examples, within philosophy, in art, literature and within education. In an etymological sense, paradigm means, from Latin "paradigm" or Greek "paradeigma", what appears next to it (the prefix "para" means "next to" and digm "to show"). Agamben writes in relation to this, how the example not only points towards itself but also towards something else: to what is next to it. In his lecture, Agamben treats paradigm ontologically and how the example shows a fundamental similarity between the example and the world, which Agamben formulates as a movement between two singularities – and not as a movement between one part (one example) and the general. The example is something that stands for itself, which also in its specificity moves towards what is visible next to it.

Giorgio Agamben shows how the examples are relational, and are not autonomous. But rather how they are relational; they move from the singular to another singularity and by that, the examples make that (that which is being explained or dealt with within teaching) “more knowable”, a concept he borrows from Aristoteles. But what does this movement consist of? "More knowable" can be
interpreted as meaning that the paradigmatic relationship takes place between the phenomenon and its comprehension. What the example has in common with an object, or the world, is its comprehension and through that it produces a new ontological context of a "besides being", a "next to it."

Examples used within teaching are singular, unique, but this does not mean that they are entities that are separated from the world. Choosing an example to analyse, highlight and argue for one thing in teaching does something with the argument and analysis. It tells something, creates something (a new ontological context of a “besides being”) and through that it also enables the teacher to concretize and clarify in teaching, but one should also be clear with how examples are singular, unique, and in that sense not general.

Learnification and the desire for "Ark Education"

16. The Nordic Society for Philosophy of Education

Erik Hjulström
1 Mälardalen University

Abstract: In the paper I explore a phenomenon the Herbartian educationist John Adams [1857-1934] called ark education. The theoretical framework is based on a humanistic tradition of educational research, and the methodological design is based on historical research and hermeneutics (Kemp, 2005). Adams (1897) used ark education as a description of a desire to make transmission of knowledge more efficient and enjoyable, by the inventions of different technological solutions that would make learning easier for everyone. Why Adams called it “ark education” depended on Isaac Habrecht’s [1544-1622] idea that learning could become easier if knowledge be collected in one general place where it ought to be framed, organized and structured in a way that would make the transmission of the facts more efficient. As Habrecht himself wrote; “One would learn to know all the animals of the world more quickly by visiting Noah's Ark than by traversing the world, and picking up knowledge as we went.” (quoted in Adams, 1897, pp.163) Everything from dictionaries, schoolbooks and museums is built on this model according to Adams, a model which in the future was thought to make teachers superfluous. But Adams thought these solutions all lacked something that makes them problematic from an educational perspective and that was that; “it is to be remembered that a museum is a place for instruction of one kind only, and that not the most important. Its place is not at the beginning of a study, but at the end.” (pp.168f) In the paper I use Adams criticism of Ark education to develop a Herbartian critique, and a historical problematization of a phenomenon Gert Biesta (2010) have called learnification. Learnification is according to Biesta a discourse of education, where education have become reduced to ‘‘learning’ and ‘learners’’ (pp.18). This discourse could be found in policies of education globally. One of its problems according to Biesta is that it individualizes education and ignores its relational aspects. It also leads to commodification of learning by turning education into a shopping mall of knowledge where those who desire something, and have the means to get it, also should be able to get it. Such a discourse reduces teaching to the support and administration of learning. But, as already Adams diagnosed the problem with ark education, such a learnification takes away the educative dimension of teaching by not troubling itself with the relational problem of how someone in the first place can give someone
else the means and ability to want something that it doesn’t already desire; the problem of how a teacher can incite a will and genuine interest in something new. This inciting of an interest in something new is what Adams in the quote called “the place at the beginning of a study” and I hope this paper can contribute with both an interesting perspective on this specific place in teaching, and a historical perspective on learninfification.

Attention and the Aesthetics of Teaching

16. The Nordic Society for Philosophy of Education

Johannes Rytzler

1 Mälardalen University

Abstract: In this paper, I explore the notion of teaching as attention formation, drawing mainly on the German Didaktik-tradition and the writings of Jacques Rancière. Although attention can be derived as the one of the central motifs of educational thinking, it is also a topic that during the last 150 years mainly have been addressed by psychology, cognitive science and neuroscience (Parasuraman, 2000; Ljungdalh, 2016). Since attention, even from a purely psychological perspective, cannot be defined without making metaphysical assumptions, it should be complemented with a qualitative depiction of the specific quality that is expected or sought for in a specific context (Mole, 2011). If attention is to be made an educationally significant question it has to be defined what attention means in an educational context, as in the practice of teaching.

In the paper, teaching is understood as pedagogical practice of presenting and representing the world. Ethical at its core, teaching consists of a plethora of pointing gestures, performed by representatives from the adult generation who value, understand and take responsibility for both the world and its newcomers (Biesta, 2004). These gestures are not only attempts to direct attention, they are also ways of ordering and giving meaning to the world of things (Mollenhauer, 2014). As such, the gestures themselves are a significant, however not always acknowledged, part of the world towards which they are pointing. Attention is formed and directed in relation to that which is represented but also in relation to the way the presentation is enacted by the educator.

I acknowledge the educational tradition of thinking attention as a relational phenomenon that can be created and shaped within the practice of teaching, where teachers and students gather around a common interest or a common subject matter/content (Masschelein & Simons, 2015). I derive the educational specificities of this relation from the educational principles of Dietrich Benner (2005), namely Aufforderung Zur Selbsttätigkeit (summons to self-activity) and Bildsamkeit (educability). These principles are developed and broadened together with the educational, political and aesthetic discussions of the French philosopher Jacques Rancière (1991, 1999, 2005) especially his discussions about teaching for Intellectual Emancipation and aesthetics and politics as a specific partitioning of the sensible.

By framing teaching as an endeavor dependent upon the three elements teacher, student, and content, its relational dimensions are brought to the fore. Through the interplay between these relations, the practice of teaching unfolds as an event of attention formation, characterized by aesthetical gestures.
and political seizures (c.f., Lewis, 2015). Teaching thus paves the way for attending and attentive subjects that form and transform as they participate in a common partitioning of a sensible realm of lived experience. This realm is nothing less than an educational realm as it, through its material plurality, summons both the self-activity and the educability of its participants.

**Becoming-animal and educational relations: other-than-anthropocentric imaginaries within a human-horse relationship**

16. The Nordic Society for Philosophy of Education

**Erica Hagström**

1 Luleå University of Technology

**Abstract:** Based on parts of my dissertation, I will in this presentation explore the in-between of the educational relation within a specific human–horse relationship in order to examine, re-symbolise and re-negotiate the very presumptions of what pedagogy can become. I am interested in the educational possibilities in the relational processes of becoming when the Other is a horse and, further, how imaginaries, enabled by a questioning of the anthropocentrism of processes of becoming, can contribute to think pedagogy as a relational process of becoming, rooted in becoming-animal.

By way of introduction, I link pedagogy and becoming, in line with the work of Biesta (2006, 2012, 2014, 2015, 2017) and Grosz (1999, 2011), through highlighting the event of becoming. This event entails being addressed by the other (Biesta, 2012, 2017). In line with Biesta’s work (2015b), which is informed by Lévinas, I understand ‘the address of the other’ (Biesta, 2015b, p. 2), as central to the event of becoming. Biesta (Biesta, 2015a) emphasises the need to open up other existential possibilities to be in and with the world, where we—instead of seeing the world as an object to be understood—need to let the world encounter and address us.

The predominant image in this educational becoming is human-centred. This dominant perspective consists in a social imaginary and symbolic system that is imbued with power structures of an anthropocentric and patriarchal character (Dunayer, 1995). Moving towards an imaginary rooted in becoming-animal means to be aware of the feminist implications that lie within questioning dominant images of educational becoming.

Calarco (2008) highlights Derrida’s (2004) work, as opposed to, and in criticism of, Lévinas (1988), not limiting the face of the Other only to the human sphere. ‘Being faced by animals’ (2008, p. 63), Calarco maintains, thus, allowing the face to include the faces of animals as well. This, together with Biesta’s (2012) uniqueness-of-irreplaceability in the responsibility for the Other, I see the horse’s face and body appear as an educational and ethical questioning.

In an interplay between literary configuration as a form of arts-based research and analysis based in philosophy of education, I explore the in-between of the educational relation within a specific human–horse relationship.
Focusing on the relationality between human life and other-than-human life brings forth a critical intervention on the understanding of the relationality of pedagogy, because it has the potential to call into question an interaction that has often predestined outcomes (including a language of command and obedience) and is critical of a pedagogy that prioritises words but neglects embodiment. It calls into question the instrumentalisation of relational practices that encompasses an understanding of “building” and “strengthening” relationships as a means to promote results and to achieve pre-arranged learning goals.

Instead, the focus on becoming-animal—and its embedded relationality—creates alternative imaginaries of becoming (Hagström, 2018). In this way, this presentation also forms a critique towards consumerist relationships in education in a globalized world.
Rethinking ethical-political education: The Nordic model

16. The Nordic Society for Philosophy of Education

Torill Strand
Teemu Hanhela, Anniina Leiviskä, Kailsha Wills, Niclas Ronnström, Ole Andreas Kvalme, Henrik Vase Frandsen

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Abstract: Young Europeans, including Nordic youths, now grow up in a globalized world marked by growing economic and social inequalities, new patterns of migration, digitized imaginaries, and an uncertain future. Youth revolts, emerging fascism, the refugee crisis, and a “democratic recession” may indicate that the societies’ social contract is put to test. In this situation, national and transnational policy-makers tend to portray ethical-political education as a remedy. But is it necessarily so?

This symposium reports results from a two year workshop series that have brought together educational researchers and philosophers of education from Copenhagen, Helsinki, Oslo and Stockholm. Conceptual and critical philosophical works were here mixed with empirical studies. Our aim was to challenge ontological and epistemic assumptions beyond contemporary models and discuss potential prospects and pitfalls of traditional and novel approaches to contemporary ethical-political education within and across the four Nordic countries.

Ethical-political education is an area of continuous disputes and conflicting beliefs, values and world-views related to its embedded complexity embracing social, cultural and not least political community and identity (Koselleck, 2004; Straume, 2013). In short, “education” is a name for those phenomena through which a community or society preserves and renew itself. The term “ethical-political education” more explicitly relates to those aspects of education through which the communal and formative values and norms of a society seem to be at stake. The term may signify a sociopolitical mission; an instituted practice; or discourses mirroring, embracing and reinforcing images of social and political rights, “the good society” or “the virtuous citizen”. Such discourses are configured into educational policies and practices that are both products and productive of institutionalized values and world-views (Bottici, 2014; Castoriadis, 1987; Moutsios, 2018; Straume, 2013). Consequently, discourses on ethical-political education do not only mirror conflictual values and beliefs. They also carry the potential to shape, justify, uphold and direct shared images, values, norms and practices. So, taking the fact that communal beliefs, values and worldviews are at stake, a systematic re-thinking of the many faces of ethical political education seems today more urgent than ever.

Despite important differences between the Nordic countries, there still exist an idea of a common
The Nordic political model, characterized as “a specific egalitarian social democratic community of destiny” (Sørensen & Stråth, 1997) or a social democratic welfare state regime that “promotes equality of the highest standards” (Esping-Andersen, 1990). However, considering that the Nordic model has never been unambiguous, uncontroversial, or static (Hilson, 2015), this symposium aims to go beyond the hidden assumptions beyond the many faces of Nordic ethical-political education today.

This symposium makes an original contribution to the field. Providing fresh perspectives on the many faces of ethical-political education, it widens images on the social, cultural and political aspects of the Nordic model. Papers presented here systematically address current dilemmas with diligence and insight; they contribute to philosophical clarification and the advancement of research with solid arguments for theoretical and practical redirections.

Towards Educational Justice — What Difference Can Recognitive Justice Make?

16. The Nordic Society for Philosophy of Education

Teemu Hanhela

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Abstract: The contemporary situation of Nordic school institutions reflects a strange tension. Nordic schools are internationally rated as succeeding beyond the average school in OECD countries, but they are unable to get actively enrolled in their institutions a considerable amount of children and youths. The increasing amounts of youths not in education, employment or training (NEET) in Finland and school dropout rates in Sweden exemplify this inability. This uneasy situation provokes this chapter to examine the theoretical grounds for the educational justice theory that explains the process of exclusion from the perspectives of the excluded. The first part of this chapter approaches this task by bringing forth the distinctiveness of Axel Honneth’s recognitive justice theory: its highest value relies on the process of undistorted growth, and by focusing on the distortions of growth, it captures the perspectives of the worst offs. Although the recognitive justice theory offers a salient direction for the educational justice theory to insert its essence into the process of education and social injustice, it has its weaknesses. The second part of this chapter analyses further Honneth’s idea of the hermeneutics of injustice, elaborating on three central problems: the sufficiency, conceptual and negativity problems. These problems show how difficult it is to explain the tacit experiences of the excluded and to anchor the theory of educational justice to these negative feelings. The conclusion draws the results of this chapter, outlining how the recognitive justice theory could be furthered with pedagogical aspects.

Citizenship education and the role of immigrant students in the Nordic countries

16. The Nordic Society for Philosophy of Education

Anniina Leiviskä
Abstract: This contribution addresses the issue of citizenship education and the role of immigrant students in the Nordic countries from the perspective of liberal theories of citizenship education. Liberal approaches to citizenship education have recently encountered rigorous critique: the critics argue that the supposedly democratic, rational, and neutral principles and ideals associated with liberal democratic theories are in reality rooted in a particular way of life and national identity. Accordingly, inculcating these principles and ideals in citizenship education excludes and marginalizes students belonging to minorities, immigrant students in particular. This contribution aims to respond to this critique by separating between two branches of liberal theory of citizenship education, ‘patriotic’ and ‘political’. The paper argues that while the ‘patriotic’ approach is vulnerable to the aforementioned critique, it does not apply to the ‘political’ line of thought. Rather, the ‘political’ approach, rooted in John Rawls’ political liberalism and the notion of reasonableness, provides a foundation for criticizing policies and practices that marginalize students with immigrant backgrounds. Finally, utilizing Rawlsian theory of citizenship education as a starting point, the paper makes some suggestions how the status of immigrant students could be improved in the Nordic countries.

Educational Cosmopolitanism: Education beyond Nationalist and Globalist Imaginations

Niclas Rönnström

Abstract: The recent turn to cosmopolitanism in the human and social sciences is highly relevant but also challenging for national education, and in particular ethical political education. The reason is that we can no longer think of the nation as the centre of gravity for our social reality and co-existence, but also because it is hazardous to meet global challenges with a one-sided championing of the competitive edge of nations in the light of economic globalization. One real challenge is whether national education in general, and ethical political education in particular, should depart from inward nationalist views of human interconnectivity that no longer match a social reality defined by global interconnectivity. Another challenge is whether education should be used merely as an economic tool for the competitive edge of nations competing on global markets. In this chapter I propose and argue for a cosmopolitan response in national education to a metamorphosis of society triggered by globalization. I suggest that a rooted imaginary cosmopolitanism is a much needed response to global change and a real possibility in national education.

Situating moral education? Environmental ethical values and student experiences

Ole Andreas Kvaemne

Abstract: This contribution addresses the issue of citizenship education and the role of immigrant students in the Nordic countries from the perspective of liberal theories of citizenship education. Liberal approaches to citizenship education have recently encountered rigorous critique: the critics argue that the supposedly democratic, rational, and neutral principles and ideals associated with liberal democratic theories are in reality rooted in a particular way of life and national identity. Accordingly, inculcating these principles and ideals in citizenship education excludes and marginalizes students belonging to minorities, immigrant students in particular. This contribution aims to respond to this critique by separating between two branches of liberal theory of citizenship education, ‘patriotic’ and ‘political’. The paper argues that while the ‘patriotic’ approach is vulnerable to the aforementioned critique, it does not apply to the ‘political’ line of thought. Rather, the ‘political’ approach, rooted in John Rawls’ political liberalism and the notion of reasonableness, provides a foundation for criticizing policies and practices that marginalize students with immigrant backgrounds. Finally, utilizing Rawlsian theory of citizenship education as a starting point, the paper makes some suggestions how the status of immigrant students could be improved in the Nordic countries.
Abstract: This empirical study is exploring what is happening when a class of 10th grade Norwegian students is exposed to the challenge of sustainable development in moral education. A focus is laid on the concern for nature and future generations, values formulated as universal claims by United Nations and UNESCO. Informed by Benhabib an analytical approach is established in which the moral education under display is conceived as recontextualizations of the values in question.

While the picture is not unambiguous, it is a consumption oriented perspective which dominates in this lesson, directing moral judgment towards complying with a carbon footprint rule. Many of the students have a multicultural background and a double embeddedness in Norway and a geographically distant country. This global background is just to a limited extent brought in as an educational resource, paralleled with a lack of attention for the students’ local relatedness to nature. An interview of a group of students after the lesson, adds a reflective perspective to the lesson in question, and explores the potential of these student contexts. In this way the study suggests a possible path for a moral education which mediates between the moral and the political, the local and the global.

Here and Now: Rethinking philosophy of education

16. The Nordic Society for Philosophy of Education

Torill Strand¹
¹ University of Oslo

Abstract: The TV-series “Here and Now” (HBO 2018) may be seen as an allegory of the current situation within philosophy of education. The main character is the depressed philosopher Greg Boatwright, father of four: three adopted children - from Liberia, Vietnam and Colombia - and a biological daughter, who calls herself “the boring white chick in the family”. Raising this family was to Greg and his wife a “great progressive experiment in diversity”. However, on his 60th birthday he delivers a disturbingly pessimistic speech: “It all failed”. Later he confides to his daughter: “sometimes I feel like the world’s falling apart”. Admittedly, today’s philosophy of education may fall short of such a bleak description. Nevertheless, in face of such a situation it seems pertinent to re-think philosophy of education, old and new. The aim of this paper is to explore to what degree Alain Badiou’s anti-philosophy may represent a way of doing so.

In the first part of this paper I map out the many faces of current philosophies of education. Next, I perform a close reading of Alain Badiou’s “ethics of truths” and “logic of worlds”. In doing so, I hope to reveal the epistemic and ontological assumptions that generate Badiou’s anti-philosophical position. In the third part of the paper I compare and contrast Badiou’s position with some contemporary philosophies of education. Referring to Greg’s pessimistic speech we may ask: Did they all fail?
19. Teacher’s Work and Teacher Education
Changing Educational Practices in the Light of the Theory of Practice Architectures

19. Teacher’s Work and Teacher Education

Karin Rönnerman¹
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Abstract: Chair: Karin Rönnerman
Discussant: Petri Salo, Åbo Akademi University, Finland
Symposium to be given in Swedish

This symposium is exploring how research and theoretical recourses reveal structures that constrain, enable or force changes in educational practices. In an uncertain time, when for example democratic values are at stake in Europe, schools democratic fulfilling, and the professionals’ possibilities to explore and change their practices are fundamental.

In a number of different empirical studies, across different educational settings, from preschool to higher education in Sweden, we address two fundamental questions: What is happening in this educational practice? How can we understand it? The theory of practice architectures (Kemmis & Grootenboer, 2008; Kemmis et.al, 2014) was applied to explore the educational practices and the conditions that enabled and constrained them in their sites. Practice is here understood open and changeable and are activities hanging together in time and space (Schatzki, 2002).

According to the theory, practices are shaped and hold in place by three kinds of overlapping arrangements: Cultural-discursive arrangements such as how discourses and languages affect what is possible to say in and about practice (e.g., deficit discourses, critical discourses, discipline-specific discourses, languages). Material-economic arrangements, how material, technological, financial, organisational, and other resources affect what it is possible to do in practice (e.g., buildings, schedules, workload calculators, funding). Social-political arrangements are arrangements that affect the ways in which it is possible for people to relate to others (and things and places) in practice (e.g., organisational rules, mandates, solidarities, hierarchies).

In this symposium, we would like to first: present the theory and discuss it as a methodological, theoretical and analytical resource for professionals in educational settings (Nicolini, 2012), and second: discuss some of the results from the empirical cases, which highlight how practices in different ways can be understood from the lens of the theory of practice architectures e.g. how practices are hold in place from cultural-discursive, material-economic and social-political arrangements. How these arrangements enable and constrain practices at the site. And finally, the studies will show how the theory gives an understanding on how to be able to change practices, often in dialogue with teachers/leaders.

References
The paper illustrates how we can use theory of practice architectures to understand what becomes meaningful for principals to do in school improvement. We often simplify principals’ possibilities to improve schools, which does not support principals’ improvement practices. Instead, we need to make the complexity in improvement practices visible.

Theory and Aim
The study focuses on principals’ actions in improvement in relation to context. It takes its departure from ten principals’ improvement concerning conditions for enterprise education. The research questions are: 1) what do principals do in a school improvement work and how do their actions change over time, and 2) how do the context form their actions?

Methodology
The analysis is based on the theory of practice architectures (Kemmis, et al, 2014). A practice is formed by sayings, doings and relating that hang together in a project. A project is what a practice is aiming for. Furthermore, cultural-discursive, material-economic and social-political arrangements shape and constrain the practice. So how a practice turns out is dependent on cultural-discursive, material-economical and socio-political arrangements. By analysing projects in principals’ improvement work, I show what principals are trying to uphold and what dilemmas they are trying to solve in their practice. By analysing the arrangements, I show why some projects overshadow other projects.

The participants are a team of eleven upper secondary school principals at the same school. The research object was the arena where the principals met to discuss, reflect on and to create conditions
for enterprise education. The empirical material, collected during one year, consisted of field notes from observations of joint principal meetings, transcripts from focus group conversations with the principals about their improvement practices, and of principals’ as well as mine written log notes.

Findings
The results show six practices competed on the arena where the principals where supposed to work with the improvement work. Three of them enabled the intended improvement practices. The other three constrained the intended practice. In addition, over time they overshadowed the first three. Cultural-discursive arrangements like abstract ideas of what the principals’ were supposed to created conditions for as well as social-political arrangements like asymmetric relationships between the principals and expectations from the local school board on quick solutions enabled practices that constrained the planned change. What became meaningful for the principals engage in were not the planned improvement practice, but other already existing practices.

Relevance to Nordic research
With the theory of practice architecture, it becomes obvious why school improvement from principals point of view is challenging. Analyses based on the theory contributes to the discussion about what kind of arrangements could support principals to motivate, initiate and lead school improvement. It also shows the importance of analyzing every unique context when planning improvement work to be able to understand what needs to be changed to strengthen principals’ improvement practices.

References

Investigating collaboration between researchers and teachers in practice-oriented (praktiknära) research projects

Anette Olin
Göteborgs universitet

Abstract: Background
The paper describes and analyses the collaboration between researchers and teachers in two research projects. The terms and conditions of a four-year research project funded by the Swedish Research Council, facilitated by a research group working in collaboration with a teacher team, is being compared with an 11-year cooperation project consisting of a number of education and research projects funded by a municipality. The aim is to better understand how the collaboration between two professions, researchers and teachers, unfold in different practices and what possibilities and limitations that arise depending on different conditions surrounding those practices.

Aim
Previous research on collaboration between researchers and teachers describes dilemmas that have to
do with for example the roles of researchers and teachers, time difficulties, expectations of participants and who’s voice that is being heard when results gets presented. Factors highlighted as facilitating collaborations are careful preparations and joint negotiations; sufficient time for reflection, analysis and discussion; responsive, committed and knowledgeable leadership; openness for changes in projects; respect for each other's knowledge and competences in trustworthy relationships; distributed risk taking; and clear agreements on how the research will be used and reported.

**Theory**

Based on the theory of practice architectures, a re-analysis was made from previous studies from the two research projects. The three parts of a practice, sayings, doings and relatings, were defined by focusing on the collaboration between researchers and teachers in relation to the research work (the project) carried out in both projects. In order to deepen the understanding of the existing conditions, which are also influenced by the collaboration practices of researchers and teachers, I searched for material-economic, discursive-cultural and social-political arrangements when re-analysing the data.

**Findings**

The result points out possible and restrictive arrangements in both projects, such as dealing with sustainability over time, influence on content and stabilizing / destabilizing factors such as theories of use and different encounter cultures. Trustful relationships between participants in the practice are crucial social-political arrangements that in both cases helped the projects to get started. Thereafter loyalty to communities of practices played a major role in ensuring that collaborations were stable for a long time. An conclusion is that building collaborative projects on single driving spirits can thus pose risks if a person ends, while building on communities creates better sustainability over time.

**Relevance for Nordic Education**

In contemporary education research in Sweden there is an emphasis on practice-oriented (praktiknära) research. In some approaches for this, such as action research, learning studies and design-based research, collaboration between researchers and teachers is a pre-requisite which is not reflected upon but rather taken for granted. The theory of practical architecture helps to emphasize the importance of considering the conditions around such collaboration for establishing constructive and sustainable research projects for researchers and teachers that can contribute with interesting research results.

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**A teaching practice where problems are located to pupils’ brains**

19. Teacher’s Work and Teacher Education

**Anita Norlund**

Högskolan i Borås

**Abstract: Background and aim**

The purpose of the presentation is to shed light on two municipalities and their teaching practices,
and in particular how a discourse of ‘brain-based education’ operated within these practices. Both municipalities conducted three-year projects that aimed at increased inclusion and at ensuring equal opportunities for pupils with a diagnosis within autism spectrum disorder (ASD).

**Theory**

The study is primarily framed by the theory of practice architecture (see Kemmis et al. 2014) and its accompanying key concepts. The concepts are divided into two clusters; on the one hand three types of actions (sayings, doings and relating) and on the other three types of arrangements (cultural-discursive, material-economic and social-political). The clusters are related in respect of the fact that it is the arrangements that either enable or constrain certain actions. The practice theoretical frame is combined with an additional approach; a critical pedagogical discourse analysis based on the sociologist of education Basil Bernstein's conceptual pair of ‘intra-individual’ vs ‘inter-group’ oriented discourses of change (Bernstein, 1990). The addition offers a fine-grained tool for analyses of whether realizations of brain-based ideas are enabling social change and justice or not.

**Methodology**

Data is derived from both the municipal inclusive projects and includes remedial action plans for pupils and interviews with teacher teams as well as student health teams.

**Findings**

The results highlight primarily which cultural-discursive arrangements that are important and, in consequence, affect the sayings in teaching practices of concern. Among these arrangements we find assumptions, for instance that it is important for pupils to exercise their working memory. Another assumption relies on a neuromyth; the false conviction that it is important to address pupils’ different learning styles. It is discussed how these assumptions risk having a counterproductive effect in relation to the municipal projects’ wish for increased equity. The study also shows how the involved teaching practices relate to other practices in the ecology of practices (see Kemmis et al., 2012). Here, the professional competence development practice and the student health team practice are given particular focus.

**Relevance for Nordic Education**

A belief in brain-based education, irrespective of whether it is neuromythical or neuro-factual, appears to be popular in all Nordic countries. However, so far there seems to be less critical research conducted in the Nordic countries in comparison with other parts of Europe and internationally. Thus, the study meets a gap in previous research.

**References**


The reactions to and the consequences of a process of educational change through the lens of Practice Architectures

19. Teacher’s Work and Teacher Education

Richard Baldwin

1 Högskolan i Borås

Abstract: Research topic
The research topic discusses the usefulness of using the theory of practice architectures to understand the reactions to and consequences of a process of educational change in higher education. The research highlights an attempt to use the theory to re-interpret data produced during a doctoral project looking at changes made within teacher education; more specifically changes made in a department of education within a university college in Sweden and inspired by the Bologna process. The project investigated a specific case of curriculum change; that of organizing higher education teacher training courses around learner outcomes in line with the Bologna process.

Theoretical framework
The research uses the theory of practice architectures to revisit the data produced during a doctoral project. The theory is a theoretical resource for understanding education and professional practice, as well as an analytical resource for revealing the ways in which practices are enabled and constrained by the conditions under which they occur (Kemmis and Grootenboer (2008). The theory describes how practices shape and are shaped by the arrangements with which they are enmeshed in a site of practice. By using the theory of practice architectures to look at reactions to attempts at educational change, the research mirrors earlier studies such as Green et al (2017) which have used the theory to provide a lens to look at how teachers respond to challenges they perceive in schools.

Methodological design
The theory of practice architectures is used to re-examine the data produced during a doctoral project and to gain thresh insights into what happened in the local field of practice as a result of changes inspired by the Bologna process. More specifically the theory is used to examine the ‘sayings’, ‘doings’ and ‘relatings’ found in the site of practice, as well as how these ‘sayings’, ‘doings’ and ‘relatings’ hang together and are inter-related.

Findings
The findings show that using the theory of practice architectures helped foster a better understanding of how the different ideas behind the Bologna process interacted with the cultural discourse arrangements, material economic arrangements and social policy arrangements in existing practice. The theory added a new energy to the analysis of the particular case study and a greater understanding of the field of practice.

Relevance to Nordic educational research
The theory of practice architectures can be extremely useful in helping to understand the reactions to and consequences of attempts at educational change in higher education. The Bologna process is still going on in the Nordic educational research area and very little research has focused on its consequences for practitioners. It is more important than ever to throw light on the complexities of change and how policy is dealt with at the local level.
Assessment as a practice

19. Teacher’s Work and Teacher Education

Lisbeth Gyllander Torkildsen
Landskrona

Abstract: Research topic/aim
In Sweden, teachers use assessment summatively, to evaluate students’ development in relation to prerequisite knowledge requirements, and formatively, to strengthen students’ learning. Studies indicate that teachers have difficulties relating these two assessment assignments to each other. The formative process takes place in assessment practices were students and teachers talk, act and interact, focusing students’ learning processes. In these practices assessment is related to clarified learning objectives, identification of the level of student’s current performance, and feedback and feed forward that students can use to enhance learning. Student agency is crucial. The aim is to visualize what can be learned about assessment practices by applying the theory of practice architectures and by combining this theory with validation theories.

Theoretical framework
A theoretical framework based on the theory of practice architectures and validity theories is used. The theory of practice architectures explains how practices are shaped by cultural-discursive, material-economic, and social-political arrangements. Arrangements shape interpretations, decisions and actions as well as behavior and relationships within a practice. Validity theories increase understanding of interpretations, decisions and actions as well as threats to students’ understanding and agency in assessment practices. Valid assessment practices build on alignment between educational goals, teaching/learning activities, assessment and learning, and on student-teacher-collaboration in assessment practices.

Methodological design
Action research served as a methodological frame. Data derive from focus group interviews, participatory observations and dialogical meetings with students and teachers in a secondary school in Sweden. Focus group interviews were conducted with student, identifying students’ experiences and perceptions of assessment. Dialogical meetings with students and teachers captured thoughts, possibilities and difficulties regarding assessment practice. An ongoing parallel observational study provided complementary empirical data. Data was analyzed through a four step process using the theoretical framework. Students and teachers participated in preliminary analyzes. The analyzes focused on students’ understanding of assessment, students’ access to and agency in assessment practice and arrangements that shape assessment practices.

Findings
Findings indicate that students’ understanding of, and access to, assessment practices are dependent on relevant teaching, learning and assessment activities, student-friendly language and student-teacher-relationship. Accessible and meaning-making assessment practices are thus not a question of applying methods. Enhancing student voice and agency is crucial. The theory of practice architectures enhances understanding of the complexity of assessment by providing knowledge on
arrangements shaping assessment practices. The combination of theories has enabled increased knowledge of how teaching and learning activities, as well as assessment methods, need to be chosen based on a solid understanding of students’ needs, preconceptions and understanding, as well as pre-conditions in the specific context. Assessment practices unfold in the practices of teaching and student learning, and are interrelated with teachers’ professional learning, leading and researching. Sustainable development of assessment practices may be dependent on simultaneous development of several interrelated practices at a specific school.

**Relevance to Nordic research**
The study is of relevance to Nordic educational research by enhancing knowledge on how interrelated practices enable and constrain student agency and assessment processes with high validity. Applying this knowledge enable sustainable development based on well-founded analysis and understanding.
Abstract: In focus for this session is the dynamic interplay between international comparative research and national educational policy-making. Our case are Sweden and Finland as Nordic welfare states under restructuring. We analyze this as a case of changes in relations between science and society carried out in Science and Technology Studies (Nowotny, Scott & Gibbons, 2001). Here it is of utmost interest to understand the dynamics of coproduction of science and society – what here is named agora – in ongoing change processes into e.g. a knowledge society or a risk society (e.g. Beck, 1992). This interest is in contrast to linear and unidirectional conceptions of such relations (n,b, Rip, 2002). Furthermore, given the notion of coproduction, it is of significant importance to analyze what the dynamics at agora imply for the making of local education in a globalized context, as well as for educational research in focus (Sellar & Lingard, 2014).

Our case fits well in this respect given its trajectory since WW2 from a centralized welfare state focused on schooling of democratic citizens towards a decentralized and marketized welfare state focused on schooling for an internationally competitive economy. Here international large-scale assessments (ILSA) provides a different kind of governing at a distance as it has become vital importance in policy discourses and the government for advices on educational reform. The decentralization within nations continues but with reference to supra-national organizations such as the OECD which have transformed ILSA research into a testing system (e.g. PISA) organized to provide policy advices.

Given the theoretical stances presented above we turn to our case with a set of questions: How does ILSA perform institutionally and as a knowledge system in what is called transitions into a knowledge society in education policy? How is educational research (here especially ILSA) translated into and assemble the agora? What positions are developed and which strategies are at work by different agents at the agora? What are the dynamic implications for the new arenas in the coproduction of science society at the education agora and what does this mean for the truth generating systems of scientific knowledge production? Our approach to these questions are comparative, using results and data from a previous ten-country study (including Sweden) carried out at 1999-2001 dealing with educational governance and knowledge problematics (Lindblad & Lundahl, 2001; Lindblad & Popkewitz, 2001) to understand changes explored in the ongoing research set of inquiries on ILSA, systems of reason and education discourses (Lindblad, Pettersson & Popkewitz, 2018; Pettersson, Popkewitz & Lindblad, 2018).

The research presented here has the ambition to cast new light on the changing relations between knowledge and policy in education with its focus on the dynamic interplay between science and policy-making. In this interplay international comparative studies is a vital ingredient. Discussions
based on comparisons to previous international research on knowledge politics in education will deepen our understanding of comparative education knowledge in local and global contexts.

**Contrasting Assessment Discourses Across Time: Emerging and Collapsing Trends in Finnish Basic Education**


Petteri Hansen¹

¹ University of Helsinki

Abstract: As various studies has point out, use of “evidence” and “data” has become a standard policy procedure for legitimating and initiating national education around the globe (Prøitz, Mausethagen & Skedsmo, 2017). In the Nordic education policy research emerging culture of assessment has been associated with increasing self-governance and transparency of public services but also with re-manifestation of the state as a unit of competition in the field of global economy (Hudson, 2007).

However, despite some mutual features, policies and practices of local and national assessment have been adopted and implemented quite differently in different Nordic countries (Dovemark et al, 2018). These differences can be explained in terms of historical path-dependency (Antikainen 2010), dynamics between different policy actors (Simola et al, 2017), domestication of international policy drifts (Rautalin, 2014), discursive institutionalism (Wallenius et al, 2018) and self-referentiality of social systems (Hansen et al 2018).

In this paper, being part of my post-doctoral research project *Projecting the futures of Nordic basic education*, I focus on changing assessment discourses of Finnish basic education. To compare assessment discourses across time, I have combined interview material from two comparative Nordic education policy research projects, namely Education Governance and Social Inclusion and Exclusion in Europe (1998–2000) and Dynamics in Basic Education Politics in Nordic Countries (2015–2018). In both research projects, interviewees were members of the establishment in Finnish education, i.e. long-term politicians, policy-makers and administrative leaders and other central stakeholders. Based on the system theoretical understanding of interplay between temporal structure and semantics, this paper aims to elaborate how causes and possible effects of basic education assessment are expressed similarly and differently in two different point of time. The comparative findings are discussed in terms of persisting, emerging and collapsing trends of assessment.


Hansen, P., Wallenius, T., Juvonen, S. & Varjo, J. (in process). Moving landscapes of Nordic basic education – approaching shifting international influences through the narratives of educational


**Sverker Lindblad**

Lisbeth Lundahl

1 University of Gothenburg

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**Abstract:** The purpose of this paper is to identify and analyze changes at the education policy agora (Nowotny et al, 2003). In focus are discursive positions and arguments in educational governance during two periods; 1998-2001 and 2016 -2019, particularly in Sweden as a welfare state under restructuring. We build on research on educational governance and social inclusion/exclusion that we have carried out during these two periods. *For the first period*, see e.g. Lindblad, Lundahl, Lindgren & Zackari (2002) on the case of Sweden and Lindblad & Popkewitz, (2001) on a ten-country study, including the Swedish case. The empirical data consist of case studies, interviews with teachers and school leaders as well as leading policy-makers and top administrators. Our research interest concerned policy reasoning and knowledge problematics, which also made us study categorizations and taxonomies in statistics (Popkewitz & Lindblad, 2001).

The study of *the second period* departs from the first one, but it is at present focusing on Sweden in international contexts. Here we have a similar design of interviews with policy-makers and top administrators, and we conduct discourse analyses, but we have a special interest in comparative education research and international large-scale assessments (Lindblad, Pettersson & Popkewitz, 2001).
From our analyses of policy documents and interviews we conclude that in both the first and the second period, statistics played a vital part in policy discourses; population categorization and taxonomies matter in education policy reasoning and problem representations (Bacchi 1999), e.g. in terms of student dropout. However, we have found distinct differences in what statistics are referring to. In 1999, resources for and in education had a focus on the education input, e.g. enrolment, expenditures and resources for education, while in 2018 a main focus concerned outcomes, such as school results and positioning in international comparisons.

We present and discuss such differences as changes in educational preconditions as well as in educational reasoning at the education policy arena.

References


**Gun-Britt Wärvik**

1 University of Gothenburg

**Abstract:** This paper analyses how international large-scale assessments (ILSA) increasingly have come to interact with and be referred to as evidence in educational policy making in Sweden between the years 1990-2017. The aim is to identify different periods in connection with ILSA-policy interactions on the education ‘agora’ and to analyze lines of development in education decision making and policy discourses. Which actors are present, whose knowledge about the school is what matters and on what grounds? Following Nowotny et al (2001), the notion of ‘agora’ is here
used as “the problem-generating and problem-solving environment in which the contextualization of knowledge production takes place” (p.192). Thus, the agora is seen as an ‘elastic’ notion that goes beyond being a physical place only (Wycherly, 1956), but embraces institutions and kinds of experts that are involved in production of knowledge about education. In that sense, the agora is seen as an intersection of a manifold of often diverging interests and voices, and with no clear institutional and national boundaries, involved in changing structures for production of knowledge about education.

To analyze what arguments are put forward and on what grounds, we have carried out interviews with twelve top politicians and other influential top policy actors. The interviews are analyzed in parallel with government policy documents. The analysis identifies events and actors over time with a focus on epistemic attitudes (von Wright, 1983, 2004) as sources of knowledge claims in policy discourses. What conditions “needs” to be explained and what propositions contain the explanation? The transitions of governance identified in the former EGSIE-project (e.g. Lindblad & Popkewitz, 2002) is taken as a baseline for the analysis (e.g. in terms of governing by goals and results, deregulation and decentralization of decision-making).

The paper shows how the education agora increasingly embraces new kinds of actors beyond the sphere of the nation state and sometimes beyond educational institutions, and based on different kinds of knowledge on the education agora, thus creating dissonances in a manifold of voices, embracing narratives on educational progress. These actors are for instance connected to advising in texts from international organizations, judicialization, private for-profit providers of schools, school developers/consultants, controlling education authorities etc. Considering the education agora in Sweden we have identified a shift around the year 2007 when ILSA started be become more influential in education policymaking.


Abstract: Scholars have become increasingly interested in how behavior driven by ideas rather than self-interest determines policymaking outcomes. In this, the paper performs interviews with Swedish scholars that have been influential on the educational Agora (cf. Nowotny et. al. 2001) in co-producing (Jasanoff, 2006) educational knowledge in-between science, politics and society. This is a most important task for gaining knowledge on the dynamics, position and strategies that guides and frames the activities taking place on the educational Agora.

The interviews have been performed with scholars and administrators of education which in Sweden can be discussed in terms of given a role of ‘state intellectuals’ when it comes to educational thinking and reforms. The paper is influenced by Timothy Mitchell’s (2002) statement on who to consider an expert in asking: “What strategies, structures, and silences transform the expert into a spokesperson for what appear as the forces of development, the rules of law, the progress of modernity, or the rationality of capitalism?” (a.a. p. 15). This is relevant to reflect upon and the paper gives examples on how this can be portrayed based on examples from the Swedish context.

What we ask is how the statements produced by Swedish ‘state intellectuals’ came to be agreed upon as ‘facts’ (cf. Hunter, 2001) and what are the perspectives, positions and practices at work? In this we use the interviews with some of the most important historically and contemporary experts as well as we from our interviews gain knowledge on previous ‘state intellectuals’ and on the policy environment these long-gone intellectuals were active within. This is then coordinated with previous research outlining a periodization of welfare state education, and by performing the task in this way the paper can make some conclusions on displacements on the educational Agora as well as changes in the style of reasoning (Hacking, 2002) dominant on the Agora. In this handling, we are able to show displacements over time on how ‘experts’ as well as educational knowledge is constructed as a co-production (Jasanoff, 2006) between science, politics and society. Conclusively, by asking how educational ideas, educational interests and educational ‘experts’ connect and affect each other on the educational Agora, we can avoid some of the pitfalls of the old idealist versus materialist debate about the nature of public educational policymaking.

References:


Quality in upper secondary education

Heidun Oldervik

Abstract: Symposium abstract:

Quality in upper secondary education

The two upper secondary schools in this study are interesting cases as they are planning to merger due to the region-/municipality-reform, which calls for larger units, and there has been some conflict as where to place the new school. They also score very differently in the first round of a new quality measurement system, the SØF-report No. 01/16. In this context, our hypothesis is that quality and different perceptions of quality both are at stage and are put into play.

Quality in upper secondary education has been highlighted recent years because of high drop-out rates and youth unemployment. Inclusion in education and work-life in terms of disabilities and ethnic diversity are also discussed extensively. One of the major discussions in Norway in recent years has been the fact that as many as one third of upper secondary school students use more than five years to complete. Dropping out of school and youth unemployment have been diagnosed as a welfare problem. The use of school data, students’ results and, more generally, statistics and value-added models to improve educational quality and teaching, is a research field in development, both in Norway and internationally. Our overall project aims to complement this research by including a broader concept of quality in education.

In our approach we are using different methods, a variety of theoretical perspectives and we are investigating different areas of education, levels and groups of actors at these two schools. In this symposium we will 1- explore the reliability and appropriateness of value-added indicators in upper-secondary education contextualized to these two schools, 2- highlight changes in how quality is understood related to the historical development of upper secondary education, 3 – explore how quality in the follow-up-counselor service can be understood, 4 - investigate the school’s physical design and the quality of the learning environments, 5 – examine the teacher’s understanding of the concept quality, 6 – investigate the quality of form teachers’ work, 7 – explore how leadership-teams perceive and enact quality.

In the overall project we have three additional themes - minorities and ethnic diversity, - being a student at a small local school, and - the cooperation school – local business.

Relevance to Nordic educational research: Quality is a relevant topic in all Nordic countries, in educational research and for policymaking. Consequences of NPM and the quality-discourse in education in particular and the Nordic Welfare Model in general should be relevant for researches in all Nordic countries.

It is problematic to label schools as high- or low-quality schools based on a few value-added
indicators. We need to explore the meaning of quality at different levels and by different actors in the system of upper-secondary education. Our aim is to broaden the concept of quality and we need to explore different ways of measuring school quality.

Value-added indicators as a measurement of school quality


Britt Karin Støen Utvær

1 NTNU, Institutt for lærerutdanning

Abstract: Value-added indicators as a measurement of school quality

Aim

The aim of this study is to explore value-added indicators in two upper-secondary schools in Norway. In 2015, Falch, Bensnes and Strøm were commissioned by the Ministry of Education to develop value-added indicators and an overall measure of school quality that captures the breadth of objectives and professional dimensions in upper-secondary education in Norway. Reliable information about the quality of schools aimed to contribute to the more-targeted and efficient development of better quality directed toward individual schools. Commissioned by the Norwegian Directorate for Education and Training, seven value-added indicators were developed. Adjusted average grades, participation and completion became the key objectives, and the average of these became “the overall measure” of school quality (Falch, Bensnes & Strøm, 2016).

In 2016, two rural upper-secondary schools in mid-Norway received highly contrasting scores on this overall measure, reflecting very high and very low quality. A question that arose is whether these seven indicators are reliable and appropriate measures of quality. Although there are often clear relationships between grades and throughput, more research on different variables that can reflect school quality is important (Markussen & Reiling, 2016). A school’s relationship to the local labor market can also be a measure of quality, as can its learning environment, and its level of support for various student difficulties. This study explores the seven indicators in combination with others hypothesized to influence a school’s quality.

Theoretical framework

Theory of school quality, value-added indicators and data combining (ect. Falch et al. (2016); Røe, Caspersen, Utvær & Wendelborg (in press).

Methodological design

To explore the results presented by Falch et al. (2016), this study combines data from an electronic survey and register data providing information about students’ throughput and performance. The
survey data were collected during the spring of 2017 and 2018. All students in two schools were included; 300 provided responses (87 percent). In addition, the results from the National Pupil Survey were included.

Findings

The results of the National Pupil Survey show that the school with low quality had higher scores on students’ well-being, school motivation, and perceived competence than the high-quality school. The results from the electronic survey supported the findings in this survey. Combining different data sources expands the understanding of school quality at the two schools.

Relevance

It is problematic to label schools as high- or low-quality schools based on a few value-added indicators. Other ways to measure school quality need to be explored.


A historical perspective on upper secondary school in Norway


Celine Bergle

1 NTNU, Institutt for pedagogikk og livslang læring

Abstract: A historical perspective on upper secondary school in Norway

In the chapter I am working on, the aim is to describe the development of upper secondary education in Norway from the 1940s until today: from a school for the few, to a school for all. What happened? Why did it happen? The reason for this contribution to be included in the project is that it is important to know the past to understand the present (Kjeldstadli, 1999). Looking back at the history may shed some light on the issues we face in the upper secondary education system today.
The history of education can be seen as a constant struggle between different perceptions of what knowledge is, what is important to learn and what the school's mission entails (Bernstein, 1977). The educational system for upper secondary school in Norway has gone through some distinct periods I am going to examine. From 1945, where the idea of a unified school was endorsed, to 1974, where the different strains of secondary schools were united, to the 1990s, where the upper secondary school becomes a right and until today, 2018. This will illuminate the understanding of quality in the education through different times. With the survey of the development I hope to indirectly highlight changes in understanding of quality while at the same time giving a better understanding of today's challenges in the upper secondary educational system.

My part of the project contributes to mapping the development and hopefully, as already mentioned, pointing to challenges in today's upper secondary education in Norway. To describe the development, I will use some secondary literature. However, this is a topic where very little research has been done. For this reason it will be necessary to go to primary literature, such as public policy documents, in order to describe the development.

I expect this contribution to be able to tell and provide background information to the history of today's situation and current discussion of upper secondary education. In this way, the reader/audience will gain an insight into both the context and the story leading up to today's upper secondary educational system.


How can quality in the follow-up-counselor service be understood?


Ellen Saur

1 NTNU, Institutt for pedagogikk og livsøkonomi

Abstract: How can quality in the follow-up-counselor service be understood?

In this symposium my gaze will be directed towards the follow-up-service (Oppfølgingstjenesten) in upper secondary school, and how this counselling service works with the students that often are not implemented in the national school quality measurements. They disqualify because they often use more than five years and do not have the prescribed regularity in exams. How does the follow-up-service safeguard the students maneuvering the complexity of meetings between the school, students, parents, multidisciplinary health- and social service teams, apprenticeship training offices, labor and welfare services and a great variety of work places in both the private and public sectors? Welfare professions such as teaching and counseling services can be described to balance between a
dual function, both helping and controlling (Mik-Meyer & Villadsen 2013). This double function has according to Mik-Meyer & Villadsen evolved as a result of implementing neoliberal governance and risk has become a way of governance. I have firstly studied complexity by shadowing the counselors and secondly I am analyzing the metaphors (Lakoff & Johnsen 1980; 2003) used to describe the field of education and drop-out in general and how the councilors use metaphors to describe their work.

Theoretical framework

This study is grounded in studies of welfare and education rooted in governmentality studies and neoliberal criticism. The analyses of metaphors is inspired by the classical works of Lakhoff and Johnson, and the use of bricolage as a key metaphor is a result this framework. Bricolage is a concept that can be traced to Levi-Strauss (1962), and is used both as a way of describing qualitative research (Denzin & Lincoln 2005) and as a metaphor used in analyzing data (Phillimore et al. 2016).

Methodological design

Individual interviews, focus group interview and shadowing. Individual interviews of three councilors from three upper secondary schools (one urban and two rural schools), focus group interview of the three councilors together, and shadowing of two councilors (one urban and one rural). Shadowing, as described by Czarniawska, is ‘fieldwork on the move’, ‘a way of doing research that mirrors the mobility of contemporary life’ (Czarniawska 2007:58). My aim using the shadowing method was to get an overview of the different functions the counsellor is supposed to fulfil, what persons, instances and institutions they communicated with during one average week.

Expected conclusions/findings

I tried to enter the field with an open qualitative approach to study complexity and quality. My pre-understanding and curiosity was connected to the complexity of the field the councilor is navigating in, and the double role the councilor seemed to have; as a kind of minister both of interior and foreign affairs, acting in-between the school and society, collaborating with many contacts.

School’s physical design and the quality of the learning environment


Hans Petter Ulleberg

Abstract: School’s physical design and the quality of the learning environment

School buildings are one of many factors that are important in the pupils’ school day and teachers’ work. School activities take place in specific material environments: classrooms, school grounds, books and learning materials (Burke and Grosvenor, 2008). The physical school environment affects the social life and experiences of the school. This environment is part of an interaction where
relationships between people, activities and surroundings are important for the student's education, socialization and learning at school. Schools, like other constructed spaces, are built environments that convey potent messages about how to think and act within a particular milieu (Markus, 1993). The social patterning and learning processes which take place within a school are therefore intimately joined to their material context.

This presentation explores possible relationships between the physical learning environment and in what ways indoor and outdoor space support the purpose of the school, pedagogical principles and working methods, as well as the relationships between pupils and the relationships between teachers and students.

The architectural expressions of school buildings change in line with the development of society, knowledge and science (Ulleberg, 2016). School architecture can thus be regarded as a physical expression of how to understand the school's task and content at different times. Changes in pedagogical thinking and in society development also put their marks into practice in the architectural expression of the school building. Thus; the physical frameworks can work both stimulating and inhibiting the learning environment. The challenge is that trends in pedagogy have a much shorter life span than school buildings.

The discourses of education as expressed in policy documents, curricula etc. are expressions of certain representations and presentations of reality, and in that way expresses an ideology of education and society. This is also historically decided truths and expressions of certain discourses and perspectives as taken for granted in their own time. And in another time and place the meaning or value of the concepts and perspectives of a discourse can be redefined or transformed. As Olssen et al (2004) says: "These redefinitions, shifts and transformations are, of course, reflected not only in the language of educational policy and politics, but also in the substantive and procedural policy preferences favored by the state.” (p. 71). In this sense the meaning of the concept School building and its features, and what qualities in education the building should express and support, must be seen in relation to historical time and shifts in educational ideology and policy.

References


The Quality of Form Teachers’ work


Turid Irgens Ertås

1 NTNU, Institutt for lærerutdanning

Abstract: Research topic:

The Quality of Form Teachers’ work

Background:
The form teacher is an important link between the individual student and other actors in the school community, such as the subject teachers for the class. Her responsibility is, according to the Norwegian Education Act, to take care of both practical, administrative and social tasks.

As a subgroup of the teacher profession, form teachers are a part of the general professionalization that involves teachers. This implies that the expectations form teachers are facing are similar to those being set for teachers in general (Dale, 2001; Hargreaves & Fullan, 2012). Accordingly, in order to meet the challenges and fulfil the expectations teachers are met with, the form teachers’ work has to be of quality.

Theoretical framework:
In this paper I discuss a group of form teachers’ understanding of the term quality and how they develop quality in their work. The paper is theoretically grounded in perspectives that deal with form teachers’ role and professional development (Eraut, 1994; Evans, 2008; Evetts, 2003).

Methodological design and findings:
Based on data from semi-structured interviews with form teachers in vocational education programs in two upper secondary schools, I argue that the way the form teachers perceive their mandate is largely in accordance with the intentions of the Education Act. The chapter concludes that the form teachers’ understanding of what is considered quality is largely in line with what characterizes professional practice. That means that the professionals have a special responsibility given their mandate, but that they manage a large degree of autonomy and independence in professional conduct, where they have an action for professional practice of discretion (Molander & Terum, 2008; Grimen & Molander, 2008).

References


**Leadership and quality**


Heidun Oldervik¹

¹ NTNU, Institutt for pedagogikk og livslang læring

**Abstract:** Research topic/aim: The aim of my project presented in this symposium is to develop knowledge about how leadership teams at two upper secondary schools perceive and enact quality when new systems of educational quality control are introduced.

**Theoretical framework:** Dean's analytics of government (1999), based on his interpretation of governmentality (Foucault, 1979), is used to question the rationalities and practices of quality measurement systems and other practices of quality and leadership, and what forms of leadership-identities that are promoted or pre-supposed.

**Methodological design:** I have conducted interviews with principals, team leaders, representatives of teachers'/other employees’ unions and administration staff at both schools, since they are important actors in developing and improving quality in education.

**Conclusions/findings:** At both schools, quality is understood as ways of being close to/seeing/knowing and through a sense of commitment towards students, parents, employees, communities and local business and industry.

Usefulness is another key aspect in the leadership-teams’ understanding of quality. To a limited or small extent internal and external quality tools and tests/measurement systems are perceived as useful for the quality of what is described as the core task - to give the students a good education. Usefulness is also perceived as education useful for the individual and for local business and community.

Rationalities informing, arising from and questioning being close to/seeing/knowing are related to...
discourses about completing vs dropping out of upper-secondary education, risk, adapted teaching and individualization. *Commitment* is essential in the rationality of professional accountability (MacBeath & McGlynn, 2002). *Commitment* to persons and community can also be analyzed through “community as a field of ethico-politics” (Rose, 1999, in Niesche, 2013, p. 92).

Rationalities informing, arising from and questioning *usefulness* are implying dilemmas concerning the use of intern/extern quality-measurement systems. To some extent these systems appear to be in conflict with what leaders see as effective use of time and the promotion of the core task; to give “good education”.

The de-contextualized manner of the new quality measurements systems is questioned in different ways, and also as small schools like these two in some areas are “uncountable”.

What further will be discussed is how different practices and rationalities of quality promote and attribute capacities, qualities and statuses to leaders and to teams of leaders. There will also be raised some questions about how these technologies influence the school organization, teachers, students and communities.


22. Post-approaches to Education
Data Matters. Performative approaches to new forms of modulating Nordic educational subjectivities through data

22. Post-approaches to Education

Camilla Nørgaard¹,²
Dorthe Staunæs¹, Jon Sparre Bach Conrad¹-², Thomas Binderup¹,³, Malou Juelskjær¹, Kristian Gylling Olesen²
¹ Aarhus University (DPU)
² University College Capital (KP)
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Abstract: Data Matters. Performative approaches to new forms of modulating (Nordic) educational subjectivities through data governance

(Chair Dorthe Staunæs/Camilla Nørgaard, discussant Linnea Boden, Stockholm University)While the nature of data, data production and data analysis has been heavily debated and deconstructed in the decades following the ‘crisis of representation’, data has become key to new forms of governance in Nordic education. In effect, data has become key to modulating (Nordic) educational subjectivities in new ways. Data is produced and deployed by professionals and leaders for purposes of development and informed decision-making. Currently though, data are, informed by the trend of governing through data (Ozga 2009; Segerholm, & Simola, 2011; Williamson, 2016) or governmentality by data and data is thereby increasingly produced to represent the effects of education. As Norman Denzin (2013), situated in a US-context, has formulated this paradox: “Data Died a Long Time Ago”, however, Data Are Alive and Well”.

From the post-approaches, we know that data may be conceptualized as representational as well as performatival: “Data are never silent, they speak up, get rowdy, act up, resist being turned into commodities, produced by researchers, perhaps owned by the government, or by funding agencies, or by researchers. Data want agency […] there is no longer any pure presence, description becomes inscription becomes performance” (Denzin 2013: 354). Following these approaches data are not conceptualized as just dead matter, rather they are considered to be highly affective and ‘vibrant matters’ (Bennett 2010). Data act as a reversed ‘touch screen’ (Staunæs 2018). Due to a certain glow, data hits different sensorial and affective registers, moves us and makes us wonder (Maclure 2013: 229).

These affective qualities makes data a strong tool of governance. So strong that data sometimes and on purpose are laid dead as part of governance and thereby small low tech data as well as big high tech becomes part of not only bio-politics but furthermore of necropolitics: Governing through data is to let something/someone live and something/someone die (Mhembe 2003). This puts educational governance/management in precarious situations and calls for new approaches to educational data as well as new forms of critiques and ethics.

In this symposia, we aim to discuss: How different post-approaches formulated after the ‘crisis of representation’ in the 1980’s may assist us in conducting research, formulating affirmative critiques
and discuss ethics concerning this new 21st century trend on data management and its performative effects? How may we, if we choose not just to moralize from the outside, contribute to an ethical sound data literacy? How do we move from and oscillate between matters of facts and concern to matters of care? (Puig del la Bellacasa 2017).

Data coming into being as more than dead numbers

22. Post-approaches to Education

Camilla Nørgaard1, 2
1 Aarhus University
2 University College Copenhagen

Abstract: Data coming into being as more than dead numbers by Camilla Nørgaard

Prompted by a strong call for ‘betterment’, data are currently being utilized to tack and monitor educational output and/or effect. As such, data allows for the output/effect of education to become a matter of visualized numbers. This process of numbering features as core principle for the technical-rational mode guiding the many variant forms of results-based-management enforced onto educational institutions, schools, vocational colleges, universities etc. in the Nordic countries and across most of Europe. In short, the ethos prompting this technical-rational mode seems to be: You cannot manage what you cannot measure. Following from this, data are not being deployed merely as a necessary resource for measurement, providing ‘sound’ basis for governing, they are also being positioned as neutral metrics, representing that which is in the world - free of normativity, bias and value-judgments. In fact, the overwhelming ‘success’ of data may be attributed to the detail that they commonly are thought of as stale, scientific representation. Or, as Sellar & Thompson (2016), phrase it: …are [...] understood to be ontological in the metaphysical sense; [...] understood to represent being or the world as it is.

Informed by theories of affect, however, new (post)approaches maintain that data representing educational output are not ‘just’ factual representation, rather they are suffused with intensity - presented in the form of intense affective visuals (Brøgger, 2017), beaming read when results are ominous and registering affectively (Staunæs & Pors, 2014), prompting specific (gut) reactions. Following from this informed outlook it is argued that turning to affect may add an important dimension to the study of governance (Staunæs & Bjerg, 2011); a dimension that foregrounds (new) awareness towards the corporal, immaterial and social workings of governing in education. Therefore, enthused by this call to consider data in relation to their affective qualities, preliminary research seeks to take on the task of tracing affects empirically (Timm Knudsen & Stage, 2015). It does so by rethinking data documenting student learning and wellbeing as affective; probing the question of how such data, in spite of their apparent neutral, metric packing, may become affectively charged; how they, putting it bluntly, may come into being as more than dead numbers (Nørgaard, in prep.)
Based on work in progress, the aim for this conference paper is to present an analytical approach for scrutinizing data with an acute awareness towards the intensities and expressive forces at work in the production and consumption of output (performance) data. The case at hand specifically addresses data mandated by the latest quality assessment and evaluation (QAE) program implemented in 2014 in Danish grade schools. In concrete, the intention is to present the initial outline for an affective analysis concerned with policy documents authorizing the production of data and with selected quality reports showcasing specific schools’ output data.

The will not to know: Letting racialized data-subjectivities live and racialized data-subjectivities die

22. Post-approaches to Education

Dorthe Staunæs¹
Jon Sparre Bach Conrad¹, ²
¹ Aarhus University
² University College Capital

Abstract: Foucault writes in the Order of Things (Foucault, 1973) it matters how you structure information: The structure of information is a source of power. Data is a way of structuring information. Educational actors knows that information is important, and that the structure and categories of information is crucial for the kind of student subjectivities, they will engage with.

This paper plays with the title of Foucault’s lectures from College de France The will to Know, by inserting a ‘not’: A Will Not to Know. The will to ignore, let pass, let go. A will to stop and avoid certain types of knowledge, to avoid to make data and display knowledge of something that may be connected to race, racialization and racism.

In the paper, we analyse interviews from a pilot study with principals and explore patterns of racialized data-ignorance (Mills, 2007; Swan, 2010). Specifically, we focus on how a Will not Know is entangled with issues of ‘letting racialized data-subjectivities live and racialized data-subjectivities die’. While analysis of bio-politics and the potentialisation of life has been pivotal in education, necro-political analyses of ‘letting live and letting die’ seems rare. The concept of necropolitics is an elaboration of the Foucauldian concepts on bio-politics and governmentality (Mhembe, 2003, 2017). Bio-politics is concerned with the body that lives. Necropolitics emphasizes that death is not the disappearance of life, or an ungovernable space, but crucial to potentialisations of specific forms of life for specific bodies.

Especially racialised bodies are affiliated with death. Death and dying happens concretely due to dangerous conditions, and semantically and affectively through narratives, names and fantasies tied to the racialized body. Necropolitics is therefore not confined to material processes nor to matters of
In the first part of the paper, we explore the emergence of what may be termed ‘engagements and good wills’ underpinning everyday data governance. In the second part, we follow how some types of data and thereby some possibilities of subjectification seems to be vitalized, while others seems to wither and even die.

In the last part of the paper, we reflect upon our own methodology and the issue of conducting an ethically sound critique: How does one go about non-epistemologies/non-ontologies? How does one go about a will not to know about, not to talk about, and not make data about something that connect to race or which may have racialized effects? Is the Will not Know an innocent will? An evil will? A caring will? And if so, how will that make a difference to our approach?

Highlighting, ignoring and adding data. How superintends and principals translate educational reforms

22. Post-approaches to Education

Thomas Binderup\textsuperscript{1,2}
\textsuperscript{1} Aarhus University
\textsuperscript{2} University College North

Abstract: Highlighting, ignoring and adding data. How superintends and principals translate educational reforms when performing “Quality dialogues” by Thomas Binderup

The 2014 Danish school reform is concerned with raising student’s grades, with the credo: “The public school must challenge all students to reach their full potential” (Danish Ministry of Education, 2013). This credo is one of three main goals, regarding the public school’s strengths and academic standards. The success criteria are to raise the students’ achievement in the sense of improved test scores (Hamre, Kousholt, Staunæs, & Krejsler, 2015). Various technologies are set up in order to facilitate the focus on test scores like key performance indicators, which is made available in Quality reports (Danish Ministry of Education, 2013: 27), Student plans (Danish Ministry of Education, 2013: 26) and learning goals (Danish Ministry of Education, 2013: 25). Data thus becomes easily available for both principals and supervisors, as well as the valid way to monitor both the effect and output of the schools. In many municipalities, this has resulted in various course-training programs for both superintendents and principals in order to qualify their competencies in using data.

Inspired by actor-network theory, I suggest that data emerges as a new and strong actor, which means data is now given a form, in which agency is delegated (Latour, 1992). An actor (or actant) can be anything, provided it is granted to be the source of an action (Latour, 1996: 373).
Based on empirical fieldwork in an across three municipalities from 2018 and employing methodologies of Actor-Network Theory I wish to follow and analyze how both the superintendent as well as the principal try to translate (Latour, 2005) the school reform by performing a specific meeting, known as a Quality dialogue. The quality report is the basis for the dialogues in the political board, between the superintendent and principal and between the principals the staff, all concerning the students’ performance[1]. In this meeting, the superintendent discuss the priorities of the particular school with the principal and the vice-principals, based on the data in the schools Quality report –and in comparison with the aggregated data for the municipality.

My fieldwork shows how the principal prepares for the dialogue, anticipating certain demands and suggestions from her superintendent, how the meeting is being enacted and especially how the superintendent and the principal highlights, ignores and add to the data of the Quality report, in order to promote certain actions.


Towards an ethics of slow-motioning ‘governmentality by data

22. Post-approaches to Education

Malou Juelskjær¹
¹ Aarhus University

Abstract: Towards an ethics of slow-motioning ‘governmentality by data’.

by Malou Juelskjær.

In current intensified calls for and practices of data-driven and data assisted leadership, an intervention of slow-motioning the ‘what(not), why(not) and how(not)’ of data may be timely.

The paper claims that the ways in which the new data-regime works, changes the ontology of education as well as it changes the human - and temporal, spatial and more-than-human – relations. Often in unforeseen manners.

The paper then raises the question: If, following Barad (2007, 2012), epistemology, ontology, and ethics are inseparable and “matters of fact, matters of concern, and matters of care are shot through with one another”, then may slow-motioning the ways in which this new data-regime change the ontology of education assist scholars and leaders to ‘stay with the troubles’ of the current situation? To ‘stay’ means to be able to work new grounds for an ethics of sense-able-leadership. A work that entails as well making and unmaking ‘data’ and ‘ethics’.

The paper will offer slow-motioning as a specific act of speculating (Haraway 2003, ethical considerations: a precondition for response-ability - enabling response - by way of opening for a ‘more’ and ‘other’. Slow-motioning not as a process of simply rewinding and slowing down what
was recorded; nor as the common-sense understanding of slow-motioning as simply doing something more slowly than normal: In the state of slow-motioning, however, one is able to register lapses; spatio-temporal between-nesses. Slow-motion is then not a matter of recreation, but a re-creation; to enable slow motion is to open for a state of intense awareness: an intake of ‘more’ and ‘other’, not an intake of ‘the same’ at a slower pace. It is an extreme intensity of being, an added spatio-temporal-affective being (Juelskjær & Rogowska-Stangret 2017) taking into consideration the multiplicities of spaces, times, matters.

**Leading professional and strategic matters in an era of data governance - Reflexive and ethical data leadership**

22. Post-approaches to Education

**Kristian Gylling Olesen**

¹ University College Capital

**Abstract: Leading professional and strategic matters in an era of data governance - Reflexive and ethical data leadership**

By Kristian Gylling Olesen

“An ethical point of view does not come from our endeavors but is a backlight that falls over them, which comes from the basic conditions that we are not in power to redesign.” (Løgstrup 1972, s. 29)

Norman Denzin (2013) states today’s data paradox: “Data Died a Long Time Ago”, however, Data Are Alive and Well". Following the ‘crisis of representation’, one assumes that the idea died that data represent matters of fact. However, data as matters of facts have returned in a new disguise: data-informed leadership or data-driven leadership (Datnow and Park 2017). The idea is that data about student learning and well-being may inform or drive: political decision making in an era of accountability (Saltrick 2010), school leadership in an era of student centered leadership (Robinson 2015) and teaching in an era of student centered learning (Hattie 2013).

However, data not only inform us, lying there for professionals to interpret and act upon. From the post-approaches, we know that data are also performative: Data have agency, i.e. participate in world making, and have effects, i.e. produce norms, subjects and practices.

When data are performative and have effects the use of data in leading professional and strategic matters in schools produce an ethical backlight to paraphrase the Danish philosopher K. E. Løgstrup and puts school leaders in precarious situations. Thus, the use of data in school leadership impels leaders to engage in renewed critical and ethical reflections and concerns.

Following the leadership study method, *Reflexive Leadership*, by Alvesson, Blom and Svenningsson
(2017), the paper investigates how school leaders reflect upon the performative effects of data, i.e., how leaders reflect upon how data condition and influence how they think, talk and act, and what ethical leadership responses they engage in. Thus, this paper critically investigates how school leaders reflect and respond to the leadership norms, subjectivities and practices in schools that follow the use of data.

Based on empirical material from a research and development project concerning Data-literacy – leadership of student learning and well-being in schools (Staunæs, D. et al. 2018), the paper analyses how leaders narrate their reflections and responses to precarious data situation.

The paper analyses two school leadership practices: *data leadership as leading professional matters* and *data leadership as leading strategic matters* and discuss how professional and strategic matters are entangled with ethical concerns in an era of data governance.
When: Wednesday 16.00-17.30, Where: Engelska parken, 22:1017

**Re-articulating the formation of motivation**

22. Post-approaches to Education

Kristine Bagge Kousholt¹
Hanne Knudsen¹, Mia Hesselberg-Thomsen¹, **Morten Nissen¹**, Tine Sophie Prøitz²
¹ Aarhus University
² University of South Eastern Norway

**Abstract:** Motivation is currently everywhere - it is a buzzword in governance, management, education, counselling, sports, etc. In this symposium, we study how motivation is made the object of science and of practice in various fields like education, counselling and social work. The symposium borrows its title from a research program, located at EDU, Aarhus University (http://edu.au.dk/en/research/research-programmes/reform/). The program is inter- and trans-disciplinary, and we address historical as well as current practices and discourses that create, maintain, develop or discuss motivation. The ubiquitous use of the term ‘motivation’ may be superficially conceived and reflected, and it is often easy to identify practices and ideas that merely repeat ancient problematics. But the use of the concept may signify and/or organize more pervasive issues and transformations to do with selfhood, subjectivity, power and forms of knowledge. Thus, analyzing motivational work, its contexts, concepts and the objects that it designates (or constitutes), using ‘foreign’ theoretical concepts to rearticulate it, enables us to challenge and develop the theories and practices of the field, and thereby also develop theoretical positions. We are about to publish an anthology in Danish on the subject and the approach (Kousholt, Krejsler & Nissen (eds.) in prep.). In this symposium, we present 4 cases of such re-articulation. First, ideas about test taking motivation are reapproached using Roland Barthes’ concept of the myth (Kousholt). Second, current ideas about learning motivation are analyzed with a concept of competition as a form of observation (Knudsen). Third, the motivating relationship between teacher and pupils is rearticulated from the phenomenological perspective of the perceptive mimetic embodiment (Hesselberg-Thomsen). Finally, the counselling form “Motivational Interviewing” is reinterpreted as a form of art, in the aesthetic regime proposed by Jacques Rancière (Nissen).

In addition, we discuss the methodological notion of re-articulation. We aim to perform here at NERA the debates in our program between different ways to think of this notion. For some, re-articulation means approaching (explaining, understanding, intervening in) a phenomenon using a different theory. For others, re-articulation means turning the discourse and/or the practice itself into the object of inquiry, thus establishing a ‘second order’ (trans-) discipline with no ontological commitment to an essential phenomenon. Still others would think of re-articulation as a kind of affirmative or immanent critique, in which the second order reflection is itself performative in constituting the object as one that matters and is felt - perhaps as a sort of meta-motivation or amotivation. Most of us (probably) wish to unite some or all of those approaches. We invite participants to help us find out whether that is possible and desirable at all. After presentation of the cases, we are happy to have Tine Sophie Prøitz with us to help get the discussion started.

References
Test-taking motivation and the myth of the implicit child in the test

22. Post-approaches to Education

Kristine Bagge Kousholt
1 Aarhus University

Abstract: This presentation re-articulates the concepts of test-taking motivation and of optimized test-taking behavior (Kousholt in prep.). Test-taking motivation has been introduced as a concept and as a ‘hidden variable’ in literature that have the optimization and accurateness of testing as its primary agenda (e.g. Perloff 1964; Baumert & Demmrich 2001; Waskiewicz 2010; Eklöf 2010). The reason for focusing on motivation as part of test taking is based on the assumption that students’ lack of motivation implies a threat to test validity and to test reliability when students are tested repeatedly. Therefore it is argued (e.g. Baumert & Demmrich 2001; Waskiewicz 2010; Eklöf 2010) that students should be either motivated for testing or that test-taking motivation as a component should be identified and isolated from ability components in order to measure the actual ability apart from motivation. Test-taking motivation is relevant in a Nordic research context. Partly because test taking motivation is a concept that is widely acknowledged and partly because this concept has political consequences. In a Danish context, a number of instructions have been published in order to unify national test taking and in order to monitor and optimize students’ so-called ‘test-taking behavior’. These instructions form the empirical material of the presentation. The instructions are analytically read from the theoretical perspective of Roland Barthes’ concept of the myth (Barthes 1996/1957). In this way, it is suggested that the implicit myth of the child in the test has changed or is on the threshold from the myth of ‘the immediate test motivated child’ into the myth of ‘the monitored child’. The main point of the presentation is that the compound, complex and paradoxical practice of test taking is attempted to be managed by identification, isolation and monitoring. The concepts of test-taking motivation and optimized test-taking behavior introduce new understandings of ‘the child in the test’ and they produce new arguments for political management. Furthermore, this entails that subjects around the test (teachers, parents, children) are being held responsible for ‘accurate test results’ and that validity and reliability are flowing out of the test as an instrument and into communities of subjects around the test.

References
Kousholt, K.B. (in prep.). Testtagningsmotivation som myte; At skulle ville det man skal, så det
To win or to be good? Competition as a precarious form of motivation in the classroom

22. Post-approaches to Education

Hanne Knudsen¹
¹ Aarhus University

Abstract: Education systems have become increasingly competitive at both the national and international level. Publication of performance data, national and global rankings continuously force educational actors to ‘watch the competition’. However, it is much less clear how (and if) logics of competition inform educational work as it goes on in contemporary classrooms. Very little research has been devoted to this question. One important reason for this is the normative rejection of competition that has permeated education since World War II (Luhmann & Schoor 2000). Another reason for this is that contemporary theories of learning tend to discuss learning in ‘individualist’ terms (Biesta 2011, Thompson & Cook 2017), thus downplaying the social dynamics, in which learning processes are embedded.

In the contemporary learning discourse, the question of competition is absent, or if present described as ‘quite a killer’ because it described as a factor providing extrinsic motivation rather than intrinsic (Deci & Ryan, 1985). At the same time, the learning discourse is replete with notions that seem to evoke competitive orientations: the focus on goal-setting and progression, on resilience and the ability to handle defeat and setbacks, and classrooms float with stars, smileys, trophies, and learning games these years.

In this paper we analyze what happens if we do not see competition as problematic per se but use it as an analytical gaze in order to understand what is at stake in classrooms these years. We suggest a sociological conceptualization of competition. Elaborating on the sociological distinction (Simmel 2008, Geiger 1941) between ‘combat’ and ‘competition’, and on Geiger’s notion of ‘side glance’, we seek to understand competition as a specific form of observing (e.g. of opponents, of arbiters) rather than as a form of interaction. Taking off from observations and interviews with children and their teacher in a Danish 2nd grade, we pose questions like: Do explicit learning goals and use of game elements reflect competition? Or does the comparison become irrelevant with differentiated learning, adaptive learning technologies and individual learning goals? What forms of motivation are assumed? Should students try to win or is the ideal for everyone to score at the same time and to win as many stars and trophies?

References
Biesta, Gert (2011), God uddannelse i målingens tidsalder. Aarhus: Klim
**Being-in Relation in Motivation**

22. Post-approaches to Education

**Mia Hesselberg-Thomsen**

¹ Aarhus University

**Abstract:** *Re-articulating motivation from a perspective of the perceptive embodiment in the motivating relationship between a teacher and her/his pupils.*

The subject area of this talk is the re-articulation of the content of the motivational relationship between a teacher and her/his pupils, drawing attention to the embodied nonverbal effect of this relationship.

I will argue in favour of considering the aesthetic and perceptive effect of a teacher’s motivational relationship with pupils as a way to re-articulate an understanding of nonverbal motivation by asking ‘how’ does this non-verbal motivation affect the relationship?

Today’s motivational educational thinking is undergoing a paradigm shift focused on cognitive and neuroscientific understanding and goal-oriented thinking (Schunk, Meece, & Pintrich, 2014). The significance of motivation in education seems to relate to the paradigm of effectiveness rather than effect, cause effect rather than reasons, goals rather than possibilities and individuality rather than relationship (Larsen, 2016; Skovmand, 2016).

The point of view comes from my ongoing phenomenological empirical memory study (PhD) of role model teacher’s embodied effect on learning and (what is in German termed) ‘Bildung’, from a pupil’s point of view. This talk will concentrate on the mimetic configuration process, in order to respond perceptively to the implicit bias and pre-understanding forming the aesthetically sensed dimension in the classroom (Horkheimer & Adorno, 2003; Husserl & Moran, 2001; Ricoeur, 1984).

Leaving out or giving low priority to the perceived mimetics embodied in the classroom, we not only leave out the significant dimension, which develop the education of a teacher. We also leave out the possibilities of ‘gripping out’ and ‘looking into’ (Merleau-Ponty, 1996) how the meaning is performed, articulated and reflected within the subjects in the community of the classroom, and how meaning is configured, reflected and articulated to further performance by the subject pupils (Nissen, 2012).

I will present an analytic perspective of how perception plays a significant role in the formative process, as embodied and situated in the classroom, through an understanding of the teacher being in the classroom, not just as a didactic operator but as a pre-didactic actor and a human being in a specific relationship.

**References**


Abstract: The field of addiction counselling is a testbench of motivational practices. This may result from the paradox that on the one hand, you must be motivated to engage in counselling and be helped, but on the other hand, if you are addicted, it is your motivation or will which is affected: To begin treatment, you must first be cured of the disease. Two solutions to the quandary are globally pervasive; both stage a self-monitoring: 12 step fellowships (Narcotics Anonymous/ NA etc.) and Motivational Interviewing (MI). Each purifies one aspect of what, in ‘self-determination theory’ (Deci & Ryan, 1985), is seen to facilitate ‘intrinsic motivation’: NA ritualizes the choice (autonomy) that is ignored and circumvented in MI (Keis, Nymann & Nissen, 2016); MI choreographs the user-control (competence), which is abhorred in the NA. This separates self-classification from modifiable self-monitoring; this is problematic and potentially de-motivating, since self-classification easily becomes self-stigmatization, and modifying self-monitoring easily becomes manipulation. The question is, then, whether the staging of self-monitoring can be rearticulated in ways that point beyond this dichotomy, yet still address the paradox.

Carr & Smith (2014) proposed rearticulating MI as a poetics of practice rather than as a (more or less efficient) cure. What characterizes MI is not so much the manipulation of cognitive processes, as it is a cultivation of artful rhetorical practices through which the contradiction of directedness and client-centeredness might be overcome - even if that artfulness seems artificial and runs against the cultural value of authenticity. The attempt here is to develop Carr’s hypothesis further toward regarding MI in an ‘aesthetic regime’ (Rancière, 2013). Practices and artifacts viewed (and perhaps performed) in the aesthetic regime create dissensus, that is, juxtapose conflicting regimes of sense. Carr’s proposal to recognize MI’s artfulness can be likened to Aristotle’s difference from Plato’s rejection of the artificiality of rhetorics (as of theater). MI, then, is an Aristotelian art of reestablishing virtue through the mimetic presentation and purification of vice. MI recognizes clients’ views but virtue remains virtue (e.g. no drugs). But what if MI conversations could be seen as artworks that present the paradoxes in our
cultural approaches to drugs and point to communities reflexive of these paradoxes? Could we relevantly take up lessons from how aesthetic practices can be used to transform the clinical standards that frame therapy and fix the motivation paradox (Nissen, 2018)?

References
24. School Development
CIE – Creativity, innovation and pedagogical entrepreneurship in the Nordic countries.

24. School Development

Michael Dal

University of Iceland, School of Education

Abstract: Research topic/Aim: The Nordic countries face – as in the rest of Europe – a number of challenges that can only be met if it has innovative, well-educated, and entrepreneurial citizens, who, whatever their walk of life, have the spirit of inquisitiveness to things in new ways, and the courage to meet and adapt to the challenges facing them. Moreover, dynamic economy, which is innovative and able to create the jobs that are needed, will require a greater number of young people who are willing and able to become entrepreneurs – young people who will launch and successfully develop their own commercial and social ventures, or who will become innovators in the wider organizations in which they work. Because education is one of the keys to shaping attitudes of young people, skills and culture, it is vital that entrepreneurial learning is addressed from an early age. Pedagogical entrepreneurship can be understood as essential not only to shape the mindsets of young people but also to provide the skills and knowledge that are central to developing an entrepreneurial culture. The main question is: How does this affect the students’ learning and the role of the student in the classroom? In this symposium the participants want to explore pedagogical entrepreneurship in the Nordic countries. The aim is to discuss the definition of pedagogical entrepreneurship as well as presenting different research in the field.

Theoretical frameworks: The papers presented will represent different theoretical frameworks ranking from the theories of Basil Bernstein theory of pedagogic practice to the activity theories of Vygotsky, Dewey and Yrjö Engeström.

Methodology/research design: Different research will be presented. Some of the research use the method of inquiry and in-depth semi-structured interviews. Other participants present research based on surveys and a quantitative research design. Yet other research is based on review and text- and discourse analysis of policy papers.

Expected conclusions/Findings: The symposium will explore how the pedagogical entrepreneurship is defined in the Nordic countries.

Relevance for Nordic Educational Research: As the teacher education is mandatory for future teachers, the content of the education will likely have an impact on practices in tomorrow’s education system in the Nordic countries.

Entrepreneurial learning through distributed leadership

24. School Development
Abstract: Research topic:

This study examined how a Swedish elementary school K-9 organised their improving process of entrepreneurial learning through teacher leaders’ professional development.

Theoretical framework:

The schools’ point of departure and the pedagogical perspective were based on entrepreneurial learning (Falk-Lundqvist, Hallberg, Leffler & Svedberg, 2011; Peltonen, 2015; Sagar, 2013; Surlemont, 2007), distributed leadership (Harris & Muijs, 2005; Harris & DeFlaminis, 2016) that was grounded in collegial learning (cf. Harris & Muijs, 2005; Timperley, 2011) as well as collegial mentoring. The pupils and the teachers in this school were divided in six teams according to grade level. Each team had a “teacher leader for professional development” (TLPD), appointed by the principal. The TLPDs mission was to lead the school development and to support their colleagues’ professional development. They had ongoing process oriented training (cf. Scherp, 2013; Timperley, 2011) with external educators, focusing on teacher leadership, colleagues’ learning and entrepreneurial learning. Every third week they met their principals and discussed ongoing development strategies. The process included reading and discussing research literature about teaching and learning. The analysis of the data was grounded in theories of distributed leadership and collegial learning.

Methodological design:

The study involved individual in-depth interviews with six TLPDs, and observations of TLPDs meetings and TLPDs leadership in their teams.

Conclusions:

A preliminary analysis of the data showed not only the importance of continuous professional development for teacher leaders but also the importance of a school organization that provides teachers with opportunities and legitimacy to lead their colleagues. Another finding showed that reading the same literature and have collegial discussions were important both for school development and for the legitimacy of the TLPDs, thus narrowing the knowledge-practice gap (Kennedy, 2014) On the ‘darker’ side of teacher leadership were all the different experiences on leading colleagues and identifying their role as TLPDs. Difficulties in managing team members’ different ambitions and willingness for common development were also evident. This paper argues for considering these challenges in future professional learning practices to support teacher leaders. It also calls for unpacking of potential cultural practices to support teacher leadership, for example, issues of power and hierarchies.

Relevance to Nordic educational research:
Entrepreneurial learning as well as distributed leadership is one key factor in school improvement strategies in the Nordic countries (cf Dal et al. 2016).

References


Pedagogical entrepreneurship in order to reach content knowledge.

24. School Development

Helena Sagar

Anne Agger, Frode Olav Haara, Erik S. Jenssen

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Abstract: Introduction:
Implementation of the broad interpretation of pedagogical entrepreneurship in all school subjects is strongly argued for at policy levels, internationally as well as in the Nordic context, due to its lifelong learning perspective (Nordic Council of Ministers, 2016; Lackéus, 2014; Sagar, 2013; Jenssen, Haara & Kårstein, 2018). It allows the students to practice entrepreneurial skills and gain understanding of the complex nature of “real-life” issues and tasks while having influence over the teaching practice and experiencing strong relevance of learning goals, which in turn has positive effect on students’ inner motivation and in-depth learning of content knowledge.

Research topic/Aim:
For about 18 months we have been involved in an Erasmus+ project together with six schools in Sweden, Denmark and Norway (two schools from each country) where exchange and sharing of ideas about how to teach through pedagogical entrepreneurship, and observation of such teaching and learning in the three Scandinavian countries have been emphasized. At the current stage of the project we have started a process where we aim to write and publish an anthology on the issue of an entrepreneurial approach for teaching and learning in school. We would like to present the build-up
of the book, and invite to discussion about the possibilities and priorities we see for the content of the book.

First of all, the participating writers in the project are recruited among the participants in the project, and this gives representation from researchers, school leaders, teachers, and last but not least, pupils. The possibility for pupils to write for publication and through that making their text available for readers, is in itself an example of a pedagogical entrepreneurship approach due to its emphasize on learning through creation of value (for others). Jenssen, Haara, Agger and Sagar will act as editors for the anthology.

**Theoretical frameworks:**
Pedagogical entrepreneurship is, based on entrepreneurship theory (Sarasvathy, 2008; Shane, 2003; Gibb, 1993), in opposition to transmissive, reproductive and goal-oriented learning focused on means and possibilities within school subjects. This calls for an epistemological transformation of subject matters that allows interpretation in many ways. The anthology will be based on a semiotic understanding of this transformation, which opens up for a ‘didactics of possibilities’.

**Methodology/research design:**
The writing process of the anthology has already started, with recruiting of authors and development of a template for chapters. The editors will act as tutors for the participating writers from the school.

**Expected conclusions/Findings:**
The anthology will partly be research based (chapters written by the researchers/editors), and partly practice based (chapters written by school leaders, teachers, pupils), and our aim is, in 2020) to publish a book on pedagogical entrepreneurship that proves relevant for fellow researchers, but has school owners, school leaders and teachers as its target audience.

**Relevance for Nordic Educational Research:**
There is extensive attention given to entrepreneurship in school on the Nordic venue (e.g. Nordic Council of Ministers, 2016). Hence, there is a strong relevance for this project in the Nordic educational research field, particularly within the CIE network.

**Pedagogical entrepreneurship: Three Nordic countries - three different driving forces.**

24. School Development

**Helena Sagar**
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**Abstract: Introduction:**
Implementation of pedagogical entrepreneurship, PE, is strongly argued for at policy levels, internationally as well as in the Nordic context, due to its lifelong learning perspective (Nordic
Research topic/Aim:
The researchers’ collected experience from working on PE together with practicing teachers indicate subject specific concerns. Additionally, the context raises an interest into Nordic similarities and variations.

Research questions:
*Which differences and similarities in the design of PE may be identified in relation to subject-specific content knowledge?*
*Which differences and similarities in perspectives and approaches may be identified in relation to national curricula and local settings?*

Theoretical frameworks:
PE is, based on entrepreneurship theory (Sarasvathy, 2008), in opposition to transmissive, reproductive and goal-oriented learning focused on means and possibilities within school subjects. This calls for an epistemological transformation of subject matters that allows interpretation in many ways. This project will provide some theoretical insights into the process of opening for the “didactics of possibilities”.

Implementation of a new curriculum requires teacher professional development. There are strong arguments from education research to arrange this in consideration of the individual teachers’ needs and contexts (e.g. Opfer & Pedder, 2011). This study will provide insights into how curricula, as well as teachers’ local contexts, may influence teachers’ interpretations of PE and how these get shaped in practice.

Methodological design:
During the development phase of this ERASMUS+ project in Denmark, Sweden and Norway, qualitative data is collected through three kinds of forms which the teachers fill in and share with each other on a digital platform. These data will be analyzed using thematic content analysis. Consecutively, semi-structured interviews will provide more detailed information on the identified themes.

Expected conclusions/Findings:
PE gets shaped in similar and different ways due to 1) curricular writings and 2) local settings. Since creativity is included in subject-specific goals in the Danish curriculum, creativity is included in subjects not traditionally regarded as creative, such as chemistry. Local conditions in the Norwegian countryside which is at risk of lacking workforce, gets visible in a large degree of collaboration with work-places, while student motivation is in focus in value-creation pedagogy in Sweden. Also, we expect to find differences in subject-specific approaches for including PE. The results will contribute to a better understanding of the mechanisms impacting the PE implementation processes.

Relevance for Nordic Educational Research:
There is extensive attention given to PE in the Nordic countries (e.g. Nordic Council of Ministers, 2016).

References
Building an Entrepreneurial Culture to support learning in a Science Center – the Case of Teknikens Hus.

24. School Development

Mats Westerberg

Luleå University of Technology

Abstract: Science centers are found in many university cities around the world, often with the purpose to prime young people to embrace science and technology and build a stronger foundation for STEM (Science, Technology, Engineering and Math) related education. Although science and technology naturally are the main building blocks of a science center, entrepreneurship also might be essential to achieve success. This is due to that entrepreneurial competences (such as initiative, creativity and courage) can be key for activating the interest in science and technology, for instance by opening up more learning opportunities in exhibitions and projects at schools. In this exploratory study, we will inquire more in detail how entrepreneurial competences can be a tool for a science center to better perform its mission. Both in terms of how staff can use entrepreneurial competences in their daily work and how the activities at the science center can develop entrepreneurial competences among visitors that can enhance the experience. We especially inquire the synergy between (development of) entrepreneurial competences and (development of) science and technology knowledge. Earlier studies in the primary school system (Palmér and Johansson, 2018) have found this link in an instructional setting, but what happens when the instructor is not there to guide the pupil? Can an exhibition invoke the same results?

This study uses Teknikens Hus, the leading Science Center in Sweden[1], as a case where four aspects of the operations are scrutinized; the exhibition builders, the pedagogic staff focusing on the public, the pedagogic staff focusing on schools, and the management team. The Science Center have traditionally worked with entrepreneurship as part of their pedagogic toolbox, but now wants to increase their activities linked to entrepreneurial aspects. The study is ongoing so results are not yet apparent, but in the beginning of 2019 the study will be finished.

Reference

Open-ended investigations in science education, a form of enterprise education?

24. School Development

Janne Elo¹
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Abstract: The aim of this paper is to explore points of contact between enterprise education and the teaching method of open-ended investigations in science education at the secondary level. In an educational system based on subject division, cross-curricular themes are known to have difficulties in becoming integrated into subject teaching (Elo, 2015). Previous research on the relations between enterprise education and different school subjects is scarce and much required (Haara, Jensen, Fossøy, & Røe Ødegård, 2016).

The paper is based on two separate bodies of research. One consists of research on science education in general and open-ended investigations in particular (Hodson, 2014; Hofstein & Lunetta, 2004; Kurtén-Finnäs, 2008). The other body of research is on enterprise and entrepreneurship education (Dal, Elo, Leffler, Svedberg, & Westerberg, 2016; Jones & Iredale, 2010). Policy documents on science education and enterprise education are included as well (European Commission, 2004, 2015).

The elaboration of points of contact between the two phenomena is done by comparing how the literature describes their view on learning, the learning process and key learning goals.

The comparison shows that open-ended investigations and enterprise education share a similar view on learning, the learning process and several key goals. The results show that implementing open-ended investigations in science education can be seen as a way of integrating enterprise education. Using open-ended investigations would thus be a way of developing and improving subject learning, simultaneously integrating a cross-curricular phenomenon, not at the expense of subject teaching but through it.

Enterprise education is on the educational policy agenda in all Nordic countries. The results provide new knowledge on the common educational challenge of integrating enterprise education in to subject teaching.

References:

entrepreneurship: A literature review based on studies from Finland, Iceland and Sweden. *Education Inquiry, 7*(2), 159–182.


Doing research after the new General Data Protection Regulation. How does it affect new research project?

24. School Development

Hermina Gunnþórsdóttir¹
Kirsti Klette², Marte Blikstad-Balas², Astrid Roe², Marie Tanner³, Anna Slotte⁴, Christina Olin-Scheller⁵, Fritjof Sahlström⁶, Michael Tengberg³, Anna Kristín Sigurðardóttir⁶
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Abstract: In May 2018, a new General Data Protection Regulation (EU Commision, 2018) were passed within the European Union and the European Economic Area. The new rules on data protection mean that people have more control over their personal data and requires those gathering data to be clear about why and how personal data is to be gathered stored and used. Personal data means any information relating to an identifiable person who can be directly or indirectly identified.

The Nordic Centre of Excellence «Quality in Nordic Teaching» (QUINT) is a research project funded by Nordforsk (2018-2023) that will focus on teaching quality in Nordic classrooms (Denmark, Sweden Norway, Finland and Iceland) asking questions like: In what way does teaching make a difference to student learning and engagement across and within school subjects, with and without digital-rich support, in mono- and multi-cultural contexts across the Nordic countries? How can classroom videos be effective tools for teacher training? Does the use of video-technology and other digital systems generate potential for new forms of collaborative research between researchers and practitioners? (see: https://www.nordforsk.org/no/programmer-og-prosjekter/prosjeker/nordic-centre-of-excellence-quality-in-nordic-teaching-quint)

Data collection will be by large and small scale video-studies of classrooms in the Nordic countries at grades 5-7/8-10. Video-technology can provide researchers with rich and comparative data but can also be a threat to the protection of the person.

In this symposium, we will introduce briefly the QUINT project (1), aims and data collection, we will then introduce the experience from research projects (2), (3), that form the backbone of QUINT where video data have already been collected and then describe the experience from groups within the project (4) that have collected data after the new General Data Protection Regulation. By introducing projects that have already collected and analysed video data from Nordic classroom prior and after the new regulations we aim to promote discussion on research with children and young people and possible restrictions due to new personal data protection.

References
1. Nordic Centre of Excellence: Quality in Nordic Teaching (QUINT)

24. School Development

Kirsti Klette

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Abstract: The Nordic Centre of Excellence «Quality in Nordic Teaching» (QUINT) will focus on teaching quality in Nordic classrooms asking questions like: In what way does teaching make a difference to student learning and engagement across and within school subjects, with and without digital-rich support, in mono- and multi-cultural contexts across the Nordic countries? How can classroom videos be effective tools for teacher training? Does the use of video-technology and other digital systems generate potential for new forms of collaborative research between researchers and practitioners?

Often Nordic welfare states and their educational systems are described as homogeneous, but studies indicate that there are significant differences when researchers observe the practices of teachers and interactions in classrooms. There is a need for systematic and comparative research efforts to go deeper and broader into these patterns that also take into account the changing landscape of Nordic schools, such as the digitalization of learning processes and a stronger multicultural profile.

QUINT addresses these issues by bringing together excellent researchers from Denmark, Finland, Iceland, Norway and Sweden. By doing large and small scale video-studies of classrooms at grades 5-7/8-10 and by logging on-line interactions they will be in a position to produce new insights into what characterizes teaching quality in Nordic classrooms. Video-technology provides researchers with rich data that they can analyze together and also do one or several new analyses of the empirical material. Thus this approach is excellent for comparative and longitudinal research. However, when collecting large amount of video data there is a need for a research infrastructure that organizes this material in a safe, searchable and accessible format.

Video-recordings are also proven to be effective learning resources for teachers professional learning, and QUINT will support several research projects that go deeper into how video data enhance the teaching quality of pre- and in-service teachers. An overarching theme for the Centre is the use of video in new forms of collaborative research that enable productive and concrete discussions about improvements in teaching practices. The QUINT partnership achieves its objectives by working together with highly reputed international scholars (see: https://www.nordforsk.org/en/programmes-and-projects/projects/nordic-centre-of-excellence-quality-on-nordic-teaching-quint)
The LISA project. Ethical by design: secure, accessible and shareable video data

24. School Development

Kirsti Klette
Marte Blikstad-Balas, Astrid Roe

The University of Oslo

Abstract: Advancement in data gathering techniques together with new regulations of privacy, storage and access to data (EUGDPR) put new demands on researchers regarding polices and routines for how to collect, store, share, access, analyze, and present data. We present two ongoing large scale classroom video studies (“Linking Instruction and Student Achievement (LISA)) analyzing teaching quality in respectively Norwegian and Swedish secondary classrooms. We report on what we describe as “ethical by design” – how new technologies and regulations of ethics and privacy set new standards for the whole research process when collecting classroom video data.

Theoretical framework

For analyzing teaching quality across these Nordic classrooms – we used the PLATO framework (Grossman, 2015) focusing on the following aspects of teaching quality: Instructional scaffolding, Intellectual challenge, Representation of content, and Classroom environment. These four dimensions are divided into 12 sub-elements. Besides using a common analytical framework – both studies used the similar procedures for collecting data (sampling; consent forms; recording techniques), storage – and data management procedures, how to present the data (how to select video clips etc.) thus methodological procedures here is also a part of theories of privacy and ethics.

Methodological design

To be able to compare and contrast data across the two settings we developed a shared set of principles for collecting data (camera – set up and design, 4 consecutives lessons from each classroom/ subject area, participating not mandatory, solution for those not willing to participate, observer role etc.), analyzing the data (a shared observation instrument (e.g PLATO), training/scoring facilities, continuous calibrating procedures), and representing the data (how to select video clips, level of contextualization and/ or magnification). Altogether we have videotaped 126 classrooms, 98 in Norway and 28 (so far) in Sweden.

After video-recording all data were encrypted and stored on secure servers at University of Oslo / Karlstad only accessible for those listed in the project group. Coding and scoring of the data followed the same procedures ensuring that each coder was reliable.

Expected conclusions/findings

Classroom video data are intrusive and person sensitive by design; therefore researcher needs to plan for this systematically throughout the whole research process. Our findings suggest this is especially critical for:
• Standardization of procedures for sampling and data collection
• Camera set up/ recording solutions
• Solutions for those not willing to participate – technical solutions when blurring
• Analyzing the data
• Representing data

**Relevance to Nordic educational research**

Comparative classroom design and data are especially relevant for the Nordic context due to our shared tradition of Nordic schooling. To develop shared standards for video classroom design that meet the GDPR requirements and still make it possible to systemically investigate Nordic classroom practices is therefore urgent to develop.

**References**


**4. The Challenge of collecting video data in thin populated area**

24. School Development

Hermína Gunnþórsdóttir¹
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**Abstract: Research topic/aim**

As part of the QUINT project the data collection in Iceland aims at answering the projects’ main questions such as: In what way does teaching make a difference to student learning and engagement across and within school subjects, with and without digital-rich support, in mono- and multi-cultural contexts.

**Theoretical framework**

Recent reviews highlight that teaching quality is more important for students’ learning than several other factors, including student socio-economic background, class size, classroom climate, and teacher’s years of experience and formal training (Hanushek, 2014). Although scholars from very different disciplinary traditions agree that teaching quality matters, there is little consensus about the ‘what’, ‘how’ and ‘why’ (Cochran-Smith & Villegas, 2015). That also account for Iceland, where
teaching methods has proven to rather homogeneous, not providing students with many opportunities to affect their own learning process (Gerdur G. Óskarsdóttir, 2014). It has become the accepted view that quality in teaching ‘...is a complex, multidimensional phenomenon that is best studied through a variety of overlapping complementary strategies’ (Croninger et al., 2012, p. 3).

**Methodological design**

The QUINT centre host several comparative projects all rest on the same database, video-recordings in classrooms in the Nordic countries. Ten compulsory schools in Iceland will be chosen purposefully in terms of variety in number of students, type of schools, results on national tests and location in a city or in the country side. Nine lessons in grade eight will be video recorded in each school, three consecutive lessons in Math, three in Icelandic and three in Social science. Total of 90 lessons. Two cameras will be based in the classroom, one extra microphone in the middle and the teachers will have a microphone as well. This requires that at least two members of the team are present in the school at a time for one week.

**Expected conclusions/findings**

Preparation work and procedures for selecting schools and participants is ongoing at the writing of the proposal as well as application to The Icelandic Data Protection Authority. The conclusion will be discussed as well as the challenge to convince schools and participants to be part of a project where their appearance will be used as an exemplary model.

**Relevance to Nordic educational research**

The project contributes to an ethical discussion where video data are used to present examples to others. Video data put specific constraints to issues of privacy and anonymization especially when it relates to thinly populated schools in sparsely populated areas.

**References**


Improving interprofessional collaboration in Norwegian primary schools

Ira Malmberg-Heimonen¹
Hanne Christensen¹, Christian Wittrock¹, Selma Therese Lyng¹, Torbjørn Lund², Kamila Hynek¹, Anne Grete Tøg¹
¹ Oslo Metropolitan University
² The Arctic University of Norway

Abstract: Symposium aim: The aim of this symposium is to present initial findings of a Norwegian implementation and evaluation project funded by the Norwegian Directorate of Education. The aim of the project is to implement and evaluate the LOG model, a model with the goal of improving interprofessional collaboration in schools.

Theoretical framework: LOG is a Norwegian acronym for Leadership, Organization and Implementation. The evaluated intervention (LOG-model) is a complex intervention that introduces new and improved municipal and school level arenas to improve interprofessional collaboration. The model comprises meeting structures and implementation support for strengthening collaborative practices in schools and municipalities. It emphasises managerial anchoring, a participative design and building of a developmental organisation where learning and feedback mechanisms are central. The LOG model uses a series of dialogue conferences as arenas for the development of inter-professional collaboration through innovation initiatives within schools. Improved interprofessional collaboration involve the creation of new meeting arenas and development of existing arenas, as well as improved communication and collaboration between teachers and other professionals such as school nurses, child welfare workers, educational-psychological advisors and other.

Methodological design: The evaluation is conducted as a cluster-randomised study. Of 35 participating schools, 19 have been randomised to the experimental group and 16 have been randomised to the control group. The research began in April 2017. The implementation of the model and its effects are followed up over several years by qualitative and quantitative data.

Expected findings: At the symposium we will present the project and its preliminary findings regarding implementation and effects. In addition to the presentation of the project we give four additional presentations:

1 Improving interprofessional collaboration in Norwegian primary schools: program theory, implementation and initial teacher effects of the LOG-model

2 Interdisciplinary cooperation at school: teachers understanding of their core competence

3 Program theory in practice. Lessons from a complex intervention for improved inter-professional collaboration in schools.

4 Translations and variations: How schools deployed an innovation in leadership, organization, and
5 Implementation fidelity and immediate teacher effects of an intervention improving interprofessional collaboration in Norwegian primary schools.

Relevance to Nordic educational research: Due to the lack of research on interprofessional collaboration in school settings, the project is highly relevant for Nordic educational research.

Interdisciplinary cooperation at school: teachers understanding of their core competence

24. School Development

Hanne Christensen¹
Helene Thoverud Godø¹
¹ Oslo Metropolitan University

Abstract: The importance of developing the interdisciplinary cooperation among the occupational groups responsible for children requires changes in both attitudes, as well as common knowledge of and respect for each other's field of expertise and areas of knowledge (Barne-ungdoms og familiedirektoratet 2014, Borg 2015, Nyhus et al. 2014, Midthassel 2011).

Research aim: In this study, the purpose is twofold: First, we want to look into how teachers relate their teaching activities to other professions' work, and what teachers experience as key premises for success in the collaboration. Second, we want to look into how teachers, through concrete descriptions of their own work, can illuminate their understanding of their core competencies, but also perception and trust in other professionals' skills. For this reason we are interested in the teacher's subjective descriptions of his' or hers' own work in school, in the presence of both students, guardians and other professionals.

Research questions:

- What do teachers describe as their core profession and core competence?
- To what extent is the understanding of core profession and core competence influenced by previous or ongoing collaborative relationships with other professional professions?

Theoretical framework: Although there is an agreement about the importance of interdisciplinary cooperation, it has also been pointed out that it can be challenging (Hesjedal, 2014). While some of the challenges pointed out are structural and systemic (Borg 2015), other challenges concern how various professions have different mandates in their work with children, and sometimes they may also have divergent understanding of the child's situation and what kind of help the child needs. Different professions have different mandates in their work with the child (Hesjedal, 2014). In our study we are inspired by the approach of institutional ethnography (Smith, 2005), because the core of the method is to "explore institutional relationships and governance relationships from the point of view of people who in various ways are linked to these relationships through the activities they perform." (Widerberg 2007, our translation). The concept of "work-knowledge" will be particularly
important in this context, meaning the knowledge people have about their own work.

**Methodological design:** Our analyses are based on qualitative interviews with six teachers in three primary schools, two teachers in each of the schools. We have developed an interview guide and the project have been registered at NSD (Norwegian Centre for Research Data). **Expected findings:** Our preliminary analyses indicate that teachers are not used to reflect on their core competence and their understanding of this seem unclear. Their work knowledge is more focused on relationship skills than to didactic competence. In order to develop the interdisciplinary cooperation, they depend on interpersonal experiences both in the past and in the present.

**Relevance to Nordic educational research:** Increased inter-professional collaboration is a prominent development area in Norway. The collaboration depends on the awareness of both own and others core competence, and an exchange and recognition of this competence. Few studies examine how teachers' experience their core competence in this context.

**Program Theory in practice. A complex intervention for improved inter-professional collaboration in Norwegian schools.**

24. School Development

Knut Fossestøl
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1 Oslo Metropolitan University

**Abstract: Research aim:** Complex interventions, containing several interacting components, are widely used in the education sector, as well as in other areas of social policy (Craig et al. 2008). However, there is a number of challenges related to designing, implementing and evaluating complex interventions. Addressing these challenges, Program Theory (PT) has grown in use over the past 20 years and is increasingly gaining interest among researchers as well as policy makers. Subsequently, there is a need for reports on practical applications of PT. The aim of this paper is to contribute to the growing body of Program Theory literature, by investigating challenges and possibilities related to using PT in practice.

**Theoretical approach:** Program Theory (PT) aims at providing an encompassing theoretical framework as well as guiding principles for improving efficiency and evaluation of complex interventions and programs. More specifically, the main function of PT is to ascertain the theoretical sensibility of an intervention, specifying a set of statements that describe a particular program, explain why, how, and under what conditions the program effects occur, predict the outcomes of the program, and specify the requirements necessary to bring about the desired program effects (Sedani & Sechrest, 1999).

**Methodological design:** The paper draws on process data and experiences from “Improving Inter-professional Collaboration in Norwegian Primary Schools”, a research project involving the design, implementation and evaluation of a complex intervention (the LOG model). The research team consists of three sub-teams, representing different research traditions, methodological and analytical
approaches: The implementation team, the process team and the effect team. In this project, PT was chosen as a common framework for the research team.

**Expected findings:** The paper discusses challenges and possibilities related to several key topics in the PT literature, such as

- the potential of PT to establish a common framework for articulating problem situations, main components, causal mechanisms and outcomes – for stakeholders and researchers from diverse approaches
- establishing links between program specific and more general theories of behavioural change in order to produce theoretical contributions beyond the specific intervention
- balancing between program theoretical domains and theories and research from the substance fields involved in the intervention
- balancing between standardization and flexibility/tailoring to local circumstances

**Relevance to Nordic educational research:** The importance of addressing challenges related to the design, implementation and evaluation of complex interventions is underscored by the increasing projectification of educational policy development and use of complex interventions, both in the EU and national authorities. With examples from an intervention in Norwegian schools, this paper aims at promoting explorations and discussions of PT within Nordic educational research, in which the use of PT is still limited.

**Translations and variations: How schools deployed an innovation in leadership, organization, and implementation**

24. School Development

Christian Wittrock¹
Torbjørn Lund², **Hanne Christensen¹**, Kamila Hynek¹, Selma Therese Lyng¹
¹ Oslo Metropolitan University
² The Arctic university of Norway

**Abstract: Research aim:** We consider processes of translation, sense making, and practice variation in the context of a complex intervention; the implementation of the ‘**LOG-Model**,’ i.e. the Leadership, Organization and Implementation model. We address the questions:

- How do features of the organisation and its environment affect practice variation in implementation outcomes?
- How are translation and sensemaking processes affected by features of the organisation and of its environment?
- How do data in our multiple case study fit extant theorising in the field of practice variation and translation?
These questions pertain to how national goals of inter-professional collaboration are translated into local organizational practice.

**Theoretical approach:** Ansari, Fiss and Zajac (2010) developed a model to monitor and make predictions about practice variations in organisations’ adoption and adaption of innovative ideas and practices. In their model, fidelity is the accuracy of the implemented practice, relative to the focal model description, while extensiveness is the intensity – or dosage - of the given practice as it is deployed in the organisation. Røvik (2016) recently argued for a set of translation modes and four normative translation rules that aid successful adaption. Røvik suggests three modes of translation: The *reproducing mode*, where translation is focused on replicating to the highest extent possible the original model; *the modifying mode*, where the translated innovation or concept is changed in various ways; and *the radical mode*, in which the translators “consider themselves relatively unbound by source context versions when creating recipient versions” (Røvik 2016:298).

**Methodological design:** This Norwegian Directorate of Education funded case study uses data from 35 primary schools in a project seeking to enhance inter-professional collaboration, improve classroom interaction and learning outcomes. The multiple case study is particularly pertinent for this purpose, as the complex intervention is designed for adaption to local contexts in implementation. We draw on questionnaire data, field notes and interviews.

**Expected findings:** Our findings reveal frequent use of the reproducing mode, but also of the modifying role as well as a radical mode among some respondents. Hence, some applications exhibit considerable variation from the intended model in both fidelity and intensity. We discuss how the features of the organisation and its environment may have caused these results.

**Relevance to Nordic educational research:** We evaluate two extant frameworks of relevance to effective policy deployment, and discuss insights for theorising about organisational change. Insights from this discussion may give new perspectives to policymaking, research perspectives, and practices in ongoing and future reforms in schools in the Nordic countries.

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**Implementation fidelity and immediate teacher effects. A cluster-randomised study**

24. School Development

**Anne Grete Tøge**

Kamila Hynek¹, Ira Malmberg-Heimonen¹

¹ Oslo Metropolitan University

**Abstract: Research aim:** The aim of the study is to evaluate implementation fidelity and immediate teacher effects of the LOG model on interprofessional collaboration.

**Theoretical approach:** The evaluated intervention (LOG model) is a complex intervention that introduces new and improved municipal and school level arenas to improve interprofessional collaboration. It emphasises managerial anchoring, a participative design and building of a developmental organisation with learning and feedback mechanisms. The LOG model uses a series
of dialogue conferences as arenas for the development of inter-professional collaboration through innovation initiatives within schools. Improved interprofessional collaboration involve the creation of new meeting arenas and development of existing arenas, as well as improved communication and collaboration between teachers and other professionals such as school nurses, child welfare workers, educational-psychological advisors and other.

Methodological design: 35 schools in four Norwegian municipalities are participating in this cluster-randomised study, in which 19 of the schools have been randomised to experimental condition and 16 to control condition. Schools within experimental condition are implementing the LOG-model. The data includes baseline and a one-year follow-up questionnaires to all 5-7 grade teachers in the 35 schools. 137 teachers responded to the baseline questionnaire and 167 teachers responded to the follow-up questionnaire, giving us a response rates of 70 % at baseline and 74 % at follow-up of the teacher population in participating schools (5-7 grade teachers).

Expected findings: Our hypothesis is that the model will improve interprofessional collaboration among teachers in schools randomised to experimental condition, when compared to their counterparts from schools randomised to control condition. Improved interprofessional collaboration involve the creation of new meeting arenas and development of existing arenas, as well as improved communication and collaboration between teachers and other professionals such as school nurses, child welfare workers, educational-psychological advisors and others. Analyses of implementation fidelity will help us to assess the importance of the findings and estimate the variation in fidelity between schools randomised to experimental condition.

Relevance to Nordic educational research: There is a lack of research on the effects of interventions aiming at improving interprofessional collaboration in schools. As there are similarities between the educational structures in the Nordic countries the results of the project will be relevant for Nordic educational research and practice.
Transitions in school environments

24. School Development

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Abstract: In the Nordic countries schools have been built over a relatively long period of time, thereby representing a variation of pedagogical and architectonical ideals. However, there exists limited research on the ideas behind school buildings and how the school design influence everyday practices. The aim of this symposium is to create deepened understandings of educational practices in relation to the design of school environments. The authors, who represent various disciplines of education (e.g. pedagogy, educational work, history of education), participate in the European research network DRAPES (Design, Research and Practice in Educational Spaces). In this symposium Nordic researchers come together to present research on educational practices in relation to school design. They address the perceptions, practices and lived experiences of educational design from the perspective of students, teachers, principals, architects and stakeholders at local and national level. Furthermore, they address continuities and changes over time (e.g. flows, movements, shifts), and relations across spaces.

The participating researchers are influenced by a relational, socio-material perspective (Massey, 2005; Mulcahy, 2015), and share the assumption that there is a need to regard the school environment as ‘part of the life story of its users’ (Stables, 2015). School environments are planned and designed by stakeholders, but also appropriated by their users, who respond to and use the environment in various ways in an interactive process – space and its uses including the social relations that take form there, are inseparably informing and influencing each other (Mc Gregor, 2004).

In order to highlight processual dimensions of education and school design, the overall and common theme of the papers is transitions. The papers address transitions in relation to different scales (e.g. global, national, regional, municipal, school levels), times (e.g. past, present, future school environments, long term/short term perspectives, a/synchronous time), pedagogical approaches (e.g. ‘active learning’) and perspectives (e.g. teacher, student, head teacher, architect, builder, policy maker perspectives). Furthermore, they address transitions between different architectonical ideals materialised in building, rebuilding, renovating and general and specific changes in school environments, such as mobile technologies. By presenting case studies from various Nordic contexts who deal with transitions in these various and differing dimensions, the symposium intends to consolidate insights into the changing ideas and practices of Nordic school environments and about its dynamics. Together they provide knowledge about implementation, transition and everyday practices in relation to Nordic school design.

References:
Rebuilding the teaching and learning environment in an open-plan school building

24. School Development

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Abstract: In Norway, as elsewhere in the Nordic countries, a number of open-plan schools were built in the 1960-70s. The arguments that were put forward for building open-plan schools were to improve teaching flexibility, organize different sizes of groups and to allow teachers to team-teach. Research studies have shown that when working in open-plan school buildings, teachers perceive that the functionality of the school building does not align with their views about good teaching, and that this has resulted in the majority of such schools being rebuilt to more traditional classrooms in the 1980s.

The aim of this paper is to describe the processes of transition – from design to practice – when a new school starts and in the first eight years of its operation. The school in question was initially designed as an open-plan school building that opened in 2010. The study focuses on how the school leadership and teachers appropriate the educational spaces in an open-plan school that after the first year underwent continuous rebuilding in order to create functional teaching spaces related to the school’s leadership and the teachers’ pedagogical views.

The theoretical framework used in this paper draws on post occupancy evaluation (POE) (Imms, W. Cleveland, B. Fisher, 2016) and educational theory. The educational theory focuses on how teachers appropriate the educational spaces, how meaning is created in relation to the perceived educational mission and how actions to create functionality in their teaching are expressed (Frelin & Grannäs, 2014; Kress & Selander, 2012; Stables, 2015).

Methodological design: The data in this study is collected in a Norwegian upper secondary school. Data is based on multiple sources, and particularly on walk-through evaluations with the school’s leadership and teachers, and is supplemented by subsequent interviews (de Laval, 2014) with the same individuals. The selected teachers represent different study programmes and subjects.
The preliminary results show differences in how teachers perceive the learning environment depending on the subjects they teach and the extent of project-based teaching.

References:

Design and inclusion in Icelandic school buildings: How has school design evolved to encourage educational inclusion?

24. School Development

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Abstract: Equity has been among the most predominant features of educational policy in Iceland from the outset of public schooling as was clearly affirmed by a national legislation in 1974 giving all children of a certain age span the right to attend a mainstream, neighbourhood school regardless of background or physical and mental abilities. This official standpoint was later pressed further with the confirmation of the Salamanca declaration from 1994 and has affected educational policy and daily school practice in manifold ways (Marinosson og Bjarnason, 2014; Óskarsdóttir, 2014). This explains in part innovative measures of late regarding the design of public school buildings clearly reflected in participatory design processes at preparatory stages at different school sites and a radical shift from the conventional classroom setting to a more open and flexible learning environment (Sigurðardóttir & Hjartarson, 2016).

The project related here takes a critical look at this development by identifying significant design features in this respect and how they have changed over time to reflect educational policy, affect school governance and mould daily school practice. Attention will be paid to inclusive or encompassing aspects of design, such as open spaces, clusters of manifold spaces adjoining classrooms, transparent boundaries and shared spaces used for many different purposes to encourage collaboration, individualised learning and inclusion. Environmental and architectonic features characterising both older and recently designed school buildings at the primary and lower secondary level are examined in light of challenges involving architecture, educational ideology, school governance and teaching practice. Data was collected by interviews, observations and photography
at several school sites, review of policy and technical documents, drawings and writings.

The school buildings represent a conventional design pattern with classrooms along corridors; a cluster design pattern with classrooms and manifold spaces grouped together to form units within the school as a whole; and finally an open plan design pattern with extended learning spaces for large groups of students and teacher teams. The first design form has prevailed for a long time and is seen by many as the dominant venue for conventional school practice, while the two latter and most recent design forms have been developed to encourage a more dynamic and democratic approach to teaching and learning, allowing us to examine how such efforts may or may not support pedagogies and practices aiming to include students of different needs and abilities.

References:

Teachers’ pedagogical conceptions of a planned activity based learning environment

24. School Development

Anneli Frelin¹
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Abstract: Several research studies point to discrepancies between the planned design and usage of new school space. Quite often, teachers choose to change the design of their classroom to better match their own perception of what works. In some cases, large parts of schools have been rebuilt because the planned design did not work in relation to the teaching being conducted. This article presents results from a research project aiming to study pedagogical transitions during the process of establishing a new national test bed school environment. The focus is on the planning and design phase before the start of the rebuilding of an educational space. The research topic in this paper is to study how do the teachers conceive of the activity based environment in relation to their planned teaching?

The study was conducted in relation to a 100-year old secondary school, as part of a larger project. The space intended for rebuilding was originally an aula, and in dire need of renovation. It was rarely used and considered unfit for the needs of the school.
As part of the project, a large multi-purpose room, was commissioned by the municipality and designed with several types of furniture and seating features. The transition process was initiated with a workshop which resulted in a list of functional needs. The next stage in the transition process was translating the functional needs into a design concept by an interior architect. The space was to be flexible and enable a variety of activities and movements, groupings and collaborations, and facilitate active and collaborative teaching and learning.

The data collection for this article consists of video recordings of eight secondary teachers’ examination of a 3D model of the new designed school space, to be considered as a type of pre-occupancy evaluation. Informants were chosen to represent teachers of a variety of school subjects, among those who were available at the time of viewing. The video recording captured teachers and comments on the design. The informants were prompted to describe educational activities that they would consider conducting in different places. They were also asked to comment on the features and artefacts that were displayed, and about particular challenges that they could predict.

The results indicate similarities and differences in how the teachers perceived the virtual redesigned educational space. For example, math teachers saw great opportunities for differentiating their teaching by using the breakout rooms, and also that the open landscape allowed students to move between different groups. They also saw the possibilities of allowing students to show their mathematical calculations on the walls covered with whiteboards. In this way, the students could collaborate during problem solving, with the teacher as well as on their own.

**Smartphone interactions and changing sociomaterial landscapes of classrooms**

24. School Development

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Abstract: This paper studies changes taking place in the classrooms through the case of students communicating on their smartphones. Through a micro-level analysis of situations where students receive messages during a lesson, we aim to show how established notions of classroom spatiality get challenged and how the classroom as a socio-material entity is constantly re-negotiated.

School environments are a coming together of many factors (McGregor 2004). Some of them, such as architecture or school planning, are the result of conscious decisions and some, such as the way in which mobile technologies have shaped school environments, of a more haphazard gathering of elements (Selwyn et al. 2017). Even though their presence in classrooms is often unintended they may significantly shape the spatial configuration.

Smartphones can provide youth with agency and space in restricted situations (boyd 2014). Considered together with the interactionally constrained environment of the classroom, this is particularly significant. Smartphones provide students with a range of interactional resources that
have not been present before (Sahlström et al. in process). In addition an encounter with a mobile device becomes an entanglement of economic relations and digital labour (Fuchs 2014).

We use a socio-material approach connected with a micro-level analysis of interaction (Bhatt, de Roock 2013), that provides tools for analysis of moment-by-moment unfolding interactions and the ways in which social, cultural and material factors figure in them (Goodwin 2000).

The video data comes from upper secondary schools in Finland and consists of classroom video and screen recordings of students phones. At the core of the data are seven students.

The article demonstrates empirically how different agencies interact when phones are used in classrooms. Smartphones provide students in classrooms with new interactional resources and modalities. As there is a lively discussion in Nordic countries around the question if/and how phones should be used in schools, the phenomena examined is highly topical. There is still limited micro level research on how smartphones become entangled in the social practices of school environments.

References:


Space for active learning. Envisioned and practiced school design.

24. School Development

Maria Rönnlund¹

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Abstract: This paper presents a case study of trends and transitions in the context of Nordic school design. The aim is to explore how local stakeholders in Sweden (principals, school leaders and architects) involved in school building projects envision a ‘good’ learning environment and what perceptions of teaching and learning that underlie their visions. By including various groups of
stakeholders, we also aim at exploring how their views relate to each other. Drawn on the results, we discuss their ideas in relation to wider discourses on teaching and learning in late modern society with focus on local – global transitions.

The study draws on a relational understanding of space (Massey 2005; McGregor 2004), and the idea that physical, social and pedagogical dimensions of learning space are generated together and continuously in process. Furthermore, we understand learning spaces as areas where power relations, control and agency are performed. In line with this understanding the analysis draws on Bernstein’s concepts ‘classification’ and ‘framing’ (Bernstein 2000).

We conducted semi-structured interviews with stakeholders at different levels (municipality level, school level) involved in projects concerning construction and reconstruction of school buildings. At the level of municipalities, interviews where held with 8 officials/school leaders and 3 architects. At the school level, interviews where held with 9 principals (n 20). Interview data was analysed inspired by Critical Discourse Analysis as advocated by Wodac and Fairclough (1997).

We identified two main discourses about how learning space shall be constituted, that differed in terms of classification. One which celebrated clear boundaries and separations between different places/localities, i.e. strong classification in physical space, and one which celebrated more blurred boundaries and separations in physical space, i.e. weak classification between localities. Furthermore, the framing came in different forms in the two discourses - more strong framing of student-teacher relations and communication in the first discourse and more weak framing in the second discourse. Thus, strongly classified physical space seemed to entail (or operate with) strong framing of communication and behaviour (clear and explicit rules and principles for classroom practices), and weak classified physical space seemed to entail (or operate with) more weak framing of practices (the rules and principles for learning being merely implicit). No matter of what discourse or profession they represented, the stakeholders advocated a pedagogical approach directed towards ‘active’ learning and saw the student as an ‘active learner’.

References:
25. Guidance and Counseling
Mentoring Of New Teachers: What Has Happened In The Nordic Ecosystem Of Teacher Induction During The Last Decade?

25. Guidance and Counseling

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Abstract: The aim of this symposium is twofold. (1.) Theoretically, to apply the theory of ecosystems of practices into mentoring. (2.) Empirically, to introduce historical perspectives to Nordic practices of mentoring newly qualified teachers, focusing on the development of teacher induction and mentoring in each country in the beginning of the 21\(^{st}\) Century in Denmark, Estonia, Finland, Iceland, Norway and Sweden.

Theoretically, the approach is based on the theory of ecosystems of practices. From that perspective, practices of teacher induction and mentoring are understood as living entities which interrelate with one another like living organisms in the nature. Sometimes practices are competitors, fighting against each other and competing for resources (Moore 1996). Sometimes they collaborate with other species, even forming a symbiosis. To survive in an ecosystem, the species (the practice) finds an ecological niche providing optimal living conditions for that particular species. The chosen perspective presupposes that even the human social practices are ontologically embedded in ecosystems. This ontological view has been crystallized by Fritjof Capra: “Every living organism, from the smallest bacterium to all the varieties of plants and animals, including humans, is a living system. Second, the parts of living systems are themselves living systems. A leaf is a living system. A muscle is a living system. Every cell in our bodies is a living system. Third, communities of organisms, including both ecosystems and human social systems such as families, schools and other human communities, are living systems (Capra, 2005, p. 19).” Like in the ecosystems of nature, social practices co-exist interdependently to each other and to other living organisms. However, as Anthony Giddens (1979) notes, we must also keep in mind an ontological difference between natural systems and human social systems in terms of reflexivity; human social systems are reflexive systems, capable of self-organization through human reason and communication, whereas other natural systems operate merely through homeostatic causal loops (mechanical systems) or organic self-regulation (autopoietic systems).

These theoretical perspectives are elaborated in the first presentation. The rest of the presentations offer life-historical narrative perspectives to mentoring by applying the theory of ecosystems of learning: Experts of the field, including teacher educators, researchers and teacher union representatives, tell about the development of mentoring in their country. Each of the narratives are structured by applying the following three principles, derived from the theory of ecosystems of practices (Capra 2005; Kemmis & Heikkinen 2012):

1. Continuous development:
• What have been the milestones of development of mentoring during the last 10-15 years?
• What are the most actual challenges now and what would be the optimal way to solve them?

2. Niche for mentoring:
• Has mentoring of new teachers been an issue in your country; in other words, is there a niche for mentoring, or has it been buried somewhere under more actual issues?
• Can competitors be identified, inhabiting the same ecological niche, that compete of limited resources?

3. Networks:
• Who are the key stakeholders in mentoring and what are their roles and interests (e.g. universities, schools, municipalities, teacher unions, ministries and policy makers?).

Mentoring in Denmark: Lack of National Focus

25. Guidance and Counseling

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Abstract: The biggest challenge in Denmark is that there are neither national organization nor resources for the support of newly qualified teachers. At the same time schools are challenged by initial teacher shortage and an increasing number of newly qualified teachers who leave or consider leaving the teaching profession. The most urgent challenge is therefore to set newly qualified teachers on the national school policy agenda - in competition with many other challenges at that agenda. In other words, there is some competition in the ecological niche where mentoring is inhabited in the ecosystem of teacher development in Denmark.

In contrast to many other European countries there is no national policy concerning induction in Denmark, and DK has a long tradition for local and highly informal support schemes for newly qualified teachers. In the period 2000-2013 scattered local mentor programs were expanded and all new teachers were entitled to additional working hours for preparation as part of a collective agreement. However, this disappeared with the working time law that followed the lockout of the Danish teachers in 2013. Recently, newly qualified teachers have gained a renewed focus, because a teacher commission has been established and among other tasks has focus on newly qualified teachers.

Danish schools and teacher education have national political defined measures for quality described in competencies, but it is up to local level to take responsibility for fulfilling the defined measures. Therefore, the support for newly qualified teachers is arbitrary and appears differently from one municipality or school to another, if there is any support at all. Big parts of the newly qualified
teachers lack structure for their start on the school, and most of the newly qualified teachers experience that the principals are not very keen on establishing mentoring during the first year (Frederiksen et al. 2017).

The current picture is that newly qualified teachers get far less support than they need and many lack even basic formalized introduction. Almost half of the newly qualified teachers report lack of structure and framing regarding their induction. A survey from the Danish Union of Teachers shows that an increasing part of the newly qualified teachers turn to counselling due to precarious work pressure, caused by the work’s structural framework that creates an imbalance between demands and resources. They have expectations to their own role as teachers, and get the experience that they cannot fulfil this role.

The project “Early career teachers and foothold“ is cooperating with a municipality on developing a context-sensitive induction program aiming at supporting teachers in their first year of practice. The main research question is: “How can a teacher induction system be designed and implemented in a Danish context?” In this presentation we will draw on this quantitative data on national level, which has been the first step of problem identification in design-based research method (Cobb et al.,2003). The results will be combined with challenges that can be identified along with developing and implementing a teacher induction program in a Danish municipality.

**Mentoring in Estonia: Success Stories and Struggles with Integrating Mentoring to the School Development Process**

25. Guidance and Counseling

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**Abstract:** The birth of the induction year programme in Estonia was the result of a combined effort of many specialists and institutions. A preliminary project was carried out in the academic year 2002/2003. In 2003/2004 an expert group of educators and researchers from the Tallinn and Tartu University analyzed the results of the project, improved the implementation model and made preparations for implementation of the induction year programme on the national level. In 2004, the induction year for newly qualified teachers was implemented in nationwide.

Universities and schools collaborated in implementing the induction year programme. Universities offered mentor training for mentors and group mentoring sessions during school holidays for the beginning teachers. At the school level, the principal's role was to appoint the mentor and create suitable conditions for mentoring. Mentors role was to support beginning teacher professional growth and socialization with the organization.
Concurrently with the implementation of induction year programme, a monitoring system of the program was implemented. Based on the data collected during the programme implementation and development 2 doctoral dissertations as well several articles were published. In 2010, The European Commission published a handbook for policymakers “Developing coherent and system-wide induction programmes for beginning teachers”, expressing the opinion that Estonia’s induction year model is one of the models worth following in other countries. Although there are a lot of success stories the initial inspiration has been fading. In Estonia, the universities have been important stakeholders and developers of the programme and mentoring which might be the reason that the schools did not feel a sense of ownership and responsibility to develop mentoring. According to research, mentoring programmes can reform schools’ action culture, if the mentoring becomes not only a way of helping individual teachers but also a means of contributing to the construction of strong teaching cultures in schools that have made a commitment to the promotion of teaching, learning and caring (Jokinen, Heikkinen & Välijärvi 2005). It appeared that in the schools where teachers cooperate closely, school managers tend to value the induction programme as a form of learning for beginning teachers more (Eisenschmidt 2006). The induction programme bottlenecks reflect the defects of the education system at large. When teachers cooperate little, when the school environment does not support or value learning from each other, then teachers’ professional growth is not sufficiently supported.

In 2012, the special in-service course for school leaders how to create collaborative learning environment and support mentoring in school was created. In 2016, the NGO the School for New Teachers was established by the alumni of the program Teach First. They are aiming to establish the learning network of school leaders who are committed to constant improvement of their people-related practices and processes – to make schools better spaces for growth for all. Another idea they propose is to establish a well-educated mentor’s community from where schools can hire mentors. So the search for a sustainable model of mentoring will continue.

**Mentoring in Finland: A Struggle for a Niche in the Ecosystem of Teacher Development**

25. Guidance and Counseling

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**Abstract:** In 2006, a wide national review of teacher education 2002-2005 (Piesanen, Kiviniemi & Valkonen 2006) revealed that newly qualified teachers clearly lack support in the beginning of the teaching career. Similar findings were reported by the Trade Union of Education in Finland. Another significant milestone in the early years of the millennium was a project Teacher Education as Life
Long Learning (TELL; 2003-06), coordinated by the Finnish Institute for Educational Research and funded by the Academy of Finland. It organized a pilot study in the city of Kokkola, based on the traditional one-to-one mentoring. Gradually the model was tuned more into the form of peer group mentoring. Besides practical reasons, it was found out that new teachers learn also from each other by sharing their challenges and experiences. Thus, the next step was to develop a peer group mentoring format more consciously in another project in FIER in 2007-09, funded by the Finnish Work Environment Fund, called by the acronym VERME. The project published a book (Heikkinen, Jokinen & Tynjälä 2010) where the model was outlined and empirical experiences of the PGM model were reported. Simultaneously, a national programme for teacher development (Osaava Ohjelma, 2010-17) was launched. Within this national programme, the newly developed PGM model was scaled throughout Finland by a national network consisting of all the universitits providing teacher education in Finland. However, the financial crisis hit to the public sector at the very same moment, and the municipalities had to cut costs. Thus, it was not a favorable moment to introduce any new tasks to the municipality employers. Quite the opposite, mentoring was often regarded as an extra cost, and therefore only a few municipalities succeeded to implement PGM successfully. In some municipalities, however, PGM was implemented as an encompassive form of in-service education, not only for teachers, but also for teaching assistants and youth workers. Another national Teacher Education Development Programme was launched (2017-20), and the PGM model was chosen as one of the instruments to develop teachers’ professional learning. However, simultaneously another big project, the Tutor Teacher project, was also launched. Despite the fact the profiles of the models were intended to be different, in many municipalities the two projects were understood to serve the same purpose: i.e. peer learning of teachers. From an ecosystem perspective, the models were seen as competitors in the same ecological niche. Moreover, municipalities received extra project funding from the state for Tutor Teacher project, whereas all the costs of the PGM model had to be covered by the municipality.

In the future, there are a number of challenges to solve in the Finland. The profiles and the funding mechanisms of the two parallel and competitive projects should be balanced, and the responsibilities of the stakeholders (municipality employers, schools, teachers’ union, universities providing teacher education) have to be clarified. Therefore, a broad based social deliberation is needed to find out solutions to develop the best way to develop induction of new teachers in the Finnish ecosystem of education.

Mentoring in Iceland: New Energetic Initiatives

25. Guidance and Counseling

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Abstract: In Iceland, there is no formal guidance for new teachers, and no laws or regulations about how to support newly qualified teachers (NQTs) in the beginning of their career. No tradition has developed for professional guidance or systematic integration of new teachers to the teaching profession. However, the need for support for newly qualified teachers has been acknowledged to some extent, and in some schools practices have been developed to support newcomers. Still, the actual induction procedures are dependent on the headmasters and the financial situation of the school. The NQT:s’ need for guidance was not at all or only very briefly discussed until the first research was made in Iceland (Steingrimsdóttir 2005).

It became clear that some new teachers were given guidance but it was not systematic or formal. This guidance focused mostly on practical aspects of the schoolwork. Further research (Ingvarsdóttir 2009; Jónsdóttir 2013; Steingrimsdóttir 2007 and 2010; Steingrimsdóttir & Engilbertsson 2018) highlighted the urgent need for support and guidance of new teachers. After that, both teachers’ unions and universities providing teacher education in Iceland have been energetic advocates for support of new teachers and their intention is to develop mentoring as a permanent part of schoolwork. Unfortunately, these initiatives have not yet succeeded.

Over the last two to three years, and especially in 2017, guidance has been a bit more prominent in the debate as one of the factors that prevent beginning teachers from failing and help them keeping up with more experienced teachers. An important milestone in Iceland was reached when the universities started to offer a 30 ECTS mentor education module for experienced teachers who wanted to become mentors. Another milestone was reached in 2018 when a paragraph was added to the new collective agreement of elementary school teachers, offering experienced teachers one lesson per week for working with the mentoring of new teachers.

The actual challenge now is that the government is considering proposals for formal systems that include formal guidance for new teachers and emphasize mentoring education for experienced teachers to support and mentor student teachers and NQT. In spring 2018, the Minister of Education appointed a group of educational staff to increase the recruitment of teachers and counteract the drop in teacher education. The group put forward eight actions, and two of them include formal guidance for new teachers. The former deals with targeted guidance for newcomers in preschools, elementary schools, colleges and music schools. The latter deals with formal training and specialization in guidance for experienced teachers who support the new teachers and the student teachers as well. The costs of the initiatives have now been estimated, and the new practices will hopefully soon be implemented.
Mentoring in Norway: Milestones and Agreements Between Stakeholders

25. Guidance and Counseling

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Abstract: Since 2003 the Ministry of Education has financed the Teacher Education Institutions offering mentor education (30 cred.) and participating in establishing local based mentoring programs together with local authorities (White paper, No. 16, 2001-2002; White paper, No. 11, 2008-2009; White paper, No.16 2016-2017). In addition, the Ministry has also financed a national network for mentoring NQTs (https://www.nyutdannede.no/).

Since 2009, there have been different agreements at a national level aimed at NQTs in kindergartens, elementary schools and upper secondary education (Bjerkholt, 2013). However, despite efforts to strengthen the scope and quality of the mentoring, a national evaluation published in 2016 (Rambøll, 2016) showed that four out of ten NQTs did not receive mentoring. For those who received mentoring, there were large variations in scope, content, frequency, structure and the quality of the mentoring offered to them. In February 2017, the Norwegian Parliament therefore adopted the following proposal: “The Parliament calls on the Government, in cooperation with the stakeholders, to design a national framework for a mentoring system which ensures that all NQTs are covered by the scheme and allows for local adaptation.” In September 2018, the national network was formally confirmed, and a mutual agreement was signed by representatives of nine stakeholders: Ministry and Education (KD), representatives for The Teacher Education Institutions (NRLU), different teacher organizations (most prominent the Union of Education-UF), The Norwegian Association of Local and Regional Authorities (KS) and different organizations of private employers. The mentoring guidelines, formulated and agreed by the national network, consist of the following elements:

- Principles and obligations for mentoring for newly qualified teachers in kindergartens and schools the first 2 years working as teachers after the graduated from teacher education.
- A written professional guideline/strategy on how good mentoring schemes can be designed and implemented locally.
- National guidelines for mentor education (30 credits)

This agreement adopted by the stakeholders is an important milestone, but it does not include extra financial resources for the employers of NQTs to establish induction and mentoring programs. The principles therefor have no formal legal basis, but represents a strong recommendation agreed upon by the stakeholders. This will maybe represent a weak part in what might be characterised as the ecosystem of induction and mentoring for NQTs in Norway. The stakeholders will continuously evaluate the extent and quality of mentoring during the implementation period and a final evaluation report will be provided by the end of 2020. In 2021 the stakeholders will assess the results and
decide if they will enter into a new voluntary agreement, or the case returns to the political authorities for further assessment.

Mentoring in Sweden: A Narrative of Agreements and Fading Aways

25. Guidance and Counseling

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Abstract: In the Swedish society, mentoring is an issue which involves many stakeholders, including (a) the two teachers unions, as defenders of teachers rights, (b) school owners and municipals, as locally responsible for the schools and teachers and thus for mentoring, (c) The Swedish National Agency for Education as a supporting authority and as responsible for the implementation of standards the newly qualified teachers are evaluated against. Universities and teacher education institutions are not generally regarded as stakeholders even though they have delivered some education for mentors. However, like in the other Nordic countries, teacher induction is a complex ecosystem with different intentions and interests.

In Sweden there have been some important milestones when comes to the formal implementation of mentoring. In 1995, a national agreement was reached between the Swedish Association of Local Authorities and the two teachers’ unions (the National Union of Teachers in Sweden and the Swedish Teachers’ Union) emphasising school development. One component in this agreement was that it gave new teachers the right to be supported by a mentor and to participate in an induction programme. However, it took some years until the issue of mentoring became more widespread around the millennium-shift, partly due to a feared lack of teachers, but after some years the issue of mentoring started to lose momentum (Fransson, 2012). A second milestone was the 2008 government proposal of a national mandatory induction system, with mentoring, a probationary year and the registration of teachers as central components (SOU, 2008:52, Government bill, 2010). In the system, newly qualified teachers were expected to have a mentor and at the same time being evaluated by the principal who decided whether or not the teacher was suitable enough to be recommended to earn the Teacher Registration. The reform, implemented in 2010-2012 put mentoring in the foreground through legislation and boosted mentoring for NQTs. However, in mid 2014 the principals’ evaluation of the NQTs was abolished and the teacher registration was earned when graduation from teacher education. This lead to mentoring became less prioritized, even
though there are still obvious needs for it.

The most actual challenge at the moment is to prove why mentoring should be put higher on the list of preferences of the educational challenges among a number of many issues calling for attention. Another issue which must be highlighted is the need and importance of education of mentors. As a conclusion, I suggest that the issue of mentoring has lately buried under other ‘more important’ issues to a great extent, and the ecological niche for mentoring, so to speak, seems to have faded away even though the legislation is in place.
Roundtable discussions
4. Justice through Education
Social justice in science, technology, engineering and mathematics education: Establishing a platform for conversation

4. Justice through Education

**Anna Danielsson**
Minna Salminen Karlsson
1 Uppsala University

**Abstract:** Lately, work around social justice, intersectionality, identity, and power relations has gained an increasing amount of attention within STEM (science, technology, engineering and mathematics) education research. Despite being ranked high on various equality indices, the participation in STEM-educations and professions are still stratified by gender in the Nordic countries. On a similar note, Nordic higher education is still stratified by social class, despite many structural obstacles (such as tuition fees) not being in place. As such, these national contexts provide an interesting case for exploring more subtle mechanisms contributing to the uneven participation in STEM-educations. The aim of this round table is to bring together Nordic researchers within this realm for a conversation about the emerging field of ‘social justice through science, technology, engineering and mathematics education’. In doing so, we bring together a diverse set of researchers, engaging with different disciplinary fields within STEM from different disciplinary perspectives (such as didactics, sociology, and gender studies). Through the round table we seek to develop interdisciplinary links and potential research collaborations. Each of the participating researchers will give a very brief introduction to their work, by focusing on the questions: 1) What is the research problem you are seeking to address and what is the relevance of this problem? And 2) What are the affordances and constraints of the theoretical and methodological approaches you are employing? The introductory presentation round will be organized around five broad themes:

A) Identity perspectives within STEM-education (Anna Danielsson, Maria Berge, Katerina Günter, Kristina von Hausswolff, Anne-Kathrin Peters, and Eva Silfver).

B) Perspectives from ‘didactics’: engaging with the subject matter *per se* (Maria Andrée, Auli Arvola-Orlander, Cecilia Caiman, Sara Planting-Bergloo, and Marie Ståhl).

C) Intersectional perspectives and sociology of education: an outside look on STEM-education (Anne-Sofie Nyström, Andreas Ottemo and Hassan Sharif).


The subsequent round table discussion will focus on commonalities in empirical research objects across the presentations, but also seek to illuminate different theoretical and methodological approaches. The round table will finish by a commentary from our discussant Minna Salminen. 

When: Wednesday 16.00-17.30, Where: 12:132, Blåsenhus
Karlsson. As a whole, the round table aims to initiate conversations that will contribute knowledge about how processes of inclusion and exclusions can be studied within a subject-specific domain.

Identity perspectives in STEM-education

4. Justice through Education

Anna Danielsson¹
Maria Berge², Eva Silfver¹, Katerina Günter¹, Kristina von Hausswolff¹, Anne-Kathrine Peters¹
¹ Uppsala University
² Umeå University

Abstract: This theme focuses on identity perspectives as a means of understanding students' STEM participation and aspiration.

- Anna Danielsson, Maria Berge and Eva Silfver: Our research concerns students' identity constitution within STEM educations, with a particular interest in the doing of gender and social class. We are currently exploring this in the context of engineering educations, within an ethnographically inspired research approach (incl. e.g. video diaries and observations of teaching). Theoretically, we conceptualise identity as socially and discursively produced.

- Katerina Günter: In my PhD project, I am looking at how undergraduate biology students develop their identities as biologists with focus on the role of learning situations - discourses and social interactions between students and teachers. Currently, I am working on student motivation texts: Why they wanted to study biology in the first place and their perspectives on higher biology education. I am also analysing teachers’ teaching approach essays and their perspectives on “the biology student” to inform future interviews.

- Kristina von Hausswolff: Central to my research interests is the specific situation when students encounter programming for the first time. The complex dependencies between practice and theory in the computer lab are analyzed from a pragmatic perspective. My focus is on actions and the situational thinking while doing programming, that is, ‘practical thinking’. A pair-programming setting highlights both the interaction with the programming language, the software, and with the Computer Science tradition. In my ongoing research one important aspect that has emerged is the importance of the formal context and the concrete circumstances surrounding the student's encounter with programming. This is important for both learning the content as well as for the student's identity-formation in relation to the subject.

- Anne-Kathrin Peters: I have investigated learner trajectories in computing as something that is shaped and constrained in different social contexts prior to and during university education. I am currently investigating desirable identities in computing education and how those explain learning behaviour. I use insights into computing identity to discuss how to
develop more inclusive computing environments, in which diversity is an asset to develop
technology for society.

Intersectional perspectives and sociology of education: an outside look on STEM-education

4. Justice through Education

Anne-Sofie Nyström¹
Andreas Ottemo², Hassan Sharif³
¹ Uppsala University
² University of Gothenburg

Abstract: This theme brings together researchers who study STEM-educations from disciplinary
perspectives such as sociology and cultural studies.

- Anne-Sofie Nyström: My research focus on students and peer-cultures in prestigious
  education, with particular attention to middle-class masculinities and understandings of
  academic achievement in science programmes in school and higher education. Drawing on
  feminist theory, sociology and social psychology, the studies seek to examine how gender
  discourses and educational cultures inform students’ identities, experiences and educational
  trajectories as well as reinforce or might challenge privilege.

- Andreas Ottemo: My research focus is on the production of gendered subjectivity in and in
  relation to primarily higher technology education. Drawing on post-structural discourse
  theory, feminist theory and cultural studies, the ambition is to investigate how the meaning
  of being e.g. a student in engineering education is largely established beyond classroom
  context, i.e. in student culture and a broader societal context. A challenge is to relate the
  gendering (and class coding, racialization etc) of such subjectivity to subject matter
  questions, i.e. to relate questions of subjectivity to questions of the nature of knowledge
  (and forms of teaching).

- Hassan Sharif: My research is about newly arrived students and their meeting with the
  Swedish education system in general and introductory classes in particular. I am
  particularly interested in how the organization of introductory program for recently arrived
  students relate to the students' different social and cultural background and language assets.

Studying STEM-education from the ‘inside’: an intra-disciplinary look at inclusions and
exclusions

4. Justice through Education
Virginia Grande\textsuperscript{1}
Anders Johansson\textsuperscript{1}, Lovisa Sumpter\textsuperscript{2}
\textsuperscript{1} Uppsala University
\textsuperscript{2} Stockholm University

Abstract: The theme focuses on what it can mean to study STEM-educations from an intra-disci

- Anders Johansson: My work uses poststructuralist notions of discourse to study identity
  formation in university physics education. I have studied how the discourse in particular
  stages of physics education structures students’ possibilities. A case in point is the subject
  of quantum mechanics, which is important and attractive to many students, but where the
  discourse propagated in courses limits who can be seen as successful in the context. Other
  topics include negotiations of nerd stereotypes and the identity affordances of lecture jokes
  in physics.

- Virginia Grande: While the literature in computing mentions the importance of role models
  to broaden participation, there is little research in role modeling from the role model’s
  perspective, particularly in an educational setting. Thus my focus is on how teachers in
  computing experience being role models for their students. This helps me in developing a
  model for teachers to discuss and reflect on what they model, how and for whom.

- Lovisa Sumpter: My research focuses on women participation in mathematics, using
  quantitative methods such as the number of PhD students in different fields, comparing
  growth rate. We see, for instance, that in comparison to mathematics, and acknowledging
  similar starting proportions, technology and engineering have slightly stronger growth
  rates, while science has twice as strong a growth rate. I am also interested in how women
  perceive mathematics with its structures and gender symbolism.

New (materialist) perspectives on STEM-education

4. Justice through Education

Anna Günther-Hanssen\textsuperscript{1}
Anna Jobér\textsuperscript{2}, Anna Palmer\textsuperscript{3}
\textsuperscript{1} Uppsala University
\textsuperscript{2} Malmö University
\textsuperscript{3} Stockholm University

Abstract: The theme focuses on new theoretical perspectives within STEM-education, including,
but not limited to, the affordances of using new materialism in exploring STEM teaching and
learning:
• Anna Günther-Hanssen: My research concerns emergent science and gender in preschool. The focus is on preschool children’s gendered identities and scientific explorations as mutual and on how these are materially-discursively possibilised as well as constrained. I am also interested in how scientific phenomena can take part in increasing children’s potential and how explorations of/ with science can be done in places and together with “things” and “qualities” not commonly thought of as scientific.

• Anna Jobér: My research focus on educational changes, reproduction of inequalities in education and post-humanistic education.

• Anna Palmer: The STEAM acronym (science, technology, engineering, art and mathematics) is not well known in Swedish preschools and teachers in general are not very familiar with this field of knowledge. Hence, STEAM education is in line with what is emphasised in the Swedish curriculum in relation to these subjects. It is common for preschools to engage in explorative learning projects based on children’s own questions and interests in connection with STEAM. These projects often relate to real world problems and to issues connected to ethics, equality, gender and justice. This contribution to the round table discussion is framed by John Wall’s writings about children’s rights and Isabelle Stengers' relational ontology.
23. Social Pedagogy
New societal conditions in the socialpedagogical field – in an educational perspective

23. Social Pedagogy

Hanne Meyer-Johansen
Gitte Lyng Rasmussen
1 University College of University


Title: Challenges in the societal development and conditions for the professionals and the service users in the socialpedagogical field – in an educational perspective

Abstract describing the entire frame for the roundtable discussion

The socialpedagogical working field is under pressure these years as a result of the effective and competitive oriented societal paradigm in Scandinavia. The development from welfare to workfare – where it seems more and more difficult to work with empowerment that emancipate the service users own dreams and ideals for a good life, their quality of life, if they do not fit into these one-dimensional systemic objectives of self-sufficiency. The classic ideal of a social pedagogue in Denmark has been considered as a street-level advocate for people in marginalized and threatened positions. This ideal might be challenged in the light of the focus on the responsible user, who might be able to assess his/her own needs. This might cause that the professional role has to change from the normative oriented value-based to a more neo-liberal neutral facilitator role. Furthermore it claims a more evidence-based and scientific objective approach of the pedagogue to get positioned and recognized as a reliable professional expert. These tendencies have a great impact on the socialpedagogical working field which are affected by improvements and discourses of economic effectiveness and measurable documentation. These paradigmatic shifts has a lot of influence on both the lifecircumstances of the service users and the working life for the pedagogues. These changes actualise the question of what kind of competences might be needed and relevant in the future and therefore has to be taking in account in developmental educational perspective.

Based on this presentation of the following two different research projects the purpose of the sessions is in common to reflect on how to develop education in social pedagogy today in a relevant and empowered direction for both the professional pedagogues and the service users:

The participants in the session will be engaged by discussing the following questions:

- What kind of competences might be relevant and needed for the pedagogues of the future – in the light of a professional content that moves towards a more facilitating role for the expected independent and autonomous service user?
• What do the increasing market governance do for the identity of the professional pedagogues?

• How do service users themselves experience the political and professional ideals about the responsible and autonomous service user?

• How can the tensions and ambivalences between the pedagogues efforts of positioning as reliable professionals (in evidence-based competing surroundings) and the ambition of emancipating the service user as unique and independent individuals – be regarded and treated in an educational context?

Social and special pedagogy in a professional perspective

23. Social Pedagogy

Hanne Meyer-Johansen¹
¹ University College of University

Abstract: Abstract 1: Hanne Meyer-Johansen, assistant lecturer and ph.d.: Social and special pedagogy in a professional perspective

This part of the round table is focused on the perspective of the pedagogues as professionals and it takes place from a project at the University College of Copenhagen, named: Social- and special pedagogy – in a professional and service user perspective. The presented project is based on a qualitative research of the impetus and self-understanding of professional pedagogues in the working field of social- and special pedagogy in a Danish context through a range of qualitative semistructured interviews followed by a dialogue workshop inspired by Action Research (Eikeland 2005). The findings from these qualitative data collections have showed that the pedagogues are suffering from a continuously doubt about having perceived intention and will of the service user in a real way.

The phenomena of doubt seems very obvious in the material and seems very recognizable for the participating pedagogues, when they are presented for this finding in the dialogue workshop. Doubt seems to be an existence term that bounds in the uncertainty by a profession that is characterized by carrying the power and right to know better on behalf of people with physically or psychologically disables. To be a professional pedagogue implies a heavy responsibility for having “read” the person in the right way. Therefore the pedagogues stresses two unavoidable aspects of the good pedagogical competence: To admit and be loyal to your doubt and to being in a process of constantly developing a certain kind of sensitiveness, since you are always in a risk for carefully manipulation “for the persons own good”. In the light of these two conditions of existence in the pedagogical work – in which you are furthermore depended on using yourself as a tool – the pedagogues are talking about their work on the basis of different kind of knowledges. In an analytical and simplistic perspective, we can reduce these knowledge types in two ideal types, that we find cross the pedagogical working places; the expert knowledge and the relational person knowledge. These knowledge types are entwined in the everyday practice and mutually supporting each other in the complex, unpredictable
and situated pedagogical practice. The aim of the project is by action research dialogue processes to come closer to suggestions and visions of the professional pedagogues for the relevant studyfields and competences for the pedagogues in the future. And furthermore to be able to position themselves towards more objective and evidence-based professions on basis of the pedagogues specific relational person knowledge about ”the holistic human being” in a society where the scientific and measurable arguments are having the largest impact.

Social- and special pedagogy in an everyday life perspective of young people with intellectual disabilities

23. Social Pedagogy

Gitte Lyng Rasmussen

1 University College of University

Abstract: Abstract 2: Gitte Lyng Rasmussen, Associate Lecturer and ph.d.-student: Social- and special pedagogy in an everyday life perspective of young people with intellectual disabilities

This part of the roundtable is based on the PHD project; Participation in everyday life among young people with intellectual disabilities. The study is an investigation of everyday life of young people with intellectual disabilities focusing on participation as a phenomenon all people experience in the daily living. The research question is: How does young people with an intellectual disability themselves experience participation in everyday life? Participation is a political buzzword and is on the political agenda. Despite of scientific knowledge about participation is rare. The aim is to understand how young people themselves experience participation in everyday life. The aim is also to analyze and discuss how professionals as social pedagogues and different forms of social services promote or restrict participation. The project is based on a phenomenological framework, especially the work of the French philosopher Maurice Merleau-Ponty. 6 young people in the age from 22-32 years are followed in their everyday life across different contexts, for example work, residential homes and leisure time activities and in between the different contexts. In the short presentation examples from an ongoing fieldwork and interviews with the 6 young people are used to illustrate how participation in everyday life takes form from the perspectives of the young people. The presentation will end up reflecting upon, how perspectives of people with intellectual disability can challenge and develop the work of social pedagogues.
Abstract: School is an essential context for the social life of children and young people. It is a place where social relations are formed and different kinds of social conflicts are created. It is also an environment where social problems that children and young people have can be identified and where support can be offered. And it is an important arena for social development and growth: children and young people learn social skills and attitudes and they are involved in processes of inclusion and exclusion where they acquire understanding of social life and its rules. Quite often these social dimensions of the school are considered as something that the teachers do not have time, resources or expertise to deal with, and during past decades there have developed other professions at schools that have a role in working with “the social”. Who are these professionals of “the social”, what is expected from them and how do they work, varies from country to country and even between schools in the same country. In several countries social pedagogy is playing a role on this field. In some countries there is a profession of social pedagogues working at schools, while in others professionals with different names are applying a social pedagogical approach in their work at schools.

This roundtable session will focus on questions concerning “the social” at schools and different professions dealing with it. The role of social pedagogy will be discussed: what kind of expertise do social pedagogues bring to the school communities and what are the characteristics of the social pedagogical approach applied to school context? Who are the social pedagogical professionals of “the social” at schools?

The first presentation is based on a Spanish-Swedish research project on social educators and social pedagogues working at schools. It will open up a window into two social pedagogical professional landscapes that have been forming in two different countries.

The second presentation is also dealing with the Swedish school context but from a different perspective: it is based on a research about a new profession called teacher-assistant, and asks about the professional boundaries and roles that the creation of this new profession has created.

The presentation from Finland discusses the possibilities to develop school social work in a social pedagogical framework. In Finland there does not exist a profession called social pedagogue but the understanding is that there can be many different professionals working with a social pedagogical orientation at schools.

The presentation from Iceland describes the increasing demand for human rights-based expertise of social pedagogues within inclusive schools and the challenges in developing this expertise in education. Social pedagogues working at schools have a long history in Iceland.
This is a joint roundtable of two networks: Social pedagogy network and Teacher’s Work and Teacher Education network. It has specific value in the field of educational sciences in the Nordic countries, because it starts a dialogue between disciplines that look at school from different perspectives. This promotes mutual learning and development on the fields included.

**Comparisons Across Borders: The Professional Landscapes of a Spanish Social Educator and a Swedish Social Pedagogue**

23. Social Pedagogy

Emma Quiles-Fernández¹
Anneli Frelin²

¹ University of Barcelona
² University of Gävle

**Abstract:** This paper outlines a cross-country comparison aimed at deepening the understanding of professional educational work landscapes in different countries.

Already working in Swedish schools, since many years, are so called recreational pedagogues, responsible for student after school care for younger students. Traditionally, teachers have had responsibility for pastoral care and other problems in school. Recently, partly in response to a growing teacher shortage in most Nordic countries, and calls to ‘let teachers be teachers’, social pedagogues with non-university degrees have become more common in schools.

In Spain, due to the social needs that appeared in the 90s, the Ministry of Education created a university degree called Social Education. However, before that, social educators worked in non-regulated educational spaces. Professionalizing their role allowed them to start a relational work with children, youth, families, teachers, social services, and doctors, with social well-being goals. Social educators can work in several education communities, offering possibilities that have not considered it in the past by their participants.

Considering both educational realities, and attending the three narrative inquiry dimensions, temporality, sociability and place, we created a research puzzle: How can we understand the dynamic inter-professional educational work landscapes in different countries? Through sharing the stories of Marta, a social educator, and Anna, a social pedagogue, we open reflections on the meaning of the professional landscapes that social pedagogy holds. This paper embraces field notes, transcribed conversations and school brochures in which both participants show their ‘personal and professional practical knowledge’ (Connelly, Clandinin and He, 1997).

The Swedish story highlights that even if teachers and social pedagogues have the same objective: they want the best for the students, and they operate within the same spaces, they have different task perceptions, or different professional gazes. For example, the coat and locker area were viewed by the teacher as a potential teaching space, whereas the social pedagogue viewed it as a risk area for bullying and harassment. Anna’s story contains both frustration and hope. Frustration because there is so much to be negotiated, and hope, framed in the recurring expression during our interview: “We
The Spanish story points out the significance of creating a professional profile and degree related to the educational world and to the social environment. While teachers are alongside the children co-composing the schooling curriculum, social educators explore and learn the familial curriculum making (Huber, Murphy & Clandinin, 2011) that children bring to school. However, the integration in the community, as part of the teaching practice too, has begun to blur the borderlines of the teaching profession. Even if policymakers’ desires were focused on the children’s wellbeing, social educators are still struggling in finding their own place inside the schooling world.

The comparisons have highlighted the need to clarify professional relations, especially with the educational ones (i.e. social work, sociocultural animation, social integration and cultural management). They also highlighted the need to confront and overcome gaps such as between academia and the professional practices.

Social pedagogy in schools

23. Social Pedagogy

Lars Fonseca¹
¹ Linnéuniversitetet

Abstract: Background

Since the 1980's, Swedish teachers' assignments have been expanded. In addition to teaching, teachers have been assigned to both practical-administrative and socialpedagogical tasks (Persson & Tallberg Broman, 2002).

Sweden faces an acute teacher shortage (SKL, 2018). Mental problems of Swedish teachers is increasing more than comparable groups (Swedish Social Insurance Agency, 2014). Teacher education face difficulties attracting students (UHR, 2017). In order to reduce these problems, teacher unions (Lärarförbundet & Lärarnas Riksförbund, 2016) and national politicians are taking actions about allowing teachers to focus on teaching. The mental health of Swedish youth has also got worse and the need for psychosocial support in school has increased (Public Health Agency, 2018). A comprehensive solution to the problems is proposed to distribute the necessary tasks in school to several professions, including a new, commonly called teacher-assistant. Corresponding discussions are held in several Nordic countries.

Research topic / aim

The study aims at describing the worktasks that can be subjected to redistribution between teachers and teacher-assistants in the Swedish school and discuss the redistribution based on the content and professional boundaries.

Research questions
- How is the redistribution of work at school recognized in a) 100 job advertisements targeted at teacher-relieving services, b) survey responses from 354 schools where teacher-relieving services were introduced, c) education plans for teacher-assistant education at 18 folk high schools?

- How can psychosocial tasks that are proposed to relieve teachers be understood in relation to social pedagogy at school?

- How can the reallocation of tasks be understood in relation to professional boundaries within schools?

Theoretical framework

The empirical findings are interpreted on the basis of Aili and Brantes (2006) occupational boundaries, where shared scientific knowledge and qualifying cohesive tasks make it possible to pursue a profession with a high degree of autonomy. Findings is further interpreted on the basis of Kyriacou’s (2013) definition of core social pedagogical dimensions in school activities such as: care and welfare, inclusion, socialization, academic support and social education.

Methodological design

Surveys were sent to 568 primary and secondary schools with questions about possible teacher-relieving services. 100 job advertisements targeted at teacher-relieving services were chosen strategically. Educational plans for all Swedish folk high schools (18) giving teacher assistant programs were collected. Qualitative content analyzes were conducted on the data.

Expected conclusions / findings

The empirical study points to two demarcated areas for possible redistribution of tasks; Practical administrative tasks and psychosocial tasks. The psychosocial tasks correspond well to Kyriacous (2013) definition of what defines social pedagogy in schools. A division of labor, which turns teachers work into more teaching and less socialpedagogical tasks, should, according to Aili and Brantes (2006) professional theory, increase professionalism in the teaching profession. The redistribution of tasks invites new occupational groups to work socially in school. The professional title teacher-assistant suggests that the teacher manages his "assistant". Does this involve a risk that social needs outside the classroom may be down prioritized for urgent practical administrative duties in connection with classroom education?
Social pedagogical approach in school social work

23. Social Pedagogy

Eeva-Mari Miettinen
1 Tampere University of Applied Sciences

Abstract: Although Finland has done quite well in PISA-evaluations, Finnish pupils find school unpleasant and uncomfortable. One reason for this can be that life at schools is too much concentrated on the area of cognitive learning, and at the same time social and emotional aspects of school culture are somewhat neglected. In my presentation I will deal with this issue from the point of view of school social work which I am looking at from a social pedagogical perspective. I see social pedagogy as a broad theoretical framework which could help different professionals working at school to develop the institutional culture at school to become a more caring culture. For example, Herman Nohl’s understanding of pedagogical relationship is an old social pedagogical theory that could be applied at schools in order to understand and develop the relations between not just teachers and pupils but also between other adults and children and young people who meet each other in the school context.

The Finnish pupil and student welfare act (2014) focuses primarily on preventive student welfare that supports the school community as a whole. One profession recognized by act are school social workers, and their work should be guided by the act. In practice, however, school social work is very much about individual case work, and there is not much – if any – time for working with the school as a community. Here I see a call for social pedagogical expertise. Social pedagogical understanding on participation, dialogical encounters, community building and understanding integration to society together with emancipation are strongly needed in Finnish schools.

In my presentation I will look into a project called Team School model that we are currently working on at my university. In Team School model two teachers and a social worker form a team of adults for the children in two classes, being present in their everyday life. My aim is to develop and explore Team School as a social pedagogical approach. What is quite often lacking from school social workers is an understanding of group processes and work with communities. Their working methods are very much focused on working with individual pupils. In Team School model, the social worker is working in the classroom side by side with the teacher. This gives her/him a lot of opportunities to understand children in their systems. The change from one-on-one case work to community work gives also room for more pedagogical social work. In other words, I could say that Team School model invites social pedagogy into school.

With my presentation I will bring one perspective to the discussion about the different professionals working with “the social” at schools. Bringing different perspectives together to discussion will help us to form a better and shared understanding on the matter and to develop social pedagogical practices in the Nordic countries.
Human rights as a framework for transformative learning in social pedagogy: The inclusive school as a learning arena

23. Social Pedagogy

Vilborg Jóhannsdóttir

1 University of Iceland

Abstract: The focus in this paper is to shed a light on the effect of a research based learning environment (model) which attempts to foster human rights values, thinking and rights based practices by connecting theory, practice and policy in the final year of study within the Social Pedagogy program in Iceland. In this final year the students are given the opportunity to specialize within variety of community settings, such as within the primary school system. The aforementioned learning model ties together two theoretical classroom courses and a practicum placement and is centred around the students practice based developmental projects, collaboration and critical reflection as well as the mentoring relationship of all stakeholders. The impetus for the research based development of the presented model are the challenges facing novice social pedagogues when they enter their professional field such as the ratification of the Convention on the Rights of Persons with disabilities which entails reassessment of practices in the light of the CRPD as well as abolishing practices that do not confirm to the treaty. The origin of social pedagogy in Iceland lies deep in disabled people’s and disability scholars’ battle for social justice and equality in all realms of life, such as education. This has influenced theory building and practices within the broad field of social pedagogy and international theoretical discussions. The field of social pedagogy has evolved through several theoretical and ideological phases which were affected by changes in disability legislation and policies. Hence the field of social pedagogy in Iceland has developed and is currently evolving in line with the paradigm change from the medical understanding of disability, which has been the prevailing ideology, to the social-relational and human rights understanding rooted in the Convention on the Rights of Persons with Disabilities (CRPD). The CRPD aims not only to preserve the dignity of disabled people by providing them with optimal prospects of autonomy, but also to abolish the various mechanisms that exclude disabled people from society. Thus the education of social pedagogues in Iceland today as well as their professional expertise is rooted in the human rights approach manifested in the CRPD and social-relational understanding of disability. The introduced data is derived from half open interviews with novice social pedagogues working within the school system, mentors within the schools and professional learning logs. The five principles of Cultural – Historical Activity Theory (CHAT) are used in analysing and interpreting the data. Finding underline the importance of enhancing the learning environment in line with the human rights approach and the demands made by the CRPD as well as support structures such as the school-university partnership. The data indicates as well the need to widen the perspective within the SP’s professional education in line with the challenges that novice social pedagogues are faced with when they enter their working field within schools such as the need for increased collaboration and learning across professional boundaries towards a common vision.
The critical role of social pedagogy in the society

23. Social Pedagogy

Elina Nivala¹
Aneta Ostaszewska²
¹ University of Eastern Finland
² University of Warsaw

Abstract: According to the critical paradigm of social pedagogy, it is an obligation of social pedagogy to be a critical voice in the society looking into the structures and mechanisms that are producing different kinds of social ills in the lives of people. Social pedagogical practices should not only be about working on the individual level helping people to cope with difficult life circumstances, and social pedagogical research should not try to explain social hardships only by individual factors looking into the behaviour and traits of individuals. On the contrary, social pedagogical practices and research should be fighting against social, cultural, gender and other inequalities. We should be trying to understand the mechanisms of inequality and exclusion that are progressing in the world and finding ways to fight back. Social pedagogy should be based on the human rights and safeguarding their fulfillment.

This roundtable is intended for discussion concerning the role of social pedagogy in today’s societies. We ask, if social pedagogy as a discipline and a field of practice should follow its critical paradigm with a more determined mind. Should we as social pedagogues be active in questioning current neo-liberal politics and acting as critical voices in the society? Should social pedagogues take a stronger activist role in promoting social justice? The presentations will look into this question from different perspectives.

The presentation from Norway will ask about the role of social pedagogy in today’s competition society. Social pedagogical practices can be made tools of economic interests supporting the development of individuals so that as many of them as possible become productive workforce. In this process social pedagogy seems to abandon its core values. Is it time for a more critical view on social pedagogy and on social pedagogical practice?

The presentation from Finland will take a more theoretical perspective. It looks into one possible theorisation that could help us better understand the mechanisms producing inequality in the societies, which in its turn could help us to develop our work so that we could see possibilities to fight against inequality in our everyday practices. It is not some kind of an extra task but at the core of our work.

The presentation from Poland will take up one specific case and look it from a social pedagogical perspective as one possible form of supporting critical voices in the society. Women fighting for their right to decide on their own bodies in the black protests in Poland is the case discussed as an example of empowerment.

This roundtable discussion has specific value in the field of social pedagogy in the Northern Europe,
because it makes it possible to discuss difficult but extremely important questions which are bothering many in the field but of which there exists no unanimity.

What role does social pedagogy play in today's society?

23. Social Pedagogy

Amela Pacuca

Oslo Metropolitan university

Abstract: Social pedagogy and social pedagogical praxis has changed with the logic of the Competition State that is more globally-oriented state. What characterizes this state is efforts to mobilize the population to participate in global competition rather than protecting the population against economic developments in the global economy, as was the case for the welfare state.

Bauman (2002) emphasizes, that globalization is not harmonious and conflict-free process, but on the contrary, leads to an increase social polarization. It is namely only the elite that remains extremely mobile and global, were underprivileged groups in the same time has not the same access to the global world's many new possibilities.

Social pedagogy is highly influenced by regulatory governance rationalization and an increased focus on individual and individual self-esteem, and less focus on discrimination, marginalization categorization and exclusion mechanisms.

The competition state's logic makes it difficult for social pedagogy and social pedagogical practice to be based on values and norms that support and acknowledge individual circumstances, thus taking into account individual circumstances. Social pedagogy becomes a tool for political reform, which in particular aims at changing the ideals and values and the view of humanity that characterized the welfare state (Pedersen, 2011, p. 33). Political decisions can thus become norms and values that will govern the social pedagogical challenges.

In this context, social pedagogy can be used to produce and reproduce certain types of people. Social pedagogy seems to have focus on individuals and how to change and standardize them so that they can fit in the political, social and educational ideas of the active and productive human beings.

The result of the above is not freedom, but a lack of opinion, alienation from itself and from the outside world. In addition, these trends can be the source of "social dissatisfaction and suffering", mental distortion that Western society has not seen before (Eriksen, 2009).

The political power structures can make it difficult for social pedagogy to build on an ethical foundation, which can also provide a foundation for a more human and fair social pedagogy (Høilund & Juul, 2015), so the question remains: “Can the consequences of today social pedagogical thinking be that cause of a two-part society that consist of a few winners and a large group that is left behind?” (Sennett, 2003).
Social pedagogy facing inequality in the society

23. Social Pedagogy

Sanna Ryynänen¹
Elina Nivala¹
¹ University of Eastern Finland

Abstract: Social pedagogy has since its early formulations been a field of theory and practice that is looking for solutions to social problems both on collective and on individual level. In the beginning, it aimed at societal reconstruction that would guarantee the cohesion of the society and the wellbeing of its members; a social transformation without revolution but with pedagogical means. In 1960’s an interest towards the deeper societal roots of social problems was brought to the fore in social pedagogical discussion. It meant the rise of the critical-emancipatory approach in social pedagogy. Instead of being understood as individual problems, social hardships were looked at through a structural approach: they were understood as inequalities caused by different mechanisms in the society. To fight against structural inequality, critical social pedagogy is looking for emancipatory education but also calling for a political strategy along with a pedagogical one.

In order to find ways to reduce inequality in the society, social pedagogy needs to understand the processes causing different forms of inequality. However, theories concerning the structural dimensions of inequalities are rare in social pedagogical discussions. The most powerful single theorisation of inequality in the field is probably Paulo Freire’s pedagogy of the oppressed, but other theories are difficult to find. This presentation is based on an article (by Ryynänen and Nivala) that introduces sociologist Göran Therborn’s theoretical framework of the different dimensions of inequality, and gives this framework a social pedagogical reading. Therborn’s vital, existential and resource inequality are looked at from the point of view of social pedagogical discussions, and some corresponding social pedagogical theoretical concepts are defined. In the presentation, Therborn’s framework of the inequality producing mechanisms is outlined, showing also the mechanisms producing equality. A suggestion is formulated on how Therborn’s theory could be applied into social pedagogical thinking and social pedagogical work trying to prevent and alleviate social exclusion and inequality in society. A set of ‘social pedagogical tools for equality’ is presented. How distanciation can be faced with tools of approximation an how is exclusion resisted with the approaches of inclusion? How can hierarchisation be challenged with the help of the processes of de-hierarchisation, and how can exploitation be turned into redistribution and rehabilitation? These are questions that the presentation will look into.

This presentation will participate in the Nordic discussion about the role of social pedagogy in the society. It represents an understanding of social pedagogy as a critical voice in the society that should be fighting against inequality with pedagogical but also with political means. This kind of a discussion is necessary in the field in order to better understand what this means in the fields of research, education and practice.
Black Protests in Poland as women’s strategies of empowerment and subjectivity

23. Social Pedagogy

Aneta Ostaszewska¹
¹ University of Warsaw

Abstract: In this presentation I propose a thesis that women's rights are not something that when once gained remains forever. Women's rights require a continuous struggle, a fight that is fought still anew. The examples of this thesis are the nationwide women's strikes in Poland called Black Protests. They were held (2016 – 2018) to protest against the attempts to ban abortion law. My aim in this presentation is to analyse the nature of Black Protests as a strategy of empowerment, one of the keywords in social pedagogy.

The right to abortion has become one of the most important political and social issues in Poland in recent years. Women who participated in Black Protests varied by age, social and professional position, and even by views on abortion. In addition to slogans that directly referred to the pro-choice policy: "Abortion is OK", there were also gentler slogans: "I'm not pro-abortion, I'm pro-choice" (Pacewicz, 2018). The protesting women were thus united not by the common (the same) view on abortion, but by the fundamental issue: a refusal to take away their right to decide about themselves, their bodies and lives.

In my opinion, Black Protests, becoming an area of political awareness, gave women the opportunity to emphasize their presence in the public sphere and express their own subjectivity. Thus, it is the voice of women who are speaking as Polish female citizens who have equal rights. Therefore nationwide protests are an important stage in the process of the empowerment of excluded people.

This presentation will participate in the Nordic discussion about the strategies of empowerment as a significant issue in social pedagogy. This kind of a discussion will help to understand social, cultural and gender inequalities, as well as the exclusion mechanisms that are progressing in the world.
Poster session
1. Adult learning – at work, in education and everyday life
Parenting: Identity Work in Popular Culture and Social Media

1. Adult learning – at work, in education and everyday life

Carina Sørdal

Norwegian University of Science and Technology, Department of Education and Lifelong Learning

Abstract: Research topic: Drawing upon recent news articles, national and international, one could argue that popular culture and social media is widely used as a source of information by today’s parents (e.g. Arnold, 2018; Gross & O’Neil-Hart, 2017; Lebowitz, 2017; Pedersen, 2017; Skogstrøm, 2014). It has also been shown how adults experience learning within popular culture and social media (Jarvis, 1999; Jarvis, 2012; Jarvis & Burr, 2012; Jarvis, 2016), and more specific research show how different media platforms take part in adults everyday parental learning (Assarsson Aarsand, 2011; Dahlstedt & Fejes, 2014).

This study focuses on adult learning in terms of parenting. It will seek to further explore, how learning parenting takes place in popular culture and social media, and how these media platforms are used in everyday parental identity work. The overall aim is to answer the question: How is popular culture and social media used by adults in their identity work as parents?

The poster presents the preliminary design for the study, methodological framework, as well as preliminary findings from a pilot study conducted winter/early spring 2019. The poster is assigned to Network 1: Adult learning.

Theoretical framework: Using a discursive view on identity, norms, values and power relations - with focus on a Foucauldian framework – the aim is to analyze structures within parental identity work. In turn, I seek to understand how these structures may lay a foundation for how parenting is perceived, and learned, using different media platforms.

Methodological design: A qualitative approach will be used, and interview is found to be the most fruitful approach. Estimated number of informants is 10-15. The study will focus on first time parents with children under the age of one year. This to catch them when they are just starting to develop their parental identity, perhaps during the most crucial learning period. The interviews will be analyzed with a discourse-inspired point of view to develop an understanding of existing norms and values. Further, it may be advantageous to take a closer look upon the media sources the informants’ use in their everyday parental work. By applying discourse analysis, I wish to compare values and norms that may be identified in the informants identity work, as well as on the different media sites.

Relevance to Nordic educational research: I position myself in the network Adult learning and focus on learning in everyday life. I will do my research in a Nordic context, and my informants will be residents of Norway. I hope my research will provide in-depth knowledge of learning parenthood in Norway; and, further on, how Norwegian parents work with their parental identity when encountering different media platforms.
Key words: Parenting, Adult learning, Identity work, Popular culture, Social media, Discourse
3. Early Childhood Research
That's how we do it in Norway: Parent-kindergarten teacher conferences involving refugee parents

3. Early Childhood Research

Maria Kristianne Myrann

1 University of Agder

Abstract: Research topic and aim
In a globalized world, cultural diversity is becoming a natural part of most societies. This study focuses on the parent-kindergarten teacher conference with refugee families, and whether and how kindergarten teachers convey standards of normalization. The guiding research question is: What do kindergarten teachers communicate regarding normality in parent-teacher conferences involving refugee families?

Theoretical framework
Markström (2005) characterizes kindergartens as «practices of normality», and Emilsson and Johansson (2009) argue that kindergarten teachers through their everyday practices contribute to shape «the desirable child». The parent-teacher conference can be considered a place where attitudes towards «the desirable parents» are communicated. According to Foucault (1975), discourses of normality are both constructed and maintained in educational institutions, such as in kindergartens.

Methodological design
This pilot study is connected to a research project called «From refugee asylums to kindergarten», where refugee families’ transitions from refugee asylums to kindergartens are explored. The study is a case study based on observations of one parent-teacher conference and two semi-structured interviews with the kindergarten teachers who attended the parent-teacher conference. A «tour» around the kindergarten, where the parents got to see the localities, meet the rest of the staff and so on, where the researcher followed along, is also included in the research material. Ethical considerations have been taken throughout the research process, and the study has been approved by the Norwegian Centre for Research Data (NSD).

Findings
The kindergarten teachers seemed to be more goal oriented during the tour than in the previous conference. This seemed to be the case not only when they were talking about practical issues and what the parents should bring each day, but also on topics concerning their upbringing and family life. Some of the statements regarding what the parents should or should not do were expressed in a way that emphasized «how things are done in Norway». These statements could be interpreted through a normalization perspective, where the kindergarten teachers shaped the parents towards being «normal Norwegian parents».

Relevance to Nordic educational research
With increasing populations of families with refugee backgrounds, the Nordic countries face new opportunities and challenges. The educational system will naturally reflect this development, and one can question whether the education of kindergarten teachers prepares and qualifies students for
communication and collaboration with cultural minority parents. A positive attitude towards this group of parents is not sufficient, as this study indicates. This suggests that kindergarten teacher students and practitioners must be aware of and critically reflect upon the power aspect, that will always be present when their statements express expectations of normality.

References


9. General Didactics
Students’ meaning-making during formalized cooking in Swedish home- and consumer studies

9. General Didactics

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Abstract: This poster presents results from a classroom study where students’ meaning-making during formalized cooking in home- and consumer studies (HCS) is investigated through analyzing aesthetic judgments. The study is a part of a PhD-project aiming to expand the understanding of how and what HCS-students learn about food, meals and health. The poster is assigned to the ‘General Didactics’ network.

The school subject HCS addresses students as consumers in an increasingly globalized world, taking life at home and in the family as a point of departure. Hence, ‘at-home-activities’ such as cooking is included in the subject’s content. Students are expected to ‘develop expertise with regard to food and meals’ through processes interlinking thinking, actions and sensory experiences (1). Sensory experiences can be associated with aesthetics; a concept having its semantic origin in the Greek word ‘aisthesis’, meaning sense perception (2, 3). Since we know little about aesthetic aspects of cooking in a learning context, this study aims to gain a deeper understanding of how students use aesthetic judgments in meaning-making processes during cooking in HCS.

Aesthetic judgments are defined as utterances or non-verbal actions used to communicate qualities of objects or events that are not innate in the objects/events themselves, but rather are evaluations related to pleasure and taste (4). Inspired by Dewey’s pragmatism, meaning-making is regarded as continuous and observable in, and through, students’ actions (5). Data are drawn from a classroom study where twelve students in Swedish eight grade (14-15 years old), and their two HCS-teachers are included. The analysis is based on video documented observations where the students cook in pairs. By using practical epistemology analysis (PEA) (cf. 6.), three different ways that the students use aesthetic judgments are described: as arguments in negotiations about ingredients, as reference-points when reactualizing experiences, and as non-verbal actions to evaluate sensory qualities of the food. This study furthermore offers illustrations of how PEA can be used to study aesthetic judgments as non-verbal actions, which opens up for new ways of exploring meaning-making processes in relation to ‘tacit knowing’. This might, in turn, serve as an inspiration for Nordic educational researchers studying teaching and/or learning within HCS as well as other educational contexts.

References


10. Higher Education
Introducing Digital Storytelling across the University

10. Higher Education

Yngve Nordkvelle¹
Mari Gillund¹, Stein Antonsen¹, Yvonne Fritze¹, Anne Mette Bjørgen¹, Geir Haugsbakk¹, Ann-Grete Dybvik Akre²
¹ Inland Norway University of Applied Sciences
² VID Høgskole

Abstract:

1. Research topic/aim
The project deals with experiences with introducing - and following up - an ambition of using audio-visual stories in teaching and learning in a higher education institution. The chosen format for audiovisual stories was “Digital storytelling” as it has been developed by the Center for Digital Storytelling in Berkeley, Ca. Introducing the concept on a broad basis includes making experienced users and beginners discuss and share experiences. In a multi-campus institution, this provides challenges and need for adjustments. A shared vision of how beneficial the ideas is, faces the realities of a practical institutional set of problems that hampers a desired linear and progressive evolution.

1. Theoretical framework
The participants in the project were recruited among people from almost all faculties of the university, some with experience with DS, some without, but with a shared vision of how this might be innovative and entrepreneurial in HE. The assumptions of a certain pattern in diffusion of innovative practices (Rogers, 2003), and the strategic positioning of the members in the group would provide for a systematic spreading of the master idea (Røvik, 2016). The selected members had reputation and experience for acting teaching innovatively (Fossland, 2015)

1. Methodological design
The participants in the project write individual essays on their experience from their position in their respective faculties. The essays are discussed and extracted for commonalities and differences in order to identify promoting and hampering factors. The workshop is taped and analysed with text analysis software.

1. Expected conclusions/findings
Using digital stories is relatively easy to implement in conventional humanist or social studies disciplines or professional studies (teacher education, management studies), while studies like economy and science are less adaptive. Being sole agents is difficult. The organizational dynamics causes fragile conditions: software disappears, new instruments are introduced, career shifts, mergers are time consuming and innovative practices are difficult to sustain. On the positive side, the rewards for innovative teaching are many and encouraging, and documenting the gains are important for the
dissemination of new practices (Jamissen, Hardy, Nordkvelle & Pleasants, 2017). The arguments for DS as an innovative and desirable form of active teaching and learning faces some resistance. The audiovisual expressions are deemed difficult to assess. The need for continued support to innovative constellations of faculty in cross disciplinary interest groups is vast.

1. Relevance to Nordic educational research
Audiovisual teaching and learning is highly common in one of the most technology rich areas of the world.


Reflecting Team Method Used by Driving teacher Students

Hilde Kjelsrud

Assistant Professor Nord University

Abstract: Abstract NERA

I am an assistant professor at the Traffic section of Nord University Business School. I have a master’s degree in knowledge management and I am at my second year doing my PhD in pedagogy and professional education; studying driving teacher students and their pedagogical observation of each other in practical in-car settings. My main research question is: How can pedagogical observation be shaped to facilitate driving teacher students learning? To become a driving teacher in Norway, you need a fulltime 2-year education at University level, an additional year will give you a bachelor’s degree.

My PhD is article based. My first article is about reflecting team, a method used by driving teacher students. This is recently printed in a book chapter in cooperation between Tallinn University Estonia, HAMK Finland and Nord University Norway, and will be available soon (Kjelsrud, 2018). My focus at the NERA conference will mainly be on this article. My second article is in the making and explains pedagogical observation, theoretical framework and how driving teacher students experience it. My pedagogical framework is within the sociocultural field (Säljö & Moen, 2001). The methodological design of the PhD is qualitative (Kvale, Brinkmann, Anderssen, & Rygge, 2015). I have had interviews, observations in the field, focus group interviews and reflection notes. I have transcribed it and started analyzing, using thematic analysis (Braun & Clarke, 2006).

A reflecting team is a group of persons, two or more, who speak together about someone they have seen or experienced in action. The person who has executed the action is still in the room while the reflecting team speaks together. She will be listening, but will not be spoken to, and will not be allowed to comment on the conversation ongoing in the reflecting team. She is sitting with her back towards the reflecting team and is not part of the conversation. This pedagogical tool, reflecting team, can help students to be more self-aware and reflect more over their own teaching skills and become better listeners so that they can do a better job teaching a learner driver to drive safely. Traffic safety research is relevant to all Nordic countries and this reflecting team can be used by other students too.

The main aim of my PhD is to reduce road traffic accidents and work towards Vision Zero; a multi-national road traffic safety project that aims at no fatalities or serious injuries in road traffic.

Hilde Kjelsrud


Stress and learning to become a scholar: The case of international doctoral students of Education in Finland

10. Higher Education

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Mailis Elomaa¹, Satu Perälä-Littunen¹
¹ University of Jyväskylä, Finland

Abstract: Despite the general interest in research in doctoral training, the personal experiences of the PhD candidate have largely remained underexplored. This study draws on 11 individual semi-structured and thematically analyzed interviews carried out in spring 2018 in person and via Skype. Participants were international doctoral students in Departments of Education in Finnish universities. The first aim of the study is to examine the sources and nature of the stress perceived by international doctoral candidates during their doctoral training within the research field of education. The second aim of the study is to address how the participants’ perceived stress shapes their scholarly identity. Stress, one of the most salient personal experiences of PhD candidates in doctoral training, is a term often understood as an event or succession of events that causes a response, often in the form of "distress". Yet, stress may also refer to a challenge that leads to a feeling of exhilaration, as in "good" stress or eustress. Scholarly identity is a doctoral student’s understanding of themselves as current and future academics. Its negotiation is a bidirectional and contextualized process central to doctoral students’ training, as it strongly engages their overall learning, aspirations, desires, and personally held views of themselves as young academics. The main sources of stress identified were managing oneself, learning to do research, and lack of resources and social support. Stress was largely perceived as necessary for development and a motivator. Scholarly identity negotiation involved internalizing the values and practices within the academic culture, self-regulation, positioning oneself as an academic in relation to others, and a sense worth and membership. Moreover, scholarly identity negotiation included overcoming conflict stemming from financial and professional insecurity, feelings of frustration and inadequacy, and cognitive and physical fatigue. The study highlights scholarly identity negotiation as a learning process of professional development amidst autonomy and ownership of one's research as well as individualism and short-term peer relationships. This negotiation is influenced by social infrastructures or lack thereof, a climate of internationality, professional values and goals, family and research responsibilities, scaffolding offered by peers and experienced others, and financial and career uncertainty. Concerning stress, the study argues for the presence of eustress, understood as a less often discussed concept referring to both the process of responding positively to stress and the positive outcome of this process for scholarly identity negotiation. The findings are important for Nordic higher education, as they affect the commitment, dedication, and motivation of international young scholars being trained in Finnish higher education following European models and regulations, but also aiming at quality through internationalization and research.
Abstract: This paper explores video-diaries (Noyes 2004) as a methodological entryway to investigating engineering students’ identity constitution. As such, the paper makes a methodological contribution to the emerging field of STEM (science, technology, engineering and mathematics) identity research (cf. Tonso 2006, Bøe et al. 2011). This field employs of sociocultural theories of activity and identity to explore how various participants relate to STEM, and the consequences of this relationship for their choices, aspirations, and participation. To date, this field has been dominated by studies using interviews and/or ethnography, and we here report on the affordances and challenges of using video-diaries as a complementary data construction method.

The project as a whole is set up in the context of engineering educations as currently being transformed, both to attract new groups of students (e.g. women) and to provide the students with broader skill-sets (e.g. team working skills). In this context a tension between traditional and contemporary interpretations of engineering has been identified (Berge, Silfver & Danielsson, 2018). Hence, it is motivated to analyse how students navigate and negotiate these tensions. The project is designed as a small-scale ethnography; the empirical data consists of engineering education websites, observations of teaching, interviews, and video-diaries recorded by the interviewed students. In total, thirteen engineering students recorded video-diaries on three occasions each, during a 7.5 ECTS course, that included project work as a significant component. The video-diaries were guided by interview guides, focused on themes such as the students’ backgrounds, what characterizes their engineering education programmes, and plans for the future. In addition, the students were asked to reflect on how the project work was evolving. The video-diaries were used both as empirical data in its own right and as a means of informing subsequent semi-structured interviews. Hence, the video-diaries allowed us to construct individually crafted interview guides for the semi-structured interviews. Further, when the students entered the interview situation they were already acquainted with the research interests of the project, which in some cases meant that the interview conversation could deepen more quickly. However, the handling of the video-diaries was a relatively labour intensive process, and it also turned out to be difficult for students to record video-diaries longer than approximately five minutes. In the conference presentation we will elaborate further on strengths and weaknesses of using video-diaries in STEM identities research, and also discuss power relations related to the methodological design.

Berge, Maria; Silfver, Eva; Danielsson, Anna (2018). In search of the new engineer: gender, age, and social class in information about engineering education, European Journal of Engineering Education, online first.


Abstract: Over recent decades, changes in the university policy have strongly reshaped the operational environment of universities as well as the relationships between universities, societies and the markets. In many countries, including Finland, the state funding of universities has changed more result-based. The state funding has also decreased. These changes have led universities to compete both on state funding and on increasingly needed external funding. This abstract is based on the research plan of my doctoral dissertation. The study focuses on the views of representatives of financing institutions and university managers on university funding.

The study analyses university funding in the context of neoclassical economics and New Public Management, as well as the position of universities in the knowledge-based economy, and the university as an academic professional organization and current performance requirements. Theoretical frames of the study include academic capitalism, principal-agent theory and resource dependence theory. In most countries, the state is the main provider of funding, as well as a ‘guarantee buyer’ of higher education. The theory of academic capitalism indicates that academic staff, supported by the state, exploit its academic capital in the market competition (Slaughter & Rhoades 2004, 306). Today, financing institutions often define productivity and quality of public institutions from outside (Kallio 2015, 11).

Research questions are how financing institutions and university managers see and experience the funding of universities and what kind of differences between the fields of science exist. The data will include thematic interviews of Finnish deans and vice rectors from different fields of science as well as thematic interviews of representatives of financing institutions: the Ministry of Education and Culture, and the Academy of Finland. Additionally, government documents related to the funding of Finnish universities will be used. The data will be analyzed with discursive content analysis and discourse analysis. Discourses, defined by different positions of actors, reflect the social reality.

The state needs universities to produce knowledge, but since there are several universities funded, an issue of allocating resources between universities exists (Auranen 2014, 64-67). Universities also have internal funding models, so the same phenomenon exists within universities. According to my previous study, deans balanced between different values, experiencing resource allocation in faculties challenging. Society expects universities to provide explicit and fast solutions, but the university as an academic professional bureaucracy does not live in the quarter economy. Therefore, it is essential to study different views concerning the funding of universities.

References


12. Inclusive Education
When: Thursday 10.00-12.00, Where: Blåsenhus

Children in need of special support in preschool

12. Inclusive Education

Git Blomberg

School of Education and Communication, Jönköping University

The author has chosen not to publicise the abstract.
Students with Special Educational Needs and Their Parents’ Perceptions About Dialogue in IEP Meetings

12. Inclusive Education

Janaina Hartveit Lie¹
¹ University of Agder, Department of Education

Abstract: Research topic/aim
In the Norwegian education system, all students are entitled to “participate” (Education Act Section 1-1). The essence of this concept is that students will participate in decisions regarding the planning, implementation and assessment of education (Ministry of Education and Research, 2006). For students receiving special education, the content of the Individual Education Plan (IEP) is an important part of this because the plan shows the goals and content of the education and how it should be put into operation (Education Act Section 5-5). Before the IEP is written, professionals from the school (including teachers and special educators), the students' parents and the students meet for an IEP meeting in which the purpose is to discuss the potential content for the IEP. In the meetings, participants make decisions with regards to, in particular, the planning and implementation of the students’ education. The importance of including students in work leading to the IEP is demonstrated through research showing that those who are included develop greater motivation to attain learning goals (Benz, Lindstrom, & Yovanoff, 2000). Dialogue is identified as an ideal in Norway (Parliament report number 30 2003-2004). The purpose of the study is to investigate whether students receiving special education and their parents experience professionals including students in dialogue in IEP meetings.

Theoretical framework
The theoretical framework for this study is a kind of dialogue referred to as deliberation (Habermas, 1996). This kind of dialogue occurs when each participant has an equal opportunity to be heard, to introduce topics as well as to contribute, suggest and critique proposals.

Methodology
The study adopts a qualitative design using semi-structured interviews with 10 secondary-level students, with specific learning difficulties, and their parents who have participated in IEP meetings at school. Participation in the study was voluntary and informed consent was obtained from all participants. The study was reported to the Norwegian Centre for Research Data (NSD). Content analyses (Patton, 2002) were used to analyse the interview data. Data were analysed in the qualitative software programme NVivo.

Findings
Preliminary findings show dialogue understood as deliberation (Habermas, 1996) takes place in IEP meetings where professionals allow students to submit their own suggestions and to let them critique others’ suggestions. While findings show that professionals consistently request the opinions of parents and not students, they argue that dialogue understood as deliberation does not take place in IEP meetings. In summary, findings show that dialogue in IEP meetings is deliberative to varying degrees.
Relevance to Nordic Educational Research

This study has relevance for Nordic educational research as it provides insight into students receiving special education and their parents' expectations for professionals to include students in dialogues that occur in IEP meetings. The NERA network that this study applies to is Inclusive Education.
The Collaboration as an equal peer in co-teaching

12. Inclusive Education

Marjut Kokko¹
¹ Marjut Kokko, PhD, researcher, Faculty of Education; Teachers, Teaching and Educational communities; University of Oulu

Abstract: The Collaboration as an equal peer in co-teaching

Marjut Kokko¹; Marjatta Takala¹; Hanni Muukkonen²

Research topic and aim

Co-teaching has increased among Finnish elementary teachers during the past years. The latest national curriculum emphasizes collaboration and inclusive settings in education. The collaboration is getting more and more important, since the amount of diverse students in class increases with inclusion. The aim of the present study was to investigate teachers’ perceptions on co-teaching.

Theoretical framework

The co-teaching is defined as simultaneous teaching which involves two or more teachers in the same space (Friend & Cook, 2014; Scruggs & Mastropieri, 2017; Villa, Thousand, & Nevin, 2013). The collaboration is used if it is seen as a better way to achieve the agreed goals (Hallamaa, 2017; Tuomela, 2007). The theoretical framework for the collaboration in this study is the social action theory of Tuomela. According to the theory, collaboration can be seen in three ways: I-mode action, group-oriented I-mode action and We-mode action. (Tuomela, 2007). The parity between the partners is crucial in co-teaching. In the parity, the peer is respected, and her skills are valued. The parity is key for successful collaboration since it encourages to utilize your unique capacity optimally.

Methodological design

Finnish elementary teachers (n=487) from 50 schools answered electronic questionnaire concerning co-teaching. The questionnaire included structured questions. The Likert-type questions regarding prevalence and roles of co-teaching are presented in this study. The data was analyzed quantitatively by SPSS (IBM SPSS Statistics for Windows, Version 25.0).

Findings

Most of the teachers experience that co-teaching is beneficial for both, teachers and students. However, the co-teaching is rarer among subject teachers compared to others. Education and
experience on co-teaching is related to prevalence of co-teaching. The special education teachers had more education on co-teaching than other teachers. The experience on co-teaching was more common on special education teachers and thus they used it the most. The co-teaching roles were also studied. The subject teachers consider themselves as main teachers, whereas the role of the special education teacher is more often as a supporting teacher. In this study, all the teachers had worked in all the following roles: supporter, observer, disciplinarian, main teacher and as an equal teacher.

**Relevance to Nordic educational research**

Co-teaching is increasing phenomenon in Finnish schools. It enables more collaboration with teachers and promotion of inclusion at school. In order to improve co-teaching skills, teacher education should include more practices and knowledge on collaboration.

**References:**


15. Literacy Research Network
Abstract: Research topic/aim The focus of our presentation is on teachers’ statements of how they design and orchestrate literacy environments and situations to prevent, identify and eliminate barriers to pupils’ literacy development. The teachers in the study work with preschool classes, primary school classes and special needs education. Aiming to explicate teachers' experiences in the field of early literacy development, from a multimodal and special educational view, the presentation is based on data provided by focus group interviews with and observations of teachers in four Swedish elementary schools in two municipalities. Qualitative content analysis based on research questions was made.

Theoretical framework The theoretical approach is informed by design-oriented theories and Critical Literacy. Design theory is rooted in issues surrounding how communicative affordances in an increasingly digital environment influence the conditions for knowledge and learning. Design theories are also based on a broader understanding of text according to which not only graphic text or verbal language are the primary expressions for learning and meaning-making. Kress (2009) points out that these theoretical premises put the spotlight on the ways in which different resources are used (or not used) in social practices and in informal and formal learning environments, such as schools.

A critical literacy perspective is about recognizing that literacy practice contains the dimensions of power and dominance, opportunity and access, equality and inequality that can also be enriching and enabling the use of texts creatively, thus designing its textual meaning. Furthermore, the critical literacy perspective can stimulate and inspire new pedagogical-didactic forms of work (Schmidt & Wedin, 2015).

Methodological design The data collection took place through qualitative group discussions in the form of knowledge-seeking dialogue (Kvale, 2007). The discussions, each lasting for about an hour, were documented by sound recording and transcribed in their entirety, after which qualitative content analysis based on research questions was made.

Findings The participating teachers expressed the importance of using a variation of educational models, tools and methods. The multimodal approach is considered beneficial to pupils’ learning, in regard to motivation and the pupils' collaborative learning, as well as to bringing structures and support to the
learning process. The result manifests the teachers’ statements regarding how they prevented, identified and eliminated barriers to pupils’ literacy development. Furthermore, factors for successful literacy development became visible in the analysis. Relevance to Nordic educational research

The teachers highlighted the importance of writing for learning. In the teachers' stories of how they designed and motivated learning situations and learning environments, they described the pupils’ eagerness to write and their competence in writing extensive texts frequently and in different contexts. The importance of automatizing the writing technique early so that energy can be put on the creative shaping of the text clearly emerged. The notion of ‘fluent writing’ presented itself as a useful corresponding opposite to ‘fluent reading’. This finding can be seen as an important change of discourse – a domain with strong relevance to further Nordic educational research.
18. Families, Institutions and Communities in Education
Learning to travel: Mobility practices of children who travel alone

18. Families, Institutions and Communities in Education

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Abstract: Research topic/aim

The present study investigates the practices of children travelling unaccompanied by adults. The purpose of the study is to gain an understanding of how children and families organize such journeys and what competences and strategies the children develop to handle (extra) ordinary happenings. A number of children in Norway travel alone for long distances, for various reasons. Some have parents who live apart, and travel between houses on a regular basis. Others have grandparents or other relatives who live far away, and visit them on school holidays. However, few studies have examined these travel practices, and we have very limited knowledge about how these journeys are planned and carried out, and how children experience travelling by themselves.

Theoretical framework

Modern childhood has been described as “institutionalized” (Rasmussen, 2004), as children spend the majority of their time within the home and educational institutions. These places are defined as safe and child friendly, and when children venture outside these “safe zones” and into public places unaccompanied by adults, they are often perceived as out of place or at risk (James, Jenks, & Prout, 1998). In this study I explore the practices that enable children’s mobility in public spaces, as well as the various kinds of knowledge, skills and competences children see as important in managing the different challenges they meet when travelling alone. Using the concept of “guided participation” (Rogoff et al., 1993), I look into the different relations and arrangements that enable children to perform as competent social actors in public places.

Methodological design

The study is a focused ethnography (Knoblauch, 2005). The methods used are video observations of preparations before journeys, children’s photographic diaries, interviews with both children and their parents and a mobile application that monitors children’s use of communication technology during journeys.

Expected conclusions/findings

By studying children’s mobility in terms of interdependence rather than independence (Nansen et al., 2015), I explore the various relations and materials that facilitate children’s travels, including preparations, parental instructions and mediating technologies such as mobile phones.

Relevance to Nordic educational research

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Children’s unaccompanied travelling is a common practice, and a part of everyday life for many children in the Nordic countries. Travelling alone entails challenges that require preparations and collaborations within families, and may constitute informal learning experiences for children. This study contributes to knowledge about how children develop competence as travellers through navigating public places unaccompanied.

References


19. Teacher’s Work and Teacher Education
Discrepancies within the Nordic model. Comparing the laereuddannelse and the luokanopettajan koulutus

19. Teacher’s Work and Teacher Education

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Abstract: Nordic countries share similarities both in their socio-historical background and educational model (Frimannsson, 2006; Hilson, 2008). Nevertheless, it can be detected a clear difference within each country’s initial teacher education. Indeed, Finland, Sweden, Iceland, and Norway have a university-based initial teacher education (ITE). Thus, the comprehensive school teachers must attend at least three years of a university programme (Nordic Council of Minister, 2009). On the other side, the Danish ITE preparation for the folkeskole is held in non-university tertiary education institutions.

In this work, I aim to understand how similar socio-historical and educational contexts can bring to a very different ITE scenario. I worked with a comparative methodology. Indeed, this approach is useful to detect the main reasons behind a divergence (Landmann, 2008). Particularly, I compared two Nordic contexts: Finland and Denmark. I chose Finland since it is at the real opposite of the Danish case. Indeed, Finland has been the first Nordic country which adopted a master university degree level for the comprehensive school teachers’ education. Thus, the two cases are similar in their input although they have a very different ITE outcome. Specifically, I collected English data from the scholarly literature since the ‘70s in order to understand the Finnish and Danish historical and sociological background.

The analytical framework has been built over the historical neo-institutionalism approach. Indeed, although there is a similarity between the Nordic countries, it is also true that there are many divergences. Thus, it is fundamental to consider the historical path in which the initial teacher preparation has been created (Torfing, 2001). Furthermore, I used Archer's (1979) structural relation ideal types for the definition of the historical path. Thus, I labelled the Finnish context as centralized. Contrarily, the Danish case is decentralized in this work.

Some preliminary conclusions from this study show that probably the Finnish history and society of the ‘70s boosted a thorough reform of the initial teacher education. Indeed, it seems that the centralized Finnish system facilitated the moving of the ITE towards university institutions. Contrarily, the long tradition of the decentralized Danish seminaria and the general knowledge (Larsen, 2015) still play a role in Denmark.

References


Teacher educators in a digitalized society – a professional practice affecting the being and acting

19. Teacher’s Work and Teacher Education

Anna Roumbanis Viberg

Abstract: Teacher educators in many parts of the world, face and have faced challenges in relation to digitalization of the education system. Digitalization changes among other things the conditions of communication, meaning-making and learning which affects teacher educators who teach pre-service teachers (Jonker, März, & Voogt, 2018; Selwyn, 2017). The teacher education and the teacher educator have a responsibility to give the pre-service teacher the best prerequisites to be able to work as a teacher. As many other pre-service programs around the world, the Swedish teacher education is currently not preparing the pre-service teachers enough for a digitalized teaching (Demoskop, 2016).

The purpose of this study was to investigate Swedish teacher educators’ perceptions regarding their profession in relation to the digitalization of society. The study has an explorative inductive approach and is based on 18 semi-structured interviews with a vignette-based interview guide. The interviews are analysed using thematic analysis (Braun & Clark, 2006).

Findings show that the teacher educator perceive digitalization on a scale from using tools to being part of a technology-initiated revolution of educational institutions and society. With this; requirements/demands, needs and consequences emanate in being and acting as a teacher educator on an individual-, group- and organizational level.

References
The Swedish preschool class in times of policy change


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Abstract: The aim of the research project is to analyse how teachers in preschool classes do policy in a time of educational policy change. Researchers have made a distinction between “speech on policy” and implementation of policy - an implementation gap (Blase & Bjork, 2010) or gap between the formulation arena and the realisation arena (Munkhammar, 2001). The pre-school class have been described as a transition zone between preschool and school (Ackesjö, 2010). New institutionalism and policy enactment theory are used to understand how teachers adapt, interpret and transform policy to a local educational context (Czarniawska, 2005; Powell & DiMaggio, 1991). Re-contextualisation is a key concept in the policy enactment theory to analyse how teachers do policy (Ball et al., 2012). Theories of professionalisation processes are used to understand the importance of professional recognition and jurisdiction. This is a longitudinal policy ethnographic study over four years (2018-2021). The main methods are: interviews with teachers and principals, classroom observations and document analyses. All respondents are guaranteed confidentiality and anonymity. They are free to leave the project at any time. We expect to find reasons for a positional shift in the Swedish educational landscape as the teachers in the preschool classes translate, adapt to and transform policy to educational practice in the local context. The teachers are recognised in policy texts by jurisdiction in their professional assignment. The study implicates that there is no linear relation between new policy and educational practice, instead policy is re-contextualised in relation to local organisation and teachers’ beliefs.
24. School Development
Professional Development in Implementing Programs for Risk-Zone Pupils

24. School Development

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Abstract: Professional Development in Implementing Programs for Risk-Zone Pupils

Keywords: Professional development, Work-integrated Learning, Plug Innan, Risk-zone pupils.

Different models of developmental programs and their importance is an ongoing discussion. Research on developmental programs in the educational sphere has shown that the impact of the professionals in the school is incontestable. However, research is missing on developmental programs at elementary level, how these could contribute to a better understanding of the essential factors for successful school completion, and the actual effect of professional development in the everyday practice.

The developmental program Plug Innan is a collaboration project between Västra Götalands County, GR Region and University West. The aim of this program is that more students are to be leaving compulsory school, 9th grade with credentials and thus being qualified to a national upper secondary program, hence to reduce early school-leaving. The aim of this research-project is to understand and study how a developmental program, Plug Innan, is implemented and performed in different practices and how it can boost professional development and learning in the everyday practice, in a work-integrated learning perspective. Which consequences the program has on professionals’ (all professions in the school e.g. teachers, special-teachers, principal, student health-teams), feelings related to their sense of competence, self-efficacy, in working with pupils at risk for not reaching national goals. This study is conducted in the Swedish compulsory school, in mid-west of Sweden and conducted in approximately 35 schools/practices (relevance to Nordic educational research).

The theoretical framework is the social cognitive theory of Albert Bandura, on self- and collective-efficacy. How or does the professionals’ self-efficacy develop during the program in working with the pupils at risk for not getting credentials or qualifications to further studies are one of the research-questions this study are trying to understand, investigate and explain.

The methodological approach is a mixed-method study, including a quantitative, longitudinal survey (2018 – 2021), observations (n=10) and semi-structured interviews (n=20). The test-study showed that professionals’ feelings of competence related to working with students in the risk-zone were limited, and the professional developing opportunities were poor, both structural and organizational.

Hopefully this study can contribute to a better understanding and highlight the importance of professional development and learning, and the significance of high quality educational professionals who has prerequisites and abilities to master todays’ challenges, such as globalization, working with pupils in the risk-zone.
References: