ABSTRACTS

ACTIVE CITIZENSHIP

NERA’s 38th Congress
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Malmö University
School of Teacher Education
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Deliberative communication in schools - obstacles and potential
Tomas Englund, Professor of Education - Örebro University, Sweden

In efforts to develop what has come to be called ‘the democratic foundation of schools’ in Sweden, the idea of ‘deliberative communication’ has been suggested. Thus, the Ministry of Education (2000), the National Agency for Education (2000) and I myself (Englund 2000), commissioned by the NAfE to develop the meaning of the concept, have all advocated deliberative communication as a central form of activity in schools. The five characteristics of deliberative communication that have been elaborated (in English, see Englund 2006, p. 512, or Englund 2010, p. 24) can of course be, and have been, discussed and criticized, for example within a project financed by the Swedish Research Council (cf. Englund ed. 2007). In my presentation I will, against the background described, deal with this critique and discuss the status and potential of, and also alternatives to, deliberative communication. Assuming that we still find the latter to be a way of deepening democracy in the direction of a deliberative democracy, I will analyse the key obstacles to establishing deliberative communication in schools. In analysing these obstacles, I will not confine myself to the selective tradition in education, but also point to deeper-lying interests and forces that have emerged and been visible in recent decades.

What we know and what we need to know - Research in comparative civic education
Carole Hahn, Emory University, Atlanta

Professor Hahn will synthesize trends in research conducted in different regions of the world, as well as in cross-national, and comparative studies. She will propose an agenda for needed future research and raise issues for consideration by researchers, such as recognizing the culturally embedded nature of education for citizenship.

The place of socio-scientific issues in citizenship education
Mary Ratcliffe, The National Science Learning Centre, York, UK

This presentation addresses four questions: What are socio-scientific issues? Why is consideration of socio-scientific issues an important part of citizenship education? What are the implications for teaching? Where should consideration of socio-scientific issues sit in the curriculum? I pose these questions not as an authority on citizenship education, but as an experienced science educator. I draw on research experience of examining how teachers and pupils deal with socio-scientific issues in ‘normal’ science classrooms, and, to a limited extent, across the curriculum.
Contributing to a new world order
Victoria Wyszynski Thoresen, Associate Professor of Education
- Hedmark University College, Norway

Today citizenship has expanded far beyond the borders of the citizen’s local and national arenas. It is defined in the context of being a global consumer, a caring fellow-human being, an environmentally aware individual, a digital communicator, and a socially-networked activist. Based on new concepts of social responsibility, motivated by concerns for a more sustainable future and driven by untraditional systems and processes, modern participatory democracy is evolving rapidly. This presentation will examine how citizenship education can catch up and constructively contribute to the development of global citizenship competences, of moral leadership and of increased civil society influence. In light of the present axiological learning deficit, the challenge is: understanding how transformative education can help individuals learn to be more trustworthy, creative, cooperative, transparent and accountable.
Research topic: This paper is an attempt to describe how students’ use their experiences from a Minor Field Study (MFS) in a perspective of active citizenship. The intention is to observe how students use their experience from the Minor Field Study in areas such as, inter- and trans-cultural skills development, and professional development in school or at work, and participation in social and political life. The study is based on interviews with MFS students of Malmö University.

Theoretical framework: Ability to participate in public matters and political life has always been stressed in democratic theory and practice. A good citizen is characterized by certain skills and abilities such as being able to critically reflect on inequalities and power relations, capacity to act as a concerned citizen, and relate to social distress. In this study on the experiences of MFS students we are looking at the capacity to transfer learning in the MFS context, into other areas, and when the learning has an impact on participation in public matters and political life. This paper considers how the MFS learning experience may have an impact on citizen skills in relation to contemporary discourse on cosmopolitan democracy.

Methodology: The method is semi-structured interviews with a selection of 15 MFS students. They represent a number of professional degrees, active and former students.

Expected conclusions: The research will shed some light on questions like, how the MFS students see the MFS project as part of their study and career plan, in what ways the experience from the MFS project have had an impact on their lives, and how they see their role as a citizen before and after this experience. Secondly, having these experiences, what are the MFS students’ views on the interaction with and response from Malmö University, as the educational institution, as well as with society in general?

Relevance for Nordic Educational research: From a brief look at applications for MFS scholarships, there are reasons to believe that students applying, in general can be described as active citizens. The applicants usually account for their experience from community involvement, voluntary work, international travels, and work in civic organisations, to prove international interest and an engagement for social justice. The following themes have been used as a framework for the study.

Background and reactions:

- Reasons for doing a MFS project
- The role and the outcome of MFS project in relation to individual goals
- Interaction and response from school and community. How do students use their experience from the Minor Field Study in areas such as?
- Inter- and trans cultural skills development, and
- Academic and professional development in school or at work, and
- Participation in social and political life. In what ways have these experiences had an impact on the individual’s ability to?
- Reflect as a citizen in relation to differing perspectives and divergent values
- Use a critical approach to issues at school or at work
• Use a global perspective on issues in local social and political life. Have the abilities to reflect, be critical and to use a global perspective, changed over time, and in what ways have they?
• Increased or decreased
• Developed into practical (professional) skills
• Transformed into other areas of life

To choose tomato ketchup – using scientific knowledge in everyday life
Sjöström, Jesper. School of Teacher Education, Malmö University. Science-Environment-Society, Malmö, Sweden

Research topic/aim: This paper is about the science based choices we have to do as consumers when choosing between different similar products. Often it is possible to choose an ecological product instead of the normal one, but it can also be for example a healthier product due to a higher degree of fibers.

Theoretical framework: Teaching of general science for all in school can be motivated both because it has the potential to give all citizens knowledge about our surrounding world and how science as an enterprise is working, and because it can give all citizens knowledge useful in decisions both as private persons (e.g. in the role of consumers) and in the democracy. It is mainly in decisions about health and/or environment, in a broad sense, where knowledge in and about science is useful (Ratcliffe & Grace 2003). The competence of making well-grounded decisions is often called “action competence”. This term has been developed in democracy education and stands for students’ ability to act both on an individual and a societal level. It can be described by social, value-based, personal and knowledgeable aspects (Breiting et al. 1999).

Methodology/research design: A group of individuals representing the general public has been asked to select in which order they would like to serve tomato ketchup to children and to give their motivation to why. They were asked to place four almost identical ketchup bottles (one kilogram and the same trademark) in order of preference. The four bottles to choose between were the following:
• Normal tomato ketchup (60% tomato purée)
• Ecological tomato ketchup (75% tomato purée)
• Tomato ketchup with less sugar and salt (85% tomato purée)
• Tomato ketchup with no added sugar (80% tomato purée; sucralose is used as sweetener)

Choosing ketchup is of course about decision-making. As a background one has to do – more or less well-informed – cost-benefit analysis and risk assessments. To be active as a citizen and to be able to make well-grounded decisions one has to be literate about at least health and environmental issues.

There are several knowledge dimensions when choosing between the four bottles of ketchup. Below is shown some of these knowledge aspects:
• The problem of sugar consumption and its connection to caries, fatness, diabetes etc.
• The problem of salt consumption and its connection to e.g. hypertension
• Antioxidants (mainly lycopene, the red color of tomatoes, which has been considered a potential agent for prevention of some types of cancers, particularly prostate cancer)
### Food additives
- e.g. the artificial sweetener sucralose (with E number E955), which has been accepted by several national and international food safety regulatory bodies, but has – like many other additives – been questioned.

### Cultivation of tomatoes and vegetables used for the production of sugar and acetic acid

### Traces of biocides

In addition to these aspects, of course also other aspects are important, such as product costs, taste, habits etc.

**Expected conclusions/findings:** At the conference results from the empirical study will be presented. With a basis in the empirical study the ability of the public to do risk-benefit analysis about chemical substances will be discussed. Questions about why this competence is something that every active citizen should have, and what teachers can do to support the development of the competence, will also be raised.

### References:
Breiting, Sören; Hedegaard, Kristian; Mogensen, Finn; Nielsen, Kirsten; Schnack, Karsten (1999) Handlekompetence, interessekonflikter og miljöundervisning. Odense Universitetsforlag.

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### Researching adults’ mathematics in work and for school

**Research topic/aim:** School knowledge versus everyday knowledge is a fundamental issue in education. The research project Adults’ mathematics: In work and for school seeks to reverse the one-way assumption from school to workplace knowledge and to learn from workplace activity what might be appropriate for vocational education and training. The objective is to analyze and understand adults’ mathematics-containing work competences – including social and affective aspects – complementing studies of mathematical qualifications in formal vocational education.

**Theoretical framework:** The so-called “transfer” of mathematics between school and workplace – and vice versa – is not straightforward (Hoyles et al. 2001, Wedege, 1999). Moreover, the distribution of knowledge in society defines the distribution of power and – in this context – people’s everyday competences do not count as mathematics (FitzSimons, 2002, Valero & Wedege, 2009). One of the reasons is that mathematics is integrated within workplace activities and often hidden in technology: Mathematical elements are subsumed into routines, structured by mediating artefacts (e.g., texts, tools) and integrated in workers’ competences. Another is that adults do not recognize what they do at work as mathematics, which they identify with algorithmic task solving (Wedege, 1999).

**Methodology/research design:** The problem complex will be studied through empirical investigations – quantitative (survey) and qualitative (observations and interviews) – in interplay with theoretical constructions. This paper discusses methodological issues related to reversing the one-way assumption from school knowledge to workplace knowledge and to learn from workplace activity what might be appropriate for adult vocational education.
Expected conclusions/findings: It is argued that any methodology for researching the dynamics of workers’ mathematics in work and for school has to combine a general approach – starting with demands from the labour market and school mathematics – and a subjective approach starting with the individual’s needs and competences in work. In Salling Olesen (2008) we find a working model for researching the dynamics of workplace learning in general which includes and combines these two approaches. “It mediates the specific relation between (…): the societal work process, the knowledge available and subjective experiences of the worker(s)” (p.118).

Relevance for Nordic Educational research: In the Nordic countries, lifelong learning – as a discourse of education – assumes that learning takes place in all spheres of life. Thus, the issue presented above is highly relevant and the work is also based on Danish, Finnish and Swedish research in adult and vocational education.


How to be good? Media images, parenting and learning

How to be good? Media images, parenting and learning Parenting is a hot topic in media. In books, newspapers, magazines and TV-shows, experts give advice on how to become a good parent. Through these media practices, parenting has become an activity that is made visible, categorized, and evaluated in public. The present study focuses on how parenting is constructed in a magazine that addresses parents, and in popular TV-shows where parenting is the object. By highlighting empirical material from different media settings, preferences for parenting activities and subject positions are being demonstrated and discussed in terms of points of reference, or guidance, for adults in learning how to become a good parent. In our data, to become a good parent is related to parental involvement. On the one hand parents should be actively involved in their children’s everyday life. On the other hand, parents can be seen as a problem if they are too involved (e. g. the metaphor 'helicopter parent’ or in Swedish ’curlingförälder’). Further on, the parent is positioned as the one responsible for handling involvement and meeting related obligations. As such, parenting becomes a balancing act connected to paradoxically and contradictory claims, where parents become positioned as both the solution and the problem.
Possibilities and shortcomings in collaboration between school and working life in Norway and Sweden

Lemar, Signild; Pettersson, Gerd; Johansen, Jan-Birger

1Barn och ungdomspedagogik, specialpedagogik och vägledning, Umeå universitet, Umeå, Sweden; 2Centre of Regional Development, Umeå university, Umeå, Sweden; 3Högskolan Nesna, Högskolan Nesna, Nesna, Norway

Research topic: The nordic model of vocational education training has gradually been integrated in the upper secondary school system (Olofsson 2008). Steps in this direction have been made possible by reforms during last decades in Norway and Sweden. Vocational training in these two countries gives eligibility to higher education and schools are more than previously responsible for both school based- and training located at place of work. (Prop 1990 / 91 : 85: St.meld.nr 44, 2008-2009). As a result of the decentralization of schools in the two countries, also the teacher assignment has changed combined to a changed concept of knowledge. Actors at all levels both in school and in work- places, in a higher extent than before are expected to be responsible for different tasks connected to the vocational programs. (Linde 1998; Carlgren & Marton 2000; Skolverket 2002) For that reason the requirements of cooperation between schools and working life, at present, are higher than before. Most of young pupils in Norway and Sweden enter upper secondary school studies. Everyone, regardless of sex, socioeconomic and geographic background, should have access to such education. There are however signs of the fact that some pupils have difficulties to reach the goals and the number of drop- outs tend to be disturbing high. (Olofsson & Panican, 2008, Hollås, H. A. 2006). The aim of this proposed study is to deepen the understanding of the transitional phenomenon that different actors within vocational college (Gymnasieskolan) identifies concerning working life and the school’s joint mission to prepare students for vocational programs and apprenticeship training for a future career.

• What are the phenomenon of structural and operational level, there are, on the basis of statements of different actors, in the working life and in schools that contribute to the interaction or may not work?
• What transition phenomena on a structural level and the activity level is based on different actors statements between work and school, which constitutes success factors and barriers to designing and implementing training?
• Who are the actors approach to a shared educational responsibility and what kind of formal qualifications do they have?
• What factors according to the students, constitutes an ideal learning situation at school and at work and what factors do they believe preclude learning?

Methodology /design: Actors at six vocational programs with a long tradition in vocational education in Norway and Sweden are informants. The selection of informants are principals, vocational teachers workplace supervisors and 60 pupils from the different programs. The project starts in October 2009 when the data collecting process will be planned.

Theoretical framework: The results will be analyzed on the basis of curriculum theories in which particular theories that problemize the relationship between school and work will be used. Göran Linde (1988) codes are for example useful to analyze school and working life influence on vocational courses at both structural and operational level.

Expected conclusions will be presented I the final report.
Relevance for Nordic Educational Work: The survey, based on a collaboration between Umeå University and the University Nesna in Norway gives a deeper understanding of professional training and allows for comparisons between the two countries. The final report will be presented in December 2010.


Sustainable change in teacher education
Öhman Sandberg, Ann
HLK, Högskolan i Jönköping, Encell, Jönköping, Sweden

Research topic/aim: My aim is to clarify preconditions for expansive learning in three ongoing developmental projects.

Theoretical framework: Socio-Cultural perspectives.

Methodology/research design: This paper focuses the ongoing developmental work in three projects aimed at enhancing ICT in teacher education. Instead of studying effects after completed developmental work I want to investigate if the project organizations have provided preconditions for expansive learning in the ongoing developmental projects. I will with the help of Yrjö Engeström’s expansive cycle clarify contradictions within or between activity systems and if the universities that host the projects have provided preconditions for the contradictions to lead to expansive learning.

Expected conclusions/findings: I expect to clarify preconditions for expansive learning in the academic organizations that host the three developmental projects that aims at enhancing ICT in teacher education.

Relevance for Nordic Educational research: Since the conference is a Nordic forum aimed at developing the scientific knowledge base of education, sharing leading edge perspectives on critical policy issues and practical information and creating a new space for educational research in the Nordic countries, it is important that papers in symposia and paper sessions reflect these intentions. My research focuses preconditions that are critical for expansive learning in developmental projects in teacher education.
Sustainable development requires active citizens, both nationally and internationally. In order to realize sustainable development, everyone must contribute. The development of a healthy attitude towards environmental issues is therefore necessary, even at an early age. Consequently, it is highly important how teachers conduct themselves in relation to environmental issues and how such can be expressed in educational activities. In daycare a teacher can make environmental issues, during educational activities, concrete through creative activity.

The purpose of this study is to expose on what level a teacher can address questions pertaining to nature and the environment in daycare activities. The study also strives to find out Nordic students’ thoughts regarding how children can achieve increased understanding of environmental awareness through creative activity at daycare centers. The empirical data material for the study has been collected during the NordPlus project entitled Miljöfostran, språk och estetiska läroprocesser, in which students from the various Nordic countries participated. The study focuses on the inter-cultural similarities and dissimilarities between the Nordic students’ thoughts regarding environmental issues in relation to children. The focus also lies on how teachers can address such issues through creative activities. The study’s theoretical basis is a sociocultural perspective where creative activity is seen as a mediating tool for learning. The data material is analyzed and interpreted qualitatively through meaning concentration. During the analysis of the data material, we emanate from a developmental staircase in order to reveal the level of consciousness that the students have regarding environmental issues in relation to children. Through the results, we strive to show the various aspects of how a teacher can work towards developing children’s understanding of nature and environmental issues in daycare. Such a perspective can help contribute to the realization of active, environmentally aware citizens in our society.

Today as a new cultural phenomenon we see a subculture of activists who gather in cities doing textile sloyd. It is performed in public space as messages and in the medias it is exposed as the coolest thing. This paper will unfold how these activist- sloyd-subcultures can inspire and develop the traditional sloyd. In order to expose the values these groups ascribe to the sloyd process, this research listens to the narratives the activists tell about their craft in order to analyze the narratives from two theoretical points of view: Educational and Cultural, exemplified by Ziehe, Foucault and Butler. These theories will be used to open up the informal space in which the process of learning craft takes place.

The researcher needs to mingle with the subcultures virtually or in real life and collect the stories that are being told. The method is the ethnographic interview followed by critical
discourse analysis. It might add new ways of understanding doing sloyd to focus on the needle in order to understand it as a microphone. According to Judith Butler’s performance theory, gender performance are defined by culture. Likewise, doing sloyd is culturally defined and the aim of this project is to look for the specific values that are involved in performing sloyd within sub-cultures and activism. The space in which the activist perform sloyd outside the workshop can be anywhere in the public space: The underground, the café and the market place. The different agents within the performance space are: The Subject, The Object, The Other and The Context. The outcome will be focused on learning and identity. Finally, this paper will present the possible new values and new thinking in order to see if and how they add useful knowledge to the sloyd field and show otherwise overlooked philosophical and cultural potentials within the art form. Analysing the narratives about sloyd performance might show a new approach towards perceiving sloyd. In short: How can craftivism inspire the traditional sloyd to be the coolest thing?

Research beyond the obvious
Arnolds-Granlund, Sol-Britt, Åbo Akademi University, Faculty of Education, Vasa, Finland

Research topic/aim: The aim of this paper is to discuss research in educational drama conducted with participants who are physically and communicatively disabled. As participant experiences of the drama process and the hidden, non-obvious structures of the process are here of interest, focus is put not mainly on what is done or said but on what is not.

Theoretical framework: The theoretical framework is interpretive and is consequently built on hermeneutics. The hub of the hermeneutic interpretation process is the dialogue with the text.

Methodology/research design: Three perspectives of interpretation have been created and from these the participant experiences are retold: namely from behind text, within the text, and in front of the text. This means that the interpretation has placed focus on the text itself, the drama process, in the text’s underlying reality, and in the reality that exists in front of the text, the reality as it has appeared for the researcher.

The interpretive process consists of three phases: the empathic and existential interpretation phase, the poetic production phase, and the critical interpretation phase. Within empathic interpretation attention is directed towards the non-uttered dimensions of the drama process and therein aims, above all else, at capturing the extra verbal message of the process. The focus of existential interpretation is put at the participants’ experiences of being while poetic production uses narrative principles to formulate and communicate the empathic and existential meanings.

Expected conclusions/findings: The outcomes are exposed in two manners, both as WHAT the participants have experienced and as HOW the experiences have taken place. The participants’ experiences of the educational drama process are thus presented pedagogically in terms of reciprocity and empowerment; drama educationally as situatedness, embodiment, and sensuousness; and aesthetically and artistically, as existentiality emphasizing its aspects of experience and meaning. Further, by the use of visualising language and by wording the world the surplus of meanings of the educational drama process are made visible, sensible, and almost tangible, not only cognitively understandable.
Relevance for Nordic Educational research: In a Nordic context research in educational drama is not unfamiliar. Though is research on research not a common theme. Neither is the participant nor the disability perspectives typical focuses of Nordic educational drama research. Because this paper opens up new perspectives of research it is of relevance for Nordic educational research.

Student teachers’ learning paths during a course in Visual Arts
Skog, Kristina, Pedagogiska fakulteten, Åbo Akademi Vasa, Vasa, Finland

The aim of this paper is to present student teachers’ different paths of thinking about their learning during a course in visual arts. The visual arts course under study was an optional course where some of the students chose to work alone; others worked in pairs or collaborated in small groups of three students. The students were, to a large extent, given responsibility for their own learning. According to Dewey’s pedagogical thinking the human being is an active and investigating individual. When this comes to education the student should be given the chance to actively be involved and to experiment. Bakhtin emphasizes an ongoing interaction that forms every individual. Learning is something that occurs through participation and through interaction. Dysthe describes communication as a basic element during the learning process, learning has to do with the surrounding more than with an individual inner process. The learning situation was created in a way that provides the students with opportunities to work alone, but also to interact with others. How this affected the students’ way of thinking is analyzed through the process portfolios the students have made during the course. Räsänen argues that when individuals share experiences and reflect on works of art within a group, there will be an integration of social and personal growth. According to Sava, artistic learning comprises social as well as cultural interaction. Säljö who points out that the question of learning is about what you learn in the situation you are involved in. Depending on if the students were working alone or working as a group the reflections in the portfolio varied according the students’ attitude towards teacher orientated education. The variation occurred also concerning in taking responsibility themselves, motivation, and yourself as learner and as a future teacher in visual arts. Working with a portfolio opens the possibility for the learner to ask questions with or without answers. You will probably come to an understanding of your own way of thinking. The student’s consciousness, through the visual and verbal process, shows competencies in developing personality. The communication facilitated an extended view of the world. Through experiential art learning the students learn about themselves, about visual communication, and about how to learn.
**Research topic:** The aim of the paper is to suggest a performative perspective promoting participation in educational settings. According to the theme of the conference the issue of active citizenship is multi-layered. Engagement in actions, decisions and negotiations on a conceptual level are acts of participation involving the whole person.

**Theoretical framework:** In learning events subtle matters as understanding of certain rhetoric, multiple variations of responding to artifacts in physical and virtual environments, social codes embedded in settings, have an impact of the inclusion for the student. Exclusion from participating in the acts of interrogating and inquiries could be described as the absence of presence while present. In critical performative pedagogy the body is seen as a site of knowing and also an object of specific social practices. What conditions and through what kind of means people come to know have sub-terrannian reference as well aesthetic dimensions.

**Methodology:** A metaphorical analysis of the aesthetic dimensions in participatory learning activities will illuminate the pedagogical body. Forms of corporeality located to practices are analysed through a topological model. Liminal space linked to territory and place is the object of exploration.

**Expected conclusions:** A wider range of bodily performance than usually is casted in academic practices is found beneficial in meaning making processes. Diversity in interpretaions of the world counteract exclusion and enhances enactment of knowledge re-construction. Liminal spaces offers arenas where a variety of corporeal repertoires challenge and question the mechanization of the body.

**Relevance:** The role of arts in Education is a serious matter. When improvisation is to be encouraged for trying out identity and for a collaborative culture, the construction of dialogic, multi-voiced arenas is an educational responsibility.

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**Active citizenship through creative media production**

**Vikström, Johan, Åbo Akademi University, Faculty of Education, Vasa, Finland**

**Research topic/aim:** The main purpose with this paper is to give an example on how media education enables young people to become active citizens, i.e. active and critical participants in the society and in the local and global culture that surrounds them. In an ongoing study is presented how different groups of young people in upper secondary schools in Finland learn to use media to express their own views on environmental questions, and to discuss them with other young people in the Nordic countries. In the research project is studied how young people’s media productions uploaded on popular web sites offer the opportunity to create ”youth spheres for active citizenship”.

**Methodology/research design:** Data for the research project is gathered from the REClimate film competition for young people between the ages 15-19 living in the Nordic countries. The website www.reclimate.net opened for submissions on 24 August and the deadline for submission is 23 November 2009. The films should address issues such as climate change, how to tackle it and how to build a sustainable future. Films that provide new ideas, perspectives and knowledge on the climate issue are especially welcomed. The theoretical framework for
this paper draws on socio-cultural learning theories and refers to a design theoretic, multimodal approach to learning. The development of active citizenship through creative media production is studied from a socio-cultural and communicative research approach because the learning processes take place in continually changing discourses, all the time socially constructed in different situations and contexts.

Expected conclusions/findings, Relevance for Nordic Educational research: From the point of view of media education, active citizenship and citizenship education is also about how education should respond to the challenges of an increasingly mediated world. Thus, active citizenship in media education should be about enabling young people to become active, critical participants in the media culture that surrounds them, and that way becoming active citizens in the local and in the global community. Media education aims to develop both critical understanding and active participation. It enables young people to interpret and make informed judgements as consumers of media; but it also enables them to become producers of media in their own right. Digital media – and particularly the internet – significantly increase the potential for active participation; yet for the children who do not yet have access to these opportunities, there is a growing danger of exclusion and disenfranchisement. For that reason, the study is also concerned with the following pedagogical issues: Who is participating in or being excluded from active citizenship, and how is the school responding to that? And in what ways do experiences of social and educational marginalisation or exclusion have an affect on the practice of active citizenship?

Musical upbringing in the eyes of immigrant parents
Hofvander Trulsson, Ylva, Music Education, Lund University, Malmö, Sweden

In the last few decades the Swedish society has gone through major changes. More pluralistic than ever, divided into subcultures, any analysis of this society must combine traditional socio-economical aspects with ethnical considerations. Students from ethnical minorities are highly underrepresented at higher levels of formal aesthetic education in Sweden. In a former quantitative study I found this being true also for music schools for younger children. In a multi-ethnical, metropolitan area (50% immigrants), nine out of ten children participating in the tax financed music school were ethnical Swedes, mainly from middle-class background. In my PhD thesis I examine the narratives of non-Swedish parents addressing music schools and private teaching, on music, and its role in the upbringing of their children and how they describe their children’s musical interest, their own backgrounds, and daily life in Sweden. The study gives prominence to the parents’ voice, their view of themselves as parents, their own childhood, which has directly and indirectly impacted on the daily lives of their children, and on decisions large and small (Berg & Johansson, 1999). Results from the interviews indicate that families with foreign backgrounds engaged in musical learning have origins within higher socio-economic groups. However, many of them have not retained their former social position in their new country and therefore put their faith in their children’s future. Several core discourses emerged from the interviews: conflicting cultural identities within the families, acculturation within the child, gender expectations among different ethnic groups and the strive for status and cultivation.
Network 2: Arts Culture and education

This thesis illustrates first and foremost different perspectives on the practise of music as a decisive tool for social success and integration for the children. The study also illustrates the emotional importance of music to these parents who live and exist in a country away from where they grew up and which shaped them. Music as a tool for social reconstruction is a theme, which is in focus and also how it can impact on the upbringing of the child. Analysis of the interviews will, with the help of theoretical concepts, try to demonstrate what can happen within and around individuals and groups which live as minorities. It is a question of an emotional struggle for survival and rehabilitation both in regard to their own group and relatives, in terms of acceptance, and also seen as an asset by the majority society. The thesis discuss how music is used by ethical minorities to bring back memories from childhood by listening and playing. Some parents describe their situation in Sweden as a struggle and they are trying to protect their children from the same situation, by educating them. Music has a central role in this education, to compensate the lack of economical and social capital. Theoretical perspectives: Bourdieu, Foucault, Goffman, Giddens, Skeggs, Hirdman, Trondman and Phinney & Flores.

The unforeseeable in pedagogical situations as a challenge for didactics

Kraus, Anja, Pädagogische Hochschule Ludwigsburg, Erziehungswissenschaft, Ludwigsburg, Germany

Works of art are implemented during lessons in school usually in order to mediate ideas and theories about subjective realities. Pictures, sculptures, installations are then meant to be representations of insights or illustrations of certain imaginations. I interpret works of art in another way. I look at them as if they were translations of theories in special settings of experience. My result is, that paradoxically especially art installations, performances, context art or other efforts and styles that infiltrate or thematise the object character of a work of art can be interpreted in this manner. One could think that such, in a way self-referential artworks have an only subversive character.

In contrary I assume that referring to such works of art I characterized here only shortly makes it easier for the pupils to understand certain subjects in school. In my presentation I show that on the basis of elected works and action modi that fit into the frame of “art” ways to deal with certain experiences can be traced and found. Thus these works and action modi can in special serve to generate theories. My hypothesis is, that such references to art could principally be possible every time interdependencies and contexts are to be learnt. In school these dimensions can only be experienced by including all the senses and the deep experiences of the own body.

In order to develop a didactical-methodical interdisciplinary concept to integrate artistic procedures in school teaching I will first mark out some clues in pedagogical learning theories. It is shown that the unforeseeable is a central focus on learning seen from the perspective of the learner and of the teacher as well, even if it is no doubt that both perspectives and their dealing with the (for them) unforeseeable differ a lot. For pupils it is a great effort to get on with all the uncertainties of their life as such, as for example the lack of knowledge about their future, about the things they have to know, about the functioning of social relations in its complexity etc.
So: How to gain competencies in dealing with the unforeseeable in its multiple aspects? How does a didactics looks like that fulfil this primarily pedagogical purpose? In the end of my presentation I would like to discuss a medium of teaching and learning (the “Sensible Thresshold”) that is thought to serve to achieve this objective.

Researching the narratives of teacher students’ memories and recollections of their own prior studies, in the concept of teacher, school and learning
Mårtenson, Kristina; Ahiskog Björkman, Eva, Faculty of Education, Åbo Akademi University, Vasa, Vasa, Finland

Research topic/aim: Here, the aim is to present the concept of teacher-munity from the narratives in relation to two perspectives: the relational and the punctual i.e., how and what students relate and visualize/show regarding their memories of their former teachers. Furthermore, the way that the students reflect on their own future role as a teacher, in relation to these memories and recollections.

Theoretical framework: The theoretical framework takes place from a socialconstructivism that is a theory that emphasizes that learning is an active social process in which individuals make meanings through the interactions with each other and with the environment they live in. The relational perspective in this paper is based on my understanding of von Wright (2007) who means that to understand another human being, we must understand her relationship to the current context not as an isolated being. The punctual perspective of this paper is based on my understanding of von Wright (2007) who believe that the punctual primarily based on the abilities and characteristics of individuals without looking at the social context.

Methodology/research design: The research contains two studies. In study 1 the methodology is inspired from Grounded Theory and in study 2 the studie is relying on a methodology influenced by philosophical hermeneutics.

Expected conclusions/findings: In describing the current study, and illustrating the narratives through short examples, the preliminary results demonstrate that students talk about their former teachers in terms of ethical and unethical. This emphasizes the relative importance of the way the teacher acts towards and together with the students. Tentative conclusions to be drawn from the material include, among other things, is that the teacher had a huge influence in the student’s life in there own prior studies.

Relevance for Nordic Educational research: Among other things I believe it is important to highlight the tacit knowledge of what is happening in education, to capture the subtle, characteristic patterns, which are not usually discussed in educational or didactic research. The socialization into the teaching profession who takes place in the teacher training and the dreams of the future need to be expressed, and this study can highlight the importance of memories for future teachers’ socialization of teachers.
Face to face with artworks - a visual and verbal journey of inquiry
Júlíusdóttir, Rósa, The University of Akureyri, Faculty of Humanities and Social Science, Department of Education, Thingvallastræti 23, Akureyri, Island

I would like you to join me on a visual and verbal journey of inquiry. This journey is meant to give insight into a research project carried out in Akureyri, northern Iceland. Travelling together are ten pre-primary school children, a young philosopher and myself. The children were five years old when the journey began, five boys and five girls. It was during the autumn of 2005 and we travelled together until the spring of 2007. In this lecture I will discuss visits to art museum, being face to face with artworks, children’s art making and philosophical discussion. I examine aesthetic experience and its special qualities as well as possible kinship between children’s approach to play and aesthetic experience. Participating in the study, and taking the journey with us gave the children an opportunity to encounter and experience artworks face to face, but also to create in the way of artists and “do” philosophy like philosophers do!

The concept of the inquiry is based on theories of aesthetic experience, especially those that recognize and value aesthetic experience as a deeply felt aspect of cognition as well as having intrinsic value.

The findings show multifaceted indications that young children possess the ability to experience works of art face to face, to enjoy them, talk about art and create their own works. It is important that we make a place in education for such experiences for all children.

Communication with images
Björk, Catrine. Stockholms universitet, Institutionen för utbildningsvetenskap med inriktning mot tekniska, estetiska och praktiska kunskapstraditioner, Stockholm, Sweden

In this presentation I would like to present an example of my visual research material and discuss methods of analysis.

The aim with my research is to get an understanding for how teachers work and can work with picture analysis in the compulsory school on the basis of young people’s own image world and with digital techniques.

My experience is that teachers work with this following a tradition and that teachers feels secure in having a picture or a recognized process to assess and to evaluate. I think art education to a greater extent must work with the consumption and use of images. In art education today we also have to work with digital techniques in a greater extent so that we prepare pupils for the big amount of pictures they meet in everyday life. In work with picture communication and digital techniques we give pupils a possibility to take an active interest in ideological and cultural questions and to be an active citizen.

The National Evaluation of the art subject NU-03 supports my opinions and is the basis for my thoughts. The report highlights the use of converting the subject to more of a communication subject, where interpretation and reception of images play a more prominent part than we see today. The authors of the report NU-03 also point out the importance of using digital techniques in order to strengthen the use in working life and society.
My principal research focus lies on the teacher role in work with digital techniques. How do they work with images from e.g. homepages, films on the Internet, where pupils often locate themselves? In what way do teacher design lessons to make pupils understand the impact of images and in order to develop pupils own creativity and understanding of the visual culture that is surrounding us in society? In the use of a digital medium the pupils will be given another possibility to expose their creativity for others in society.

In the study I want to elucidate the teacher’s role in this kind of work.

Central issues for the study are:
- How can teachers work with communication on the basis of the pupils own world of images?
- Which role do teachers have in work with digital techniques?
- How can assessment be made of interpretation and reflection rather than the production of images?

**Theoretical framework and Method:** My theoretical framework is in the social semiotic area and I am also interested in using ethno methodology and conversation analysis in my study. In spring 2009 I made observations in three different compulsory schools in art classes. When I did these observations I found it difficult to hear what the teachers said to the pupils in different locations in the classroom. In the autumn 2009 I did a test-study in an art class in compulsory school, to see how the use of observation with video cameras would work out. I had one stationary camera and one hand camera, with which I followed the teacher. I also placed a MP3 player round the neck of the teacher to test if that was a way to hear the conversations better.

One insight of these studies is that, when I did observations without a camera I had a better overview of the action in the class. But with the hand camera I could catch different conversations and analyze them afterwards.

In this roundtable session I would like to discuss my research methods and how to analyze. And hopefully get different opinions to develop my approach further.

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**Music education as a field of enlighten praxis based on the understanding of music as mediated social exploration and creativity**

Linge, Anna. Malmö Högskola, KSM, Malmö, Sweden

**Research topic/aim:** Music Education as a Field of Enlighten Praxis Based On the Understanding of Music as Mediated Social Exploration and Creativity

**Theoretical framework:** I think that post modernity issues for music education focus on music as a self-developing tool and activity. It regards music as a cultural sense-making tool identified as a medium for social/individual identity and creativity. This has implications for:
- The student/pupil as expert of her/his own culture
- The teacher as co-creator/supervisor/supporter/supplier (Green, 2008)
- A shift from techné as technical transmission to techné, enlighten from phronesis
- Music as the social skill of cultural elaboration, improvisation, traditions and not as transfer-of-knowledge (”right-and-wrong”)

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The academic report has requirements that support academically defined theoretical development (Mattsson & Kemmis, 2007). The strategies of supporting the relation of theory and praxis, due to Action Research, must begin with approaching the field of practice and the professional needs as experienced in that specific field of praxis (Rönnerman, 2005). The academic researcher must be aware of the challenge of to deal with aspects of maybe doing research in a different, un-traditional, way.

**Methodology/research design:** The experimental (empirical) question for my interest relate to the following:

- How can we identify cultural tools and settings, mediating musical creativity in terms of imagination, inventions, improvisation, intensity and curiosity (Kupferberg, 2009, and passim) in our pedagogical praxis?

**Expected conclusions/findings:**

- Music teachers reflecting values behind their practice as what do we think we are basically doing and why?
- Can we make our own (musically transferred and supported) values explicit and challenged?
- Is there a problem, maybe in form of an anachronism, in the value base for teaching and how children make use of music in their daily lives? (De Nora, 2000)
- Is there even possible to think of knowledge - as - transfer or master - apprentice in our musical environment, or can we rethink or modify these concepts in the light of new tools and media?

The paper presents empirical findings from a research project exploring institutional dilemmas and contradictions in Danish kindergartens. The research group consists of researchers from Roskilde University: Associate professor Kim Rasmussen, Professor Jan Kampmann, Associate professor Tomas Ellegaard and research assistant Dina Danielsen. The central point of interest is the balancing of the emphasis on individual children’s development, needs and rights on the one hand and on the other hand the group and the community of children. This constitutes a “classical” institutional pedagogical dilemma for children and teachers — but has been intensified by the general growing individualisation and institutionalisation of childhood. The research project includes a number of different empirical methods: Document studies, observation in kindergartens, interviews with pedagogues and children and survey. This paper reports analysis and findings from a part of the project which consists of interviews with individual and groups of pedagogues on the dilemmas they experience in the everyday institutional life. Narratives and findings from this study are compared with findings from the observations and children interviews. (Note to the planners — not to be included in abstract: We would greatly appreciate if this presentation could be made in direct connection with Kim Rasmussen’s presentation: Children’s experiences of pedagogues and rules in Danish kindergartens)

This paper will present preliminary findings from a study in Sweden on early childhood practitioners and the way they construct their professional identity in times of emerging dilemmas and changing conditions. When in 1996 the supervision for early childhood education was transferred from the Ministry of Social Health and Welfare to the Ministry of Education and Science, individual pre-schools and practitioners were challenged to find a balance between autonomy and state control and regulation. In the first national curriculum that was issued in 1998 shortly after the transfer, the emphasis shifted from children’s socio emotional development which had been the focus in previous guidelines to children’s learning where the concept of learning was grounded in new theories of learning; this was yet another challenge for practitioners. Currently practitioners face a curriculum revision where literacy, maths and science are made more explicit and issues of evaluation and follow up are clarified. In addition to these new conditions, during the last decades the number of children in group care has increased significantly. Thus, practitioners are being forced to cope with a series of changes that impact their daily lives with children. This study examines how practitioners handle emerging dilemmas and new situations and how they construct their professional identity in a changing context. Taking the socio cultural perspective (Säljö, 2000) as the point of departure, qualitative interviews in combination with
video recordings were conducted in two pre-schools in Sweden with teams of practitioners, seven practitioners altogether. Preliminary analyses indicate that supporting the wellbeing of the child still seems to be at the forefront of their attention and the prime component in the dominating professional discourse. Further, the importance of colleagues is emphasised: the professional identity is shaped and constructed together with colleagues in “real life situations” in the pre-schools.

The study relates to the conference theme in that it deals with identity issues. It is of relevance to all Nordic countries where early childhood professionals may be facing similar dilemmas.

**Pre-school as the context for language development in children**
Norling, Martina, Akademin för utbildning, kultur och kommunikation, Mälardalens högskola, Västerås, Sweden

Children should be viewed as active participants in their everyday life as well as future citizens in a democratic society. In Sweden, this principle is reflected in national policy documents. The Swedish curriculum for the preschool stipulates: “The ability to communicate, to learn and be able to co-operate are necessary in a society characterized by a huge flow of information and rapid speed of change” (s. 6). To foster active citizenship in such a society it is necessary to emphasize children’s ability to express their thoughts and communicate their ideas and perceived needs. The ability to communicate through language must, however, be connected to a deeper self-understanding as extended in both time and context. Thus, it is significant that preschool teachers support and promote children’s language development and specifically focus on children’s ability to think and reflect upon their own thoughts, through their language.

Knowledge of how teachers structure and organize such a language stimulating environment is lacking. The aim of the research project is to investigate the social and physical language environment in Swedish pre-schools. This includes exploring the social environment in pre-schools focusing on the emotional tone of the classroom and the interaction between teachers and children as well as language modeling that includes self and parallel talk, open-ended questions and use of advanced language. Additionally, we emphasize how pre-school teachers promote children’s higher order thinking skills and cognition.

The research project started in the spring of 2009. Extensive data collection has been carried out at 60 preschool classrooms using questionnaires, observations and focus groups. The methods used in the research project and preliminary research findings with a focus on the social language environment will be presented.

**Pre-school literacy: An Introduction of a development project**
Haraldsdóttir, Halldóra, University of Akureyri, Department of Education, Akureyri, Island

According to many researches, literacy based on language, develops from early childhood. The concept emergent literacy has been used for this process of reading and writing behavior of pre-school children prior to conventional literacy learning. But how do preschool teachers stimulate emergent literacy in their work with children grounded on pre-school pedagogy? Another question to be asked might be; if emerging literacy development opens pathways to
active citizenship for pre-school children.
The aim of this lecture is to focus on a developmental project carried out for one year in one preschool. It will start with discussing research about language and emergent literacy as a theoretical background for the project. Then there will be some further discussions of the contents of the project. The discussion will proceed with information of the structure and the implementation process. The further development of literacy based activities involved in that single school curriculum will be reflected upon and discussed in connection with the National Preschool Curriculum. At last the question of literacy development and active citizenship will be reflected.

Play, language and art in early childhood education
Elidottir, Jorunn¹; Haraldsdottir, Halldora²; Juliusdottir, Rosa Kristin². ¹Faculty of Humanities and Social Science, Department of Education, Akureyri, Iceland; ²University of Akureyri, Faculty of Humanities and Social Science, Department of Education, Akureyri, Iceland

Play, language and art in early childhood education will be the concept of this lecture. Teacher education is changing in Iceland as result of the new legislation and this will undoubtedly affect preschool education. This brings opportunities to examine the education and reflect on issues regarding the courses and structure. In this lecture we will discuss issues based on our individual and shared (literature) research regarding the main themes in the national curriculum in early childhood education. One of the research aims is to look into subjects who enhance democracy and how those issues relate to citizenship education. The research findings show that democracy has to be both a framework and an aim in early childhood and core values like democracy are rooted in play, language and art in various ways. We will put forward ideas on how to integrate and strengthen play, language development and art in early years of education based on this research and demonstrate how this can be done. The discussion will draw attention to the three aforementioned subjects in education where each subject will be briefly discussed. We will finally reflect on how to integrate those subjects into education as well as together as core issues in the study programs aimed at teaching at lower primary and preschool levels.

Kindergarten as an arena for cultural formation - A narrative and historical approach to describing children using artefacts
Odegaard, Elin E.; Krüger, Thorolf, Bergen University College, Centre of Educational Research, Bergen, Norway

Research topic: This paper will elaborate and reflect upon kindergarten as an arena for cultural formation. The etymological meaning of the concept “arena” is “place of combat” and accordingly this study will view institutions for children as a field where “battles” takes place. This field is structured from existing knowledge; the thinking and practices of the teachers as well as from the conditions concerning what is made available, possible and not possible for children to act upon and investigate. Kindergarten is considered socio-epistemologically, as an arena of multiple dimensions; socio cultural, ideological and material etc, where children play,
learn and shape new meanings and identities. 

**Methodology:** From a study constructed within a narrative approach based upon video and audio recorded interviews, informal conversations of women having experienced Fröbel kindergartens and asylums during the period 1930 -1950 as children and later as preschool teachers, assistants and administrators within the field, this paper will reflect upon how kindergarten is constituted and formed culturally and politically. 

**Findings:** The paper will contextualize their narratives in order to contribute to new knowledge and understandings of how education is unfolded, structured and shaped by politics as well as by children and teachers within the kindergarten institutional frame. When children use artifacts, as for example Fröbel gifts, that are made available in a certain kind of child institution, at a certain time in history, in a certain place, in a certain practice, content is shaped. Children, viewed as agents, can make meaning and learn beyond aims and frames that are pedagogically set. Children’s culturally formational processes that take place in preschool carry however with them meanings from other places and contexts. 

**Relevance:** How children shape and are being shaped in a web of material, structural and institutional conditions, is considered to be of general interest for educational research. 

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**Reinforcement of gender roles in reprimands: Understanding gender as a position in pre-school practices**

Eidevald, Christian, Högskolan i Jönköping, ENCELL, Jönköping, Sweden

**Research topic/aim:** Previous research studies have shown that in their address and behaviour towards girls and boys, pre-school staff applies stereotyped gender concepts, thus reinforcing rather than challenging stereotypes. This presentation therefore focuses on which of children’s positions that are accepted or that face resistance from the staff, particularly by study when girls and boys are being reprimanded. In this way, children’s gender-based “identity-formation” can be critically analyzed based on different possible descriptions of how it is to be a girl or a boy, and what unaware assumptions about gender representations that in this way may be made in different ways by both children and adults.

**Theoretical framework:** The theoretical point of departure is feminist poststructuralism; and the analysis focuses on variations found between the groups of girls and boys, as well as within these groups, and within individuals.

**Methodology/research design:** The empirical data consists of video-taped sessions from two teams working with children aged 3-5, and focus groups interviews with the adults. Then different ”readings” of the empirical material have been conducted based on different assumptions (discourses); i.e. assuming that girls and boys ”really” are different or equal, different behaviours will appear as more or less obvious and natural.

**Expected conclusions/findings:** The analyzed situations show that girls and boys in pre-school are defined and treated in stereotyped ways, however, there is a large hidden variation of how different girls and different boys positions themselves in different contexts. Pre-school teachers thus work actively to distinguish between girls and boys based on how they are being perceived as either girls or boys. Teachers’ expectations then become decisive of how different children are addressed and treated in different situations.

**Relevance for Nordic Educational research:** By showing that several different discourses are
applied at the same time, gender-based “identity-formation” is described as a very complex process. The pedagogical consequences of this are discussed with regard to gender equality work in which also alternative discourses emerge and are formulated.

Research topic/aim: The overall aim of my research is to add knowledge to the field of the teachers’ views and experiences related to their daily practice in the preschool context. More specifically the study aims at describing and analyzing the teachers' construction of meaning concerning preschool as a pedagogical practice. The empirical study focuses on how shared knowledge of the preschool practice is articulated and generated in group discussions by people who share experiences of the daily practice in the preschool. The study aims at answering the following two main questions:
• What do the focus group participants talk about when discussing the daily practice in preschool?
• What communicative resources are used by the participants to create a common understanding of the everyday work in preschool?
These two main questions include a special focus of interest, formulated in the following two questions:
• What limits of responsibility are prominent in the discussion of preschool practice?
• What Problems/Challenges of every day practice are prominent in the discussion?

Theoretical framework: The thesis draws on the theory of social representations in order to investigate everyday knowledge as a social phenomenon. I have been inspired by a dialogical approach to the theory of social representation. Embracing a dialogical approach of social representations implies that my analysis focuses on interaction at three different levels: 1) the interaction between speakers and interlocutors in the situated encounter. 2) the interaction between thoughts, ideas and arguments generated by the participants. 3) the interaction with sociocultural traditions, i.e. deep-seated presuppositions in the participants’ talk and thoughts.

Methodology/research design: A focus group study was carried out with seven groups; 45 participants all together. The participants in the groups were fellow workers and they were given a stimulus material to support the discussion. Focus groups discussions contribute to creating and re-creating socially shared knowledge.

Expected conclusions/findings: The analysis of conversation resulted in three overall themes: Teachers’ and preschool, Children and preschool and finally, Society and preschool. Each theme consisted of different aspects concerning the overall theme. Making distinctions and thinking in oppositions is crucial in a dialogical approach to the theory of social representations. Oppositional thinking, from a dialogical point of view, means interdependent relational categories where one category makes sense only in terms of the other and not, as it often is seen as, “an either or-relationship”. The discussions in focus groups were analyzed and some relational categories concerning preschool as a pedagogical practice will be highlighted. Some of these relational categories are more basic, it is, according to my analysis, underlying cultural presuppositions from which we think and talk. My analysis will also highlight some of
these social representations.

**Relevance for Nordic Educational research:** The result provides knowledge of how teachers’ talk about preschool as a pedagogical practice develops in a focus group context, but also how they refer to commonly shared knowledge which is rooted in the past and to ideas that are open towards the future.

### The desirable child - values communicated in teacher and child interactions

*Emilson, Anette, Högskolan i Kalmar, Humanvetenskapliga institutionen, Kalmar, Sweden 27*

**Research topic/aim:** The aim of this research is to acquire knowledge about fostering young children, as expressed in everyday interactions between teachers and children in Swedish preschools. The three empirical studies in this doctoral thesis investigated partly specific democratic values such as participation and influence and partly the values that teachers explicitly or implicitly encourage and how these values are communicated to children. The thesis takes a critical approach in order to also acquire knowledge about important fostering aspects that can move hierarchal power structures towards a fostering of values characterized by intersubjectivity.

**Theoretical framework:** In order to understand the interactions, the concepts of communicative and strategic action (Habermas, 1984) are used, as well as strong and weak classification and framing (Bernstein, 2000).

**Methodology/research design:** The fieldwork took place with three different groups of toddlers in Swedish preschools. Forty-six children (aged 1 to 3 years) participated, as well as their ten teachers. The data consisted of videotaped observations of teacher and child interactions.

**Expected conclusions/findings:** The first study investigated how a toddler’s participation can be understood in two kinds of educational activities where the degree of teacher control differs. The results showed how strong classification and framing risk restricting children’s participation and how a weak classification and framing can promote children’s opportunities to participate on their own terms. Important issues for children’s participation were found to be a participant teacher who creates meaningful contexts, where teacher control is about being emotionally present, supportive and responsive. The purpose of the second study was to investigate how very young children can exert an influence in circle-time situations in relation to teacher control. The results showed that the children do, in fact, make choices, mostly based on several fixed alternatives, and that they do take the initiative, sometimes to express an opinion or a right, sometimes to express what they want to do in circle time. It was also found that the influence young children can exert varies with the control the teacher exercises. It is evident that strong teacher control is maintained in different ways and that strong control does not necessarily limit children’s influence; it depends on the nature of the control. Children’s influence increases when the teacher’s control over the what and how aspects of communications is weak, and is characterized by closeness to the child’s life-world and a communicative approach. The third study examined the values that teachers explicitly or implicitly encourage and how these values are communicated to children. The analyses resulted in ten specific values embedded in value dimensions of discipline, caring and democracy. These, in turn, can be divided into different social orientations – both collective and individualistic.
The values are communicated differently and the what aspect of the communication (the value) is interrelated with the how aspect of the communication; how teachers communicate influences and sometimes changes the communicated value. In order to change power structures in teacher and child interactions, three aspects of importance have been identified: teachers’ closeness to the child’s perspective, their emotional presence and playfulness. **Relevance for Nordic Educational research:** So far little research has been done on toddlers in their educational context as well as on the subject of preschool fostering of values. The contribution deals with new insights about preschool fostering as both content and form as well as some aspects of importance to encourage a democratic active citizenship.

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**The identification of preschool children**

Schei, Tiri, Bergen University College, Faculty of Education, Bergen, Norway

**Research topic/aim:** Preschool as a human development arena has been actualized by the Norwegian government’s recent politics of full preschool coverage. Parents entrust their children to preschool institutions from the age of ten months. Little children are extremely responsive to environmental input. What kinds of identity formation take place throughout the preschool years? To what extent, and by what means, are children formatted into patterns that make them act in accordance with adult norms? And what are these norms? The paper discusses how the identity formation of very young children can be studied. Preschool is not a storage space, but a pulsating learning arena where young children display competence and awareness of themselves and their space of action.

**Theoretical framework:** Discourse-theory. Identitation is a theoretical concept that encompasses the processes of being, having and seeking identities. The concept allows children, even the smallest ones, to be studied as constructing their identities in an ever-evolving process of interaction with their surroundings.

**Methodology/research design:** Observational studies and personnel interviews in a large preschool with 90 children between one and three years old. Official documents such as kindergarten curricula and local plans are studied.

**Expected conclusions/findings:** A discourse-theoretical approach may help uncover and unfold the preschool arena as a cultural space where children’s perceptions of themselves and the world is shaped and expressed.

**Relevance for Nordic Educational research:** Children’s identitation within frames of current political and cultural climate is of central interest for educational research.
The importance of ESD (Education for Sustainable Development) at early childhood in Japan and in Sweden - Through Environmental epistemological model of 5 aspects

Asano, Yoshiko, Uppsala University, Education, Uppsala, Sweden

There is a general responsibility to protect the earth system to reach Sustainability since the earth environmental problems grow more serious day by day. However, it is not easy for everyone to experience this problem and to act for protecting Earth environment in daily life, because the environmental problems are not visible in daily life. This study suggests ESD as a means for raising the awareness about Earth environment. Environmental epistemological model of 5 aspects is presented, which connects ESD of Earth environment with Environmental Policy. This study shows how the Environmental epistemological model of 5 aspects is reflected on the Environmental policy and Education within two municipalities which is trying to be Woody Biomass Society as an example of the vision of Sustainable society. The municipalities are Vaxjo city in Sweden and Keneyama-machi in Japan. As a result, it is cleared that Environmental Policy and Education at preschool in Sweden and in Japan are important institution for promoting Environmental epistemological model of 5 aspects of municipalities Environmental Policy. And it is concluded that ESD at early childhood is as the base of life-long learning and citizen’s participation.

Preschool children’s mathematical expressions - a concern for citizenship education!

Bäckman, Kerstin, Faculty of Education and Faculty of Education and Psychology, Åbo Akademi University and University of Gävle, Vasa and Gävle, Sweden

Research topic/aim: This paper reports on how preschool teachers work with four years old preschool children’s mathematical learning and expressions. The aim with the research is to discern children’s experiences and mathematical learning in a preschool context. The present study reports one part of my ongoing study, namely teachers’ opportunities to catch children’s mathematical learning and expressions in the preschool context. In the study, play and children’s various way of thinking of mathematical tasks play an important role. Children experience mathematics in different ways in their everyday life, for example through play in the sandboxes, climbing in the woods, building decks, at lunchtime and in conversation with friends. They get challenges in their logical thinking through problem solving and in conversation with playmates and adults. In the interaction with the outside world children experience mathematics physically and mentally, which in turn enables them to create representations of various mathematical concepts and meanings. In order to grasp the children’s views there must be adults who listen, follow up, ask questions and challenge the thinking. The overall research question in the study is: How can a preschool teacher catch mathematics and challenge learning in children’s activities in the preschool context?

Theoretical framework: In this study Learning Study Model is applied, in which mathematical content is focused and a variation in the learning activities is arranged (Marton et al 2004, Runesson 2006). Learning Study Model is based on the Variation Theory. In this theory...
necessary conditions for learning are the experience of discernment, simultaneity and variation. In the preschool model of Learning Study used in this study, play and children’s experience of critical aspects are important. Variation should be done in a context and through variation the different aspects of the learning object can be discerned. 

**Methodology/research design:** In the preschool model of Learning Study used in this study, play and children’s experience of critical aspects are important. Variation should be done in a context and through variation the different aspects of the learning object can be discerned. 

**Expected conclusions/findings:** The data consist of video observations from children’s interviews, planned activities (learning studies) and from children’s free play. In the study qualitative analysis methods are applied (Clarke 2006, Lindahl 2003, Marton et al 2004, Runesson 2006, Sahlström 2009). The research results so far indicate that teachers do not consciously use mathematical language in connection with everyday language in spontaneous learning situations. The data analyses suggests that children think and reason, explain and draw conclusions, sometimes they use mathematical language but it is also common that they are quiet when they are exploring things together. They explore their environment and communicate with their bodies and minds not always with words.

**Relevance for Nordic Educational research:** Teachers who can see the mathematics in children’s activities may have opportunities to discern critical aspects for children’s learning and thereby challenge children’s thinking as active participants in the learning process.

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**Toddlers make and use of languages in their world of languages**
Hvit, Sara, Högskolan i Jönköping, Högskolan för Lärande och Kommunikation, Jönköping, Sweden

The aim of this article is to discuss how toddlers make and use languages in preschool. This will be presented in three themes regarding Doing something together, make meaning of ideas and the expressive toddler body. The theoretical points of departure is based on Maurice Merleau Ponty’s mainwork Phenomenology of Perception (1962), Gunvor Løkkens (2000;2009) empirical toddler peer studies and Gunther Kress (1997) theories about the paths to literacy. A further aim is to discuss the didactical challenges followed of the toddler body turns the digitalized world of expression. We need more expansive theories in preschool practice about toddlers ways of use and make languages if it should be possible to arrange a preschool were it is possible for them to create meaning together.

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**Who is learning and allowed to be active? Why? What? How?**
Hartsmar, Nanny, Malmö University, Department of Natural Sciences, Environment and Society, Malmö, Sweden

What might subjects didactic considerations mean when working with children in preschool and early school years? Curricula and syllabuses lay stress on children’s various experiences and understanding of what is to be studied. in order to better understand the needs of the individual child and groups of children.
Studies like Comber (2001) emphasise the importance of teachers updating their knowledge about who the children are and the area they are living in. Studies like Bunar (2001); Runfors (2003); Lahdenperä (2004, 2006, 2008); Ljungberg (2005) and Skolverket (2005) shed light on and problematise childhood and adolescence in transition from an intercultural perspective and as a starting point for work with children and young people.

Findings from our literature review reporting the years 1995-2009 and from subject areas like Swedish, Mathematics, History, Science and Artistic subjects will be presented. The review is mainly based on doctoral theses, research articles and other research reviews.

Active citizenship and citizenship education may have the potential to empower individuals and groups. However, our review shows that the question about who the child is is set aside and seems to have scarce relevance to what is to be studied and why. Instead, research from different areas show that how to plan and carry out the work comes to the fore in most cases.

Relevance for Nordic Educational research: Issues raised in this paper show that there is a lack of and a demand for research into subject specific didactics related to childhood and to the learning needs of younger children.

**Shared life-world – a discussion about the learning pre-school child and active citizenship**

Westman, Susanne, Luleå University of Technology, Department of Education, Luleå, Sweden

*It appeared to me as a frightening fact that the children at our pre-school maybe did not see their possibility to influence even though we had tried to open for participation. I understood that in our eagerness we had taken children's perspective for granted. Instead the children had made their own strategy in order to do the best out of the situation... (pre-school teacher).* This quotation from a pre-school teacher can be seen as an example of the difficulties when working with participation in pre-school. Research shows that genuine participation is hard to achieve in pre-schools. Although the awareness among pre-school teachers concerning those questions has grown, it is often of small interest from the society to create places where the children have had an opportunity to have a say in matters concerning them or their community. Participation among the children then relies on the pre-school teachers working with them. How can pre-school teachers, within pre-school as an organisation, meet children with reciprocity, really listen to them and organize education in pre-school from their perspective?

Society and adults often talk in very generalizing words about what a child is, what children like to do or how children learn. This view stems from the development psychology, which has had a great influence in the field of childhood and early childhood education. Images or constructions of the child have changed from a poor and weak child to a competent child. Those images and lasting generalisations tend to sustain limiting obligations which makes truly listening, meeting and participation very difficult.

Inter-subjectivity is described as central in human meetings and can be described as our common interaction, negotiation and description of ideas and phenomenon in our every day life. The aim of this paper is to analyse and discuss the life-world as a theoretical concept related to the context of the pre-school, with a special focus on inter-subjectivity and how to understand “the learning preschool-child”. I want to highlight the possibility to move from representations and generalisations about the learning pre-school child towards the unique
network 3; early childhood research

child. I will also argue that the life-world entail the possibility to move from a perspective of “either/or” to a perspective of “both/and”, where the relations between for example body and soul, subject and object, individual and social, process and result are intertwined.

The theory of the life-world in general, and inter-subjectivity in special, becomes a condition for understanding the other’s subjective I - the unique meeting with the unique person in the unique situation. It is therefore important for the pre-school to really take the children’s participation into account. To meet the child as a unique person, and to really listen to the same, is a prerequisite to promote an active citizenship for the learning pre-schoolchild and therefore a relevant aspect when creating educational knowledge and new spaces for educational research in the Nordic countries.

"Press yes, if you want to become my friend” Children’s construction of alliances in the leisure time centre
Dahl, Marianne, University of Gothenburg, Department of education, Kalmar, Sweden

Aims of the research: The presentation is a report from a research project concerning how children create meaning in the leisure time centre. The overall aim of the study is to gain knowledge about the construction of alliances and the values and norms which are communicated. Values and norms which are maintained and upheld within and between alliances in autonomous activities are focused. Of specific interest is also how gender is communicated and constructed in the alliances.

Theoretical framework: The theoretical perspectives are social theory of learning and gender theory.

Research design: The study has an ethnographical approach and data from the fieldwork was collected during 7 months in a leisure time centre for 100 children. Data from 35 children is selected from two classes, year three, aged 9. The methods used in the study are participated observation, field notes and informal conversation with the children. The ambition has been to capture the children’s perspective.

Expected conclusions: The research findings show that the children organize themselves in different communities where alliances are formed with reference to agreement but also referring to rejection. The values communicated are amongst others: the right to be a member of the fellowship and the right to be appreciated as a worthy member. The gender aspects expressed both within and between the alliances appear in the shared repertoire of the children’s play and activities. It is also obvious that different environments communicate different expectations regarding girls and boys.

Relevance for Nordic Educational research: National research on leisure time centres has paid attention to questions about professions and cooperation with the school from the perspective of the teacher rather than studying the children and the activity. In Sweden 79% of the children aged 7-9 years are enrolled in the leisure time centre, but the right to a placement stretches up to 12 years. The National agency for Education has, on several occasions, drawn attention to lacks of quality in the leisure time centre. The increasing group sizes and the reduction of teachers that has been a reality among Swedish municipalities during the late nineties could be one explanation, but the need for research that focuses the sphere of activities inside the leisure time centre is obvious. It is worth to raise a question of quality also in a Nordic perspective and exchange experiences.
Looking back: children reflecting on their preschool experiences
Einarsdóttir, Johanna, University of Iceland, School of Education, Reykjavík, Iceland

Research topic/aim: The aim of the study is to increase knowledge of the perspectives of first grade children on their preschool experience and shed light on how children remember their preschool experience.

Theoretical framework: The study builds on the belief that young children have their own voices, the right to express their views, and influence their own lives and environment. They are competent and able to participate and express their opinions and views if appropriate methods are used.

Methodology/research design: Participants are 40 children, in two primary schools in the city of Reykjavík. The study employs qualitative methods that build on children’s competencies and individual differences. These methods include semi-structured group interviews where children were asked to recollect what was most memorable from their preschool years. In the interviews the children were asked to recollect their preschool experiences and what they found to be the most memorable. They were asked what they found most fun and most boring in preschool, what they found most useful, and if they had wanted to do something else in preschool. They were also asked when they were happy and excited in preschool and when they were unhappy and what they found the main difference between preschool and primary school. Following the interviews the children were invited to draw pictures on a piece of paper. On one half they drew what they liked in preschool and on the other half what they didn’t like.

Relevance for Nordic Educational research: Few studies have been conducted where Nordic children have been asked to look back and recollect their preschool experience. Thus, the research project will contribute to our understanding on children’s perspectives and their views on their education.

Children’s stories of Play
Oeksnes, Maria, Queen Maud University College, Education, Trondheim, Norway

Traditionally, children’s play has been explored through the views and understandings of adults who claim to speak for children. However, a persuasive discourse is often adopted by educators who seek to persuade us to believe that their direction of research is sound. The underlying ideological values attributed to these theories of play are subsumed and presented as facts about children’s play and make them sound self-evident. These theories have seen play as being primarily about learning and development rather than enjoyment. This has been identified as the rhetoric of play as progress (Sutton-Smith 1997). This play rhetoric seems to constitute how children should play and can be viewed as an exercise of power (cf. Foucault).

In line with Christensen and James (2008) we have to deconstruct the essentialism with which the study of children and childhood has often been approached. This includes the study of play. The present approach to play centers on the rhetorics of theorists rather than the narratives children tell themselves. In other words: Children have been excluded as informants about their own play. According to Christensen and James children are best suited to research children’s experiences. We need children to explain play to us. Good information, they claim, must start from children’s experience, but there is not much research to be referred to here. Based on this
the aim of my project is to explore childrens thoughts about their own play. My main research question is: How do children experience their own play in Early Childhood Education? It seems that we need listening to stories of children’s own play experiences. My approach to this study therefore will be to have conversations with children. The ideal thought is that children should be included in defining their own play, but my story of play is probably packed with my own values and intentions. How then can I be able to tell children’s stories of play in an ethical way?

Children’s stories of play may challenge dominant images of play. I may discover that there is little correspondence between children’s own narratives of play and those of theorists. Maybe I find that children have one rhetoric while “experts” have another. In short: Perhaps the children reveal a hidden transcript that represents a critique of power behind the back of the dominant (cf. Sutton-Smith 1997). But this resistance might not be a verbal rhetoric. Maybe telling plausible stories is not enough?

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**Development of learning and strategies to express and understand intentions in young deaf children with deaf parents.**

Roos, Carin¹; Falkman, Kerstin²

¹Utbildningsvetenskapliga institutionen, Karlstads Universitet, Karlstad, Sweden; ²Psykologiska Institutionen, Göteborgs Universitet, Göteborg, Sweden

**Research topic/aim:** The study presented here is an ongoing project funded by The Swedish Research Council. The aim of the project is to study social and communicative interaction between young deaf children and their deaf parents, focusing on factors assumed to be prerequisites for later mentalizing abilities and learning, in particular the development of strategies for expressing and understanding intentions.

**Theoretical framework:** Mentalizing ability is the understanding that all people have thoughts, beliefs and feelings which also govern their behaviour. Typically developing children acquire this understanding at a mental age of about 4 years. Earlier research has shown that deaf children of hearing parents are severely delayed in their development of mentalizing ability. One possible explanation is the lack of a common language for the early interaction between parents and children. Previous studies, mainly from other countries in Europe and Australia, show that deaf children of deaf parents do not show a similar delay in their ability to mentalize. Very little has been described in the research literature regarding early communicative strategies used by deaf children of deaf parents. The focus of the present research project is on early communicative strategies used by this group and the impact these will have on children's learning and later mentalizing abilities.

**Methodology/research design:** The study will be carried out using video observations of natural, as well as structured, interactive situations between parents and children. Structured situations will be based on the Early Social Communication Scale (ESCS) (Mundy, et.al., 2003).

**Expected conclusions/findings:** The results of the study are presumed to have implications for the understanding of learning and mentalizing development in deaf children of deaf parents, but also on early intervention programs for deaf children of hearing parents.

**Relevance for Nordic Educational research:** Children’s rights regarding learning and active citizenship will be discussed focusing young deaf children in deaf families.
An Icelandic research project on children adopted from China

Eli dottir, Jorunn, University of Akureyri, Faculty of Humanities and Social Science, Department of Education, Akureyri, Iceland

A new Icelandic research regarding adopted children from China will be presented. The main purpose of the research is to amplify knowledge and understanding concerning adopted children and their parents in order to provide more working knowledge which might benefit children, parents and professionals in Iceland. The aim of the research was to create a comprehensive overview of issues concerning children adopted from China and their parents. Also enhance knowledge and understanding regarding the needs of the children and their parents in order to support counselling and guided help to parents. Finally, to build up more knowledge of children’s need in order to enhance counselling and assistance to children in schools when needed. By using a net link the parents were asked to fill in a questionnaire online. The survey ended in august 2009, meaning that the preliminary results are very new. The research covers many different aspects which have to do with adopted children in general but also issues related specifically to children adopted from China. Few preliminary results will be presented at the conference which indicates a need for support and counselling to parents of adopted children especially in the first months after the adoption but also later on. Experiences from the other Nordic countries will be discussed in relation to this issue. The research showed also e.g. that parents and children have many common things they share and among the Icelandic Chinese-adoption community there is a strong sense of unity as well as interest to maintain a strong bond to the children’s heritage. The research raises questions regarding children’s identity in transnational (and transracial) adoption, as well as how important it is to build cultural bridges for internationally adopted children. The research also raises the questions of so called contradictory citizenship and if and how parents comprehend, reinforce, and manage those contradictions if it appears in children’s life.

The relationship of preschool teachers to parents

Karvelsdottir, Solveig; Saemundsdottir, Jonina

University of Iceland, School of Education, Reykjavik, Iceland

The aim of the research is to obtain knowledge regarding the cooperation between parents and preschool teachers from the view of the teachers.

Main research questions are: What are the attitudes of Icelandic preschool teachers to cooperation with parents? What are the main elements of the cooperation? Has there been changes in the cooperation in the last 10 years?

Theoretical framework: According to research on the cooperation of teacher and parents, children/students can benefit from such cooperation. Among areas that seem to benefit are development (Bo, 2001; Desforges, 2003; Nordahl, 2007), school achievement (Epstein and Sanders 2000, behaviour, interest in study and social competence (Jordan, Orozco and Avrett, 2001). Icelandic studies show that parents are interested in cooperation with school and teachers (Hjaltadottir, 2003, Audunsdottir, 2006 and Christiansen 2005). It is important that teachers have a good cooperation with parents that is based on equality and mutual respect (Arneberg and Ravn, 1995; Epstein 2001 Gestwiki, 2007 Olsen and Fuller, 2003).
Method: The results presented in this paper are part of a mixed method research consisting both of qualitative and quantitative method. In this paper part of the results of the qualitative part of the study is presented that is based on analysis of semistructured interview of 18 preschool teachers in the Reykjavik area.

Main results show that cooperation between parents and preschool teachers is both formal and informal. The preschool teachers seem to be quite alert to have their cooperation with parents on egalitarian basis although they have confidence in their professional knowledge of development, care and education of young children. The preschool teachers experience increasing professional demands, both from parents and their superiors. At the same time they feel that parents have increasing trust in their professional knowledge. The parents seek advice and support from the preschool teachers and sometimes they are the first professional they seek consultation from when they have worries regarding their children. The support and advice to parents of foreign nationality seem to be of particular importance and the preschool teachers seem to be functioning as a gateway for these parents to society and the resources and assistance they need.

Symposium title: Active citizenship : Childhood, learning and didactics
Childhood, learning and didactics (CLaD) represents a national research school and a national research network of researchers from different disciplines. It aims at stimulating pre- and primary school-related research, and at initiating studies of other learning spaces (ages 1-11 years). There is an obvious lack of Swedish (and Nordic) Educational research on subject matter didactics in activities involving younger children.

CLaD’s field of research includes professions which until now have had limited academic potential, and encourages higher education and research for (and by) teachers at pre-school, teachers at the primary and intermediate levels of the compulsory school, and teachers of art handicraft. Until now there has been a conspicuous lack of academically trained teachers (subject theory specialists, pedagogues) in these professions, and there is a demand for research into subject specific didactics related to childhood and to the learning needs of younger children.

Keywords: agency, content, critical didactics, curriculum, early childhood, learning expectations, learning opportunities, participation, societal change, democracy

Research topic/aim: This paper describes an ongoing research project that is framed by overarching questions such as: what are the guardians of the boundaries of childhood; how do these guardians function on a discursive level; and what, more specifically, are some of their safeguarding practices?

Theoretical framework: Working from the assumption that we make use of pre-existing forms of continuity to make sense of the human condition, the focus of the present study is to
investigate how the specific continuity of childhood is being told and retold through techniques labelled safeguarding practices. Theoretically the paper is informed by the philosophy of Gilles Deleuze, especially focusing on his critique on representation.

**Methodology/research design:** More specifically, the purpose of the paper is to investigate the mutual constitution of childhood and adulthood via a study on these techniques as employed in universal documents on children’s rights. As such, the methodology used is a form of discursive analysis focusing on certain narrative strands that seem to reappear from document to document. The investigated documents in focus are: the Declaration of the Rights of the Child of Geneva (1924), the United Nations Declaration of the Rights of the Child (1959), and the United Nations Convention on the Rights of the Child (1989). Furthermore, I will trace some of presuppositions about childhood as they reappear in material produced within the children’s right discourse and intended for Swedish preschool and school contexts.

**Expected conclusions/findings:** Some of the tentative findings include the dichotomization of childhood and adulthood and the intertwining fates of the child and the state.

**Relevance for Nordic Educational research:** I believe this research topic to be relevant for Nordic Educational research as it attempts to investigate the boundaries of childhood, looking closer at universal documents that are very much an influential presence felt within the national educational discourses of the Nordic countries.

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**Children’s questions during a science activity in preschool**

**Thulin, Susanne,** Department of teacher education, Kristianstad University College, Kristianstad, Sweden

Keywords: early childhood, science, learning, children’s questions, curriculum, content

In this study children’s questions during a science activity concerning what soil is, are analysed. The empirical study has its background in research on children’s learning (Pramling Samuelsson & Asplund Carlsson, 2003, 2008) and a new view of the Swedish preschool’s commissions (Ministry of Education and Science, 1998; memorandum U2008). Children are seen as active in their own learning and as developing on the basis of their own experiences in communication with the surrounding world (Pramling Samuelsson & Asplund Carlsson, 2003). In preschool, children shall develop knowledge about different contents, areas of knowledge. One such content is science (Ministry of Education and Science, 1998). Through the history of preschool, the object of learning has seldom been in focus of the activity. Instead, methods and attitudes have been given precedence (Pramling Samuelsson & Asplund Carlsson, 2008). With the curriculum of preschool and the government’s claim about an emphasised pedagogically task for the preschool (memorandum U2008/6144/S) the concern on children’s learning of different contents in preschool has increased. For these reasons, there is a need of a discussion about what a changed commission can mean and what pedagogical consequences it may have for activities in preschools and teachers actions. Questions about what may constitute a relevant content and didactic are on the agenda (Persson, 2008; Pramling Samuelsson et al., 2008; Thulin, 2006). In teaching contexts, the importance of the teacher’s questions is often pointed out. Several researchers call attention to the importance of so-called open questions where the child generates a reply, in contrast to so-called closed questions where there is a correct and expected answer on behalf of the teacher (Doverborg & Pramling Samuelsson, 2003). In an
investigation into what happens with the object of learning in preschool (Thulin, 2006), the analysis showed a discussing climate. However, when the communication was studied more in detail, a traditional pedagogy of an asking teacher and a replying child was visible. Questions by a child were often met by another (new) question from the teacher and the child’s question remained unanswered. Children risked to be left to their own search after sense and meaning. The results imply the importance of a more close analysis of what children ask questions about during work with a specific content. In this study, children’s questions during a work with a scientific phenomenon in preschool are studied. Children’s questions are here seen as an expression of their experiences and search for sense and understanding (cf. Marton & Booth, 2000; Siraj-Blachford & Mac Leod-Brudenell, 2003). The empirical data has been generated through video observations of scientific activities in preschool. Twelve children (3-5 years) and three teachers participate in the study. The results are presented on the basis of the focus of the children’s questions and discussed in relation to children’s perspectives, learning and the theme work over time. The results show that children to large extent have the actual (intended) content in focus and that children’s questions constitute an important didactic starting point when interacting about a specific content.

What is special for preschool education?
Jonsson, Agneta, Department of Teacher Education, Kristianstad University College, Kristianstad, Sweden

This paper aims to elucidate the concept the preschool’s special character in relationship to research concerning the youngest children and their teacher’s in preschool. Childhood sociology, childhood psychology and childhood pedagogy constitutes a background to questions around what a conserving and developing of the preschool’s special character from these perspectives could mean related to the youngest children's preschool education and their roles as active citizens. A theoretical mapping of Scandinavian preschool research shows that only a few of the studies concern the youngest children, which contributes to the direction of this papers interest. In national documents about the Swedish preschool, the concept the preschool’s special character is frequently used and is given several different meanings. The documents also point out that the special character should both be preserved and developed. In the goal-directed Swedish educational system this would be the responsibility of teacher’s to both preserve and develop. Therefore it’s interesting to study teachers talk about the concept. An interviewstudy with semistructured questions was carried out with 15 teacher’s who are working with children 1-3 years old in 5 different preschools. In this ongoing study I will discuss and analyze some of the findings in relation to different paradigms holding childhood perspectives.
During the past decades, the concept of education for sustainable development (ESD) has influenced educational policies on international, national and local levels. The United Nations Convention on the Right of the Child (UNCRC) states that children have the right to be involved and to be heard in matters that affect them. In Agenda 21, the UN agreement for global sustainable development, children are recognized as important participants in the shaping of a sustainable future. International research about education for sustainable development and children's agency in early childhood education is still very limited. The aim of this study is to explore understandings of children as active participants in ESD. The study draws on curriculum theories with textual analysis as the methodological approach. Applications for the award “School for sustainable development”, administered by The Swedish National Agency for Education, are analyzed, looking at different perspectives of children's meaning making and agency. The findings illustrate how children are constructed as active citizen in the applications. The presentation attaches special importance to citizenship, modern childhood, learning and didactics from a child oriented perspective. So far, the concept of ESD as a pedagogical content and practice in the Swedish preschool has not been discussed and problematized to any significant extent in scientific research. Therefore, it is becoming urgently necessary to scrutinize how constructions of global political agenda influence children’s everyday life in preschool.

Research topic: Children’s development and knowledge formation go on in several areas at the same time. As is known from research on children’s cognitive development, this is enhanced by their motor development and their increased abilities to move (cf Ericson). But also other areas of human living existence do have impact on children’s development, like the effects of socio-economic environment, their parents’ language proficiency and what cultural belonging they adhere to, to mention a few of those factors we recognize.

Children’s thinking of the surrounding world has been studied in a number of studies. Generally it is agreed on that children’s thinking often differ qualitatively from adults’, which was one of major results of Piaget’s studies during the 1920-ies. The explanations to such qualitative differences has been largely dependent on what philosophical frame of reference has been chosen. Piaget can be said to have biological frame of reference, Ericson a psychoanalytical, while Vygotsky is seen as a Marxist (history-materialist).

Aim: My presentation reports a study where the impact of cultural belongingness on children’s thinking is in focus. The study is a replication of a study by Steward, Furuya, Steward and Ikeda (1982) where preschool children in the United States and in Japan were investigated on their knowledge of the human body. In this study the participating children made drawings
on what they knew about what external parts should be part of a human body and what the inside of a human body should look like. Very young children have been known to know large number of external parts of the body. When it comes to the inside of the body the difficulties increase and children do experience less knowledge. Steward et al could show that the cultural backgrounds of the children did exercise impact on the children’s ways of describing the outside and the inside of the human body.

**Methodology/research design:** In the present study preschool children are first asked to draw what they believe are parts of the outside body. After that in a similar way they are asked to make a drawing of what the inside of a human body look like. The basic drawing of a human body and the instructions used by Steward et al is used in the Swedish study. The data (the drawings) are analyzed qualitatively in order to discern any qualitative differences among the children and if there are any effects of age or sex on the outcome. The outcome is also compared to findings of the Steward et al study. The outcome is presented and discussed at the presentation.

**Expected conclusions/findings:** The study is a replication of a previous study, where the outcome was explained by the cultural differences between USA and Japan regarding children’s knowledge formation. One interesting point is if Swedish children do show similar qualitative differences when compared to the children of the Steward et al study. Another interesting comparison is related to time and the fact that the previous study was published in 1982. A relevant question then is if Swedish children do have the same kind of ideas about the human body as the children of the Steward et al study had for about 30 years ago.

**Relevance for Nordic Educational research:** The study presented is important of several reasons. Firstly because the study deals with a topic of interest, of which we need more research. Then there is the comparison with the outcome of the previous study, where the impact of cultural belongingness was clearly visible. Furthermore, there is important to learn about what kind of knowledge development there exists among children during a time period of 30 year.

**Information visualization in school**

Stenliden, Linnéa
Linköping University, Department of Social and Welfare Studies, Norrköping, Sweden

**Research topic/aim:** The aim for this paper is to present and discuss a research project concerning “Information Visualization in Schools” and some results from an initial Pilot study. Due to technology, people are increasingly faced with the problems of filtering and interpreting enormous quantities of information. The information technology today produces and allows access to huge amounts of information. Information and communication technology (ICT) has in many ways changed the terms and structures for learning, especially for the younger generation. To develop strategies to handle the quantity and access to information and create an understanding of how children’s way of learning are connected to technology is therefore essential.

Information visualization technology is a research area which is aiming at illustrating information which for the eye is difficult to uncover or even impossible to perceive or interpret. Thanks to the visualization technology it is easy to create more easily understandable
foundations and contexts. When the user navigates in a visualized information flow several senses are activated. One of the areas where this technique still is not used at, all or just to a small extension, is in different pedagogical practices.

The study is aiming at investigating the technique of Information Visualizations in educational practices. The focus is to examine children’s experience, usage and learning when using an information visualization application.

**Theoretical framework:** A socio-cultural perspective on learning together with perspectives on the significance of visual aspects on learning are used as theoretical starting-points in this study.

**Methodology/research design:** The study is carried out in primary schools, in grade four to grade six. The information application used in the educational setting is a geovisualization application; “the GeoWizard Lite”. It is a component toolkit for dynamically exploring time-varying, geographically referenced and multivariate attributes simultaneously and to enable the capture of the interactive visual process into information packages. It allows the student to interact, analyze, synthesize and communicate their discoveries. Data will be gathered by the use of observations, interviews and collections of work produced by students.

**Expected conclusions/findings:** This paper will present some results and indications from the Pilot Study. Special interests are on the children’s ability to interpret and analyze information, to their creation of comprehensive pictures of the information, and to their expression of understanding.

**Relevance for Nordic Educational research:** Critical issues for society are to expand strategies for education of how to handle the overflow and access to information and to develop an understanding of the new generation of learners. There is hardly any research that investigates children’s usage of information visualization in school practices, therefore this study will contribute to the development of the scientific knowledge base for education. The impact of digital technologies on cognitive skills and on learning expectations, are new and important issues for research.

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**Children’s text-making**

Hermansson, Carina, Estetisk-filosofiska fakulteten, Karlstad Universitet, Sweden

Young children’s involvement in written communication show that children today are acquainted to a variety of communicative forms, i.e. written words, sound, images, layout, moving pictures among many others. Written words are now no longer the only central mode in texts that children are involved in, whether it is the printed page in a newspaper or news on a website, whether it is on sms, in advertisements or in formal documents. These early childhood literacy events of today are important issues for Nordic Educational research to investigate and interpret in order to increase the understanding of children as active citizens, as writers and readers who construct and reconstruct literacies in everyday practical learning situations.

Theses literacies of today can be constructed both for and by the children within an actively negotiated set of relations. As young children use combinations of different modes there is a need to understand the complex ways in which speech and writing interact with ‘non-verbal’ modes and this in its turn raise questions about how children actually do when making text-like writings. In my upcoming dissertation I will investigate how these writing events can be
interpreted to reveal how the children engage in making text-like writings in which they use various resources as a pen or a computer, movements of their body, verbal interaction but also the use of space and time. The intention is to make an ethnographic exploration of the understanding of literacy for young children. The aim of this presentation is to draw the attention to the question: How do young writers combine, assemblage, transform and negotiate different resources when making text-like writings? I will present data from a pilot study, aiming at exploring and guiding the design of an upcoming study during the year of 2010, of children’s text-making and their processes as writers. An ethnographical approach is used involving video and audio documentation as well as field notes. The focus is on how young writers, six to eight-years old, orchestrate their text-making and the use of different modalities, movements, space and time available in different writing events. When looking at the object of my pilot study, the children’s use of different modes and semiotic resources will be analyzed and categorized as an expression of orchestrating their text-making. My ambition in this presentation is to be explorative in the understanding of what early childhood literacy can be with special intention to modern childhood, learning and didactics.

Preschool children’s use of Mathematics in their play with computer games

Bevemyr, Mats, Linköpings universitet, Pedagogiskt arbete, Norrköping, Sweden

Research topic/aim: The aim of this paper is to give a broader understanding of what could constitute mathematics in preschool, and how it can emerge in 3-5 years old children’s play with computer games.

Theoretical framework: The study is placed within a socio-cultural framework and mathematics will be seen as cultural and social constructed as well as an activity in situ. Allan Bishop’s (1991) six fundamental mathematical activities - counting, locating, measuring, designing, playing and explaining - will be an analytic point of departure.

Methodology/research design: The research design involves video observations of children’s play combined with participant interviews with children playing computer games.

Expected conclusions/findings: The findings so far derive from a minor pilot study and indicates that children uses mathematics in their play with computer games in ways that are partly context specific. For example digital spatial perception often is used, and also strategic thinking related to the gaming.

Relevance for Nordic Educational research: In the new view of Swedish preschool’s commissions and in the political discourse concerning preschool education, learning and knowledge of Mathematics is pointed out as more crucial than ever. Refereeing to Persson (2008) there also seems to be a lack of Swedish (and Nordic) Educational research on subject matter didactics in activities involving younger children. By giving a broader understanding of what mathematics in preschool can be and how it can emerge in children’s play with computer games, I hope this paper can make a contribution to the research on mathematical didactics in activities involving younger children.
In this empirical study, we return to a common setting for psychological research and assessment, teacher (adult)-child interaction around simple objects. Rather than studying what can be said from such a situation about a child's development, these events are analysed as opportunities for learning. Applying a sociocultural psychology perspective, the interactive events between young children (1-3 years old) and their teachers in early childhood education are analysed as ‘tool-mediated activities’, that is, in terms of what activities evolve and what kinds of cultural tools are introduced and used. We discuss what learning opportunities are provided by these practices and the semiotic mediation of these cultural tools.

What values are upheld in Life Competence Education?
Löf, Camilla, Malmö University, School of teacher education, Malmö, Sweden

Research topic/aim: The aim of this paper is to analyse what values are upheld in the new school subject Life Competence Education, as interpreted by local school practices in Sweden. 

Theoretical framework: Life Competence Education has developed in Swedish schools over the past decade as a way of organizing the fundamental values of the Swedish school system. An important approach for the understanding of Life Competence Education is therefore the notion of broad didactics (Englund, 1997), in which education and classroom activities is contextualized with societal values. Moreover, an ambition with this school subject is to empower children and prevent them from a riskful society (Lee, 2001; James & Prout, 2006). This paper is part of the four year cross scientific programme Multi-Contextual Childhood, which is financed by the Swedish research council.

Methodology/research design: This study draws upon an ethnographic fieldwork (October 2006- May 2008), combined with video recordings and analysis of policy documents. The study is conducted in Malmö Sweden and includes three compulsory schools, which all have implemented Life Competence Education as a subject on the schedule.

Expected conclusions/findings: A critical analysis of local curricula shows how some personal qualities are highlighted as desirable. Consequently other qualities and behaviours are regulated through training. One paradox is that the values and normalities that are constructed in the school practices are based on local definitions and understandings of terms such as “culture” and “friendship”. Consequently these definitions emphaize that for example integration is relevant only for those that are segregated, rather than making integration a matter for the entire society. I will here argue for the need of reflection over whether these local values are in line with national curricula?

Relevance for Nordic Educational research: Life Competence Education is a new subject in Swedish schools, and there is little research on this phenomena. There is an emerging need for knowledge on Life Competence Education, both in relation to school agendas and related to childhood and children’s peer cultures.
Research topic/aim: This paper has the ambition to describe and analyze scientific discourses in and on classroom research. We are here dealing with a central problem in education as a science: How to describe and analyze pedagogical processes in institutionalized settings. Together with e.g. Gage (1963), and Westin (1993) we put teaching at the core of education as a field of study. As witnessed by e.g. Wittrock (1986) and Morine-Dershimer (2001) there is an overflow of perspectives and research paradigms here, which makes it hard to overview this research in terms of approaches and findings as well as reviews. This is to our understanding somewhat problematic for education as a discipline.

Theoretical framework: We focus here on observations on classroom interaction by means of video- and audio-recordings. Of special interest is here two early examples of classroom research – Didactic Process Analysis (Stukát, 1973) and Comparative Analyses of School Systems (Dahllöf, 1971; Lundgren, 1972).

Methodology/research design: Research biographies are combined with upstream citation analyses of this research.

Expected conclusions/findings: Based on this we present clusters of classroom research, which in different ways are positioning themselves in educational studies – in relation to scientific and professional expertise. These findings we discuss in relation to educational research as a social system (Luhmann, 1996; Leydesdorff, 2001) and different tendencies in terms of integration and fragmentation.

Relevance for Nordic Educational research: In this paper we are dealing with basic issues in research communication. This is of vital importance in research progress as well as in research cooperation much needed in the Nordic Countries.

**Trajectories of learning: Embodied interaction in change**
Melander, Helen, Uppsala Universitet, Pedagogiska institutionen/Dep. of Education, Uppsala, Sweden

**Research topic/aim:** Learning as changing understanding in social and situated activities is the subject of my paper. It is based on work conducted in my dissertation, which aims to take part in the development of a reconceptualization of learning that has been initiated within participationist perspectives on learning and development (Enfield & Levinson, 2006; Lave & Wenger, 1991; Sfard, 2008).

**Theoretical framework:** Multiparty interaction in situated activities is understood as a primordial site for the exploration of human action and cognition (Goodwin, 2000). Through the theoretical framework of Conversation Analysis (CA), a method for the analysis and description of trajectories of learning is proposed. Departing from a view of learning, interaction, and cognition as intrinsically related, learning is argued as gradually changing understanding in situated activities.

**Methodology/research design:** The empirical material consists of video recordings from a Swedish elementary school and pilot training. The recordings are analyzed using CA methods, including detailed attention to embodied features of interaction (e.g. Goodwin, 2000). The analyses focus the development of trajectories of learning through the participants’ orientations. The trajectories are based on topicalizations that are traced over time and the evolving co-constructions of contents of learning, where interactional organization and content are interrelated. Participants are shown to make relevant relations between past, present, and future actions and material settings in interaction with each other, and their ways of aligning and resisting participation and change are explored. A framework for the analysis of learning as embodied interaction in change is developed.

**Expected conclusions/findings:** The results underline the importance of including embodied action, as constitutive of the co-constructions of contents, into learning studies. The value of highlighting learning as co-construction and of anchoring the analyses in the participants’ orientations is moreover underscored. The results further the understanding of how people learn, and of how they make relevant knowledge and experiences in activity. The understanding of learning and change as action, which can be initiated, aligned with, and resisted, opens up for future developments within CA, where learning researchers might be able to describe more precisely how human learning is constituted.

**Relevance for Nordic Educational research:** The results emphasize and substantiate the value of empirically grounded research on learning and development, thereby furthering our understanding of processes of learning in and outside institutional settings in a shared Nordic cultural context.
The results presented in the paper have arisen from an ongoing PhD project on Gender and Identity started in 2005 and will be finished in 2010. Taking gender theories (Connell, 2003, 2008; Thorne, 1993) as a point of departure the overall aim of the dissertation is to explore constructions of gender in preschool, preschool-classes and grade one. In the analysis constructions of gender as they appear in children’s interactions and in children’s and adults’ interactions will be explored. Of particular focus are crossing and borderwork (see Thorne, 1993).

The empirical basis of the dissertation consists of two different kinds of empirical data presented in two studies. In the first study video recordings from the Preschool and School in Collaboration project [FISK – projektet] are re-analysed. The analysis takes its starting point from conversation analysis (CA) and for the first time the video recordings are analysed from a gender theoretical perspective. The second study follows the ethnographical tradition and consists of data collected from a separate fieldwork, mainly observations, carried out in a preschool-class. In Nordic (Swedish) research there are a relative lack of research concerning preschool classes, which is why a preschool-class where chosen for the second study.

In the analysis of the data three overall themes of particular interest in terms of gender have been identified: order and discipline, gendered categorizations and body and intimacy. The results both show situations where gender is less distinct and situations where borderwork are expressed. Previous gender research shows that it is often harder for boys than girls to cross gender boundaries. My results, however, indicates that boys more frequently challenge stereotypical norms and act in ways that normally not are expected for boys. On the other hand other children quite often question this kind of behaviour and gender boundaries maintain.

The aim of this paper is to discuss the possible relevance of language changes on the level of school organization on multilingual pupils’ language use. During the fall of 2009 there has been an intense debate about language domains and potential language loss among Swedish speakers in Finland. Regarding schools, the discussions have concerned the consequences of bringing Swedish and Finnish schools sharing the same buildings. The debate has focused both the risk of marginalizing the Swedish language and the possibilities connected to increasing contact across the language borders. In parallel with the public and political debate, teachers, and especially parents to pupils in these “language mixed” schools, have actively worked for language supporting measures. However, so far there are hardly any empirical studies about
the consequences of the organizational changes on the individual level of language use in this specific context.

In this paper, the relevance on the individual level of the changed language domains is studied through comparing video recordings of two bilingual children’s everyday language use before and after their Swedish school moved into the same buildings as a Finnish school. Based on a social constructionist perspective, the children are recorded in and outside school for two weeks with one year’s interval. The first year of the recordings, the class in question belonged to a Swedish unit; the second year it had been moved to a larger Finnish-medium school. In the presentation the children’s language use outside the classroom, e.g. at recess and in the dining hall, is focused. By following the same children, we are able to study the potential linguistic changes of language policy change in educational settings. The findings will contribute to a better understanding of the significance of the linguistic context on individual’s language use. The results are of immediate importance for the complex discussion about changing linguistic contexts, highly relevant for the organizations of the education in multilingual areas in the Nordic countries.

How to get Swedish speaking children to use Finnish? - Experiences of a researcher-teacher development work in a Swedish speaking school in Finland

Poern, Michaela, Åbo Akademi, Pedagogiska fakulteten, Vasa, Finland

This paper will present initial results from a researcher-teacher development work that focus on the teaching of Finnish in Swedish-speaking schools (grades 1-6) in an area dominated by Swedish. In the west coast of Finland it has for a long time been a problem to motivate Swedish speaking children to get in contact with and learn Finnish. In 2008 the teaching of Finnish was criticized in mass media for teaching children Finnish grammar instead of teaching them to use and communicate in Finnish. The result of a large enquiry that was carried out in the autumn of 2008 shows that the teaching of Finnish is still dominated by grammatical exercises and traditional school books, and is thus form focused.

Based on an interactional perspective of language learning the purpose of the project is to study the classroom interaction between the teacher and the students in Finnish language teaching sessions in order to find out the problematic and well-working teaching methods. The result is a better understanding of how to teach Finnish to Swedish-speaking children as well as improved teaching methods. The empirical material consists of longitudinal video recordings of eleven-year-old Swedish speaking children’s classroom interaction. The results show how different kinds of drama and other communicative classroom activities develop the children’s attitudes towards and communicative competence in Finnish.
Bullying interventions in practice: Negotiating moral aspects of social behavior
Svahn, Johanna, Uppsala University, Department of Education, Uppsala, Sweden

Bullying is an issue of international concern and in recent years there has been a growing interest directed towards its occurrence within school settings. In addition, a number of intervention programs have been developed over the last decades, which generates a need for researchers to evaluate their effect. However, even though studies of bullying and its interventions are prevalent in both the psychological and educational research disciplines, we still know little about how the prevention and interventions for obstructing bullying is organized and implemented within school settings.

The school system strives to achieve equity and inclusion on every level, but at the same time conflicts are a natural part of the social lives of children. In this presentation I focus on how questions concerning social processes is raised within these types of interventional practices and on how moral aspects of social behavior are brought up for discussion. The empirical data used, draws from video recordings of one school class in a Swedish multiethnic school, documented during a period of one school year. The documentation includes children-teacher interactions from a variety of interventional- and prevention- activities related to the social dimension of the children’s everyday life in school. The ethnographically based work integrated with methodologies for studying interaction developed within CA is critical to the analysis (Evaldsson, 2007; Goodwin, 2006).

The analytic focus lies on studying the institutional interactions within these practices in order to explicate the ways in which certain institutional tasks are carried out through the management of actions in context (Arminen, 2000) and how institutional imperatives are given significance through factual orientation to them (Heritage, 1993). Some important aspects of the presentation is to illuminate how the local moral orders are constructed when adults get actively involved in the children’s social interactions and what happens when the institutional rules sometimes conflict with the social norms of peer groups.

Socialization, identity and knowledge processes in upper secondary school
Mostafa, Hanne Sæthren, University of Oslo, Department of Teacher Education and School Development, Oslo, Norway

Research topic/aim: This paper is about socialization theory and the analysis of identity and knowledge processes related to education.

Methodology/research design: It is part of my doctoral research project which is a qualitative study based on interviews with eighteen to nineteen year old pupils. I look into what kinds of knowledge the interviewees find important, and for what reasons. I investigate into how the informants’ identity processes are framed by the school context, and what forms of knowledge they see as important to their identity and self expression. The context of research is upper secondary education in two different areas of Oslo. One area is an economically affluent Western side, with a homogenous ethnic population, and one is a multiethnic and less affluent population in the Eastern part. Differences in the informants’ social and economic
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backgrounds, as well as cultural and ethnic origins hence provide the study with variation in background factors.

**Theoretical framework:** The relative importance of the school in pupils’ socialization processes, is of focal interest in the study. Identity construction and knowledge formation are inherent to the concept of socialization. The socialization theory of Anton Hoëm (see 1976, 1982) addresses socialization in relation to education, and what forms socialization in schools. Ingrained values and interests might be in common or in conflict between the pupils and the school, and thus have an impact on the socialization processes of the pupils. Additional theoretical perspectives are included in the analysis in order to address identity issues more specifically, as well as globalization in relation to education and youth in the twenty-first century.

**Expected conclusions/findings:** Socialization takes place against the backdrop of, and within, social contexts. The main context here is school and education. Other life contexts emerge in the empirical material as important in relation to the main research context. Certain kinds of socialization, like gender and social class socialization are seen to interact with the role of the schools in the socialization processes.

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**Democracy as intention and experience: examples from schools in Sweden and the United States**

Eklund, Monica¹; Nelson, Wade W.²

¹Halmstad University, School of Teacher Education, Halmstad, Sweden;
²Winona State University, Department of Educational Leadership, Winona, United States

**Research topic/aim:** We are interested in the relationship between the intention for and experience of democracy in schools.

**Theoretical framework:** Our theoretical framework is an historical one emphasizing the importance of participatory democracy in school. We believe that the purpose for schooling can be and must be specified so that schools communities can focus their actions on the pursuit of the imperatives of education. Many of the education writers who have addressed the broad purposes for schooling have arrived with Dewey at the conclusion that “… democracy is the most important among all the possible philosophical and political sources from which public school purpose can be derived” (Raywid, Tesconi & Warren, 1987, p. 16.)

**Methodology/research design:** We have recently completed an international research collaboration designed to observe schools in a number of Swedish and North American communities to inquire into the perceived democratic intentions and the actual democratic experiences of the constituent groups in these schools. In our research we used a qualitative design employing both survey and interview tools to uncover the intentions and perceptions of schoolteachers and leaders. In addition, we used “participant observation” (Fine & Sandstrom, 1988) strategies in selected schools and classrooms to explore the application of stated principles to observed practices and, ultimately, experiences in schools and classrooms. Over a period of three years we employed our observation and interview strategies in three schools in Sweden and three schools in the United States. We stayed a minimum of five school days in each selected location.

**Expected conclusions/findings:** The purpose for our research in democracy and schooling was not intended to draw general conclusions about schools or school systems in participant
countries or to compare or make judgments about different school systems in different countries. Rather it was our goal to better understand the relationship between intention and practice in the selected learning environments. While the schools we observed in two countries provided students with healthy learning environments, directed by caring and capable teachers and revealed varying degrees of opportunity to learn about and experience participatory democracy, our research found that there was, in some of the schools, a surprising and disappointing lack of understanding about the fundamental purpose of schooling and a neglect of the compelling moral purpose of democratic education. Surprising because school is the chief agent for social transmission and disappointing because the power of moral purpose is lost when teachers and leaders are unable to build and articulate a shared covenant of democratic values. We feel, in fact, that all of the schools we observed could improve their service to children and society by working to better articulate their purpose and by more closely connecting every aspect of the school environment to the purpose of establishing participatory democracy in the school.

**Relevance for Nordic Educational research:** We think our research is relevant for this Nordic congress about active citizenship because the knowledge base being built on this topic is not isolated in a Nordic context but is of interest also to researchers from other countries. We have found that the cooperation between a researcher from Sweden and another from the United States can bring varied and improved perspectives that result in a deeper understanding of schools, their purpose, and the experiences those schools provide for all their constituents.

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**Active citizenship: normativity and school practices**

*Cadei, Livia, University of Macerata, Faculty of Educational Sciences, Macerata, Italy*

Citizenship as a process of active participation in the community and the communities of affiliation and as a complex of knowledge, behaviors and feelings of the individuals, orientates to specify the acquisition and the employment of the competences that make real and effective the acting as a citizen. In this direction, from the educational and formative context, as a privileged place of development and promotion of the identities and the individual and collective affiliation, it is pointed out the urgency to rephrase the pressing questions regarding the aims as well as the methods of the education to citizenship.

Citizenship education is one of the most meaningful aim that the new institutional and didactic regulations give to the school system of our State (Italy) and it particularly involves the curricula organization and transmission, radically thinking over the sovereignty, membership and territory concepts. The school and University education responsibility is that of giving a contribution to the planning of educational environments which know how to promote efficient cultural models for this more and more globalized society and at the same time it should promote educational processes through experiences directly in the field, investigation, choices and actions in a local context. The promotion of an active citizenship is, also, in line with the pedagogic objectives, didactics and formation of the school. The teaching-learning process should assume an educational dimension of an active and participated citizenship, replying to three fundamental principles: supporting, responsibility sharing and integration. These principles are the foundations of a Local Government aiming at sustainability and stressing that the local planning and the individuals’ participation to managing the territory
are the only tools which allow a sustainable development. To examine these goals, this paper faces some aspects of being and feeling a citizen through a theoretic-practical phase and an applied one addressed to the school to verify the validity and potentiality of some strategies and experiential approaches elaborated and followed by trainers. In this perspective will be privileged the analysis of the experience of new models and methods of community development, of different ways to manage the conflicts and consideration of one’s own interests, in order to promote the elaboration of meanings, to activate the construction of the identities and the competences. Such experiences will be analyzed according to their historical and cultural background, trying to evaluate the adequacy of the pedagogical proposals as well as the didactic and relational methods that has been used in consideration of the target: a single person, a group, an institution, etc. Both the educational effectiveness and the reflexivity on the meaning of the outcomes will also be taken into account. For what concerns the development of the education to citizenship within an active participation, the scholastic institutions, together with the families, definitely play a strategic role. They represent a crossroad of experiences giving access to the community and to the active partaking of it. The teachers become prominent in their role as facilitators for the achievement of knowledge, positive behaviours and sentiments that can convert the participation of the citizen to the social activity into a real and effective commitment.

Marie Nordberg & Tomas Saar, Karlstad University, Sweden

Democracy and citizenship have since long been taught and trained in Swedish schools and are today exaggerated in the Swedish curriculum as important tasks for teachers. This includes fostering of common humanistic and democratic values and equality, as well as the forming of democratic organisations, pedagogical methods and relations in the individual schools. But what happens in everyday situations when democracy training and values education are confronted with new conservative pedagogic leadership models and a neoliberal performance and market oriented educational management model and other conflicting discourses? This paper, which is informed by post-structural feminism and post-Marxism discourse analysis (Gramsci 1981, Laclau & Mouffe 1985/2001), takes an empirical point of departure in ethnographical classroom research in an upper secondary school and in a primary school. In the analysis two situations are discussed with regard to how the democracy and citizenship training is effected and regulated by the new economic and market oriented education management model, the performance paradigm, the new patriarchal leaderships models and the new conservative education policy. The aim is to describe how teachers in Swedish schools today increasingly are placed in a position where they are forced to negotiate and handle pupils’ democracy and citizenship training in a conjunction of conflicting marketing, democracy and childhood discourses. In one part of the paper three different citizenship and democracy concepts are critically scrutinized and compared: Habermas’ consensus model, Englund’s deliberative democracy model and Laclau & Mouffe’s plural democracy model. Furthermore are pupils’
possibilities to agency in those concepts critically discussed. The concepts are also discussed in relation to the teachers’ actions, and the discourses about citizenship and democracy taught in situations observed. The results show that pupils today on the one hand are taught democratic principles and are encouraged to act and protest, discuss problems, be observant and critically question injustice and inequality. On the other hand are pupils as well as teachers and headmasters today increasingly silenced and disciplined through the hegemony of the performance paradigm and the democracy and citizenship concepts conjuncture with the new economical educational management and new patriarchal discourses.

Gendered strategies when working individually in math and science classrooms
Dalland, Cecilie, University of Oslo, Faculty of Education, Institute for Educational Research, Oslo, Norway

Research topic/aim: What kind of strategies do girls and boys make use of when they are working with work plans?
Theoretical framework: During the past decade, the Norwegian educational policy has been concerned with the fact that boys are underperforming when compared with girls, and that they are continuing to lag behind especially in reading achievement. Even if this academic gender gap is an international phenomenon (Ofsted, 2003, p. 327), one common point of view is that the Norwegian compulsory school has failed the boys’ educational needs by not being able to integrate them when organizing the classrooms and that they have created learning environments that discriminates against boys. This has led to a heated discussion about the educational system and the use of different teaching methods. Nordahl and Sunnevåg (2008) claim that the extensive use of different individualized teaching methods has lead to a wider academic gender gap in the favour of girls. The substantial use of work plans which gives students more responsibility for their own learning and at the same time demands a great deal of self-discipline, have contributed to how boys lag behind their female peers. The use of work plans in Norwegian schools addresses an important dilemma. While boys respond well to lessons where the teachers make use of clear learning objectives, short-term tasks, and tightly timed activities with clear targets (Ofsted, 2003), girls respond well to lessons where they can collaborate, discuss, and promote their own learning (Younger & Warrington, 2002). The work plan requires that the students are able to plan and self-regulate, strategies which seem to come more naturally for girls. Quite a few boys often demand immediate feedback on tasks and assignments (Gipps, 1996; Younger et al, 1999), which is quite difficult to meet in a learning environment based on the use of work plans.

Methodology/research design: My analysis draws on already collected material from the PISA+-project (PISA+, 2009), and is based on videotaped interviews with 53 girls and 46 boys. The students are from five 9th grade math- and science classrooms in Norway. The interviews were first transcribed according to thematic organized questions. After transcribing the interviews, the answers given by the students were organized and grouped according to gender and school. The interviews were then qualitatively analysed to identify typical strategies used by the students when working with work plans.
Expected conclusions/findings: Girls and boys strategies in relation to work plans are:

Girls
- They cooperate during study lessons and normal lessons.
- They work quite a lot during study lessons.
- They work with mathematics when study teacher is present.
- They discuss solutions and procedures.
- They distribute the tasks evenly throughout the period.

Boys
- Rarely discuss and cooperate – work individually with the work plan.
- They work a lot at home.
- They work with mathematics even if the subject teacher is not present.
- They rarely discuss solutions and procedures.
- They postpone the work until the last couple of days.

Relevance for Nordic Educational research: Sweden and Norway are the two main countries which heavily use work plans (called “own work” in Sweden) in the education of the pupils. At the same time PISA (2006) and TIMSS (2007) provides data showing that these two countries have had the greatest fall in students’ performance on international academic comparative tests (Gronno & Onstad, 2009; Kjernslie, Lie, Olsen, & Roe, 2007). The extensive use of work plans in Norwegian classrooms might be one out of several factors that contribute to this situation. However, the evidence of what kind of impact the use of work plans has on the learning environment is limited.

Circle time: new way to organize whole class teaching?
Bjørnestad, Elisabeth
Oslo University College, Faculty of Education and International Studies, Oslo, Norway

Research topic/aim: In my PhD study “Seksåringenes klasseromsaktiviteter”, based on four Norwegian first grade and four Swedish preschool-class classrooms, I find a frequent use of circle time as a main activity of instructions format conducted by the teacher. The findings show that circle time been established as a ritually part of the school day. All classes started the day with circle time with duration around 15 – 45 minutes. The circle time take mostly place on the floor, in the carpet area, located away from the pupils’ seats. If we take a closer look circle time involves of themes and sub-activities. After analysing the content inn all eight classes circle times during one week – it seems to be ten sub-parts that represents the circle time: roll call (register), song, calendar/almanac, reading aloud, schedule of the day, information, pupil narratives, theme, subject matter and instruction ahead of next lesson. In addition, I find that question and answer sequences are more frequently in the circle time than in any other activity during the day. Further, it seems as there is a rapid change of subject and contents (components) in the same circle time, characterized by ‘snap shot’ or ‘Sesame Street’ pedagogy, where the teacher is ‘jumping’ from one topic/theme and school subjects to another.

Theoretical framework: From studies of interaction in school, traditional whole class teaching is often defined as the teacher stands in the front of the class and the pupils seated in rows and
pairs at their desks while the teacher gives a lecture or instructions related to a subject, etc. Alexander (2000), states that the main procedure for whole class teaching is instruction and teacher-led discussion.

**Expected conclusions/findings:** Considering that the circle time has been a ritually part of the school day – and is the main activity conducted by the teacher and also where school subjects, instructions and frequent use of question and answer sequences is an integral part and despite the arrangement, it will be tempting to define this activity as whole class teaching. To pursue this thought I have observed and analysed the use of circle time both in kindergarten and in year 6/7. Further, I will compare the use of circle time in the respective grades to see if there are some similarities, which can be a point of departure in the discussion concerning the interpretations of circle time as a new form of whole class teaching. Based on the above-mentioned sub-parts, I will also look at what kind of subject matters is most prominent in the respective grades circle time.

**Methodology/research design:** The study will be empirically oriented and primarily based on observation.

**Relevance for Nordic Educational research:** Findings in this study will contribute to highlight research related to primary education in a Nordic dimension. Further, it also gives us the opportunity to discuss new forms of classroom activities across the Nordic countries.

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**Teachers’ understanding and use of a learning theory**

Gustavsson, Laila; Holmqvist, Mona; Marton, Ference

1Kristianstad University College, School of Teacher Education, Kristianstad, Sweden;
2University of Gothenburg, Learning and teaching unit, Gothenburg, Sweden

In a praxis-oriented research project a group of teachers (3) worked together with researchers to improve their teaching and to develop their understanding of a learning theory. The project was introduced as an in-service training for the teachers and the method used was Learning study. The aim of the research was to study the teachers’ development. Because of the iterative process of a Learning study it appeared to be an appropriate method for data collection as well as a model for the in-service training. A Learning study had to be associated with a theory of learning and in this case variation theory was chosen. In variation theory, learning is defined as to develop an ability to see something in a new way and the basis of the study is that learning always is the learning of something. The learning object for the teachers was to develop their understanding of the theory. At the same time they were carrying out three Learning studies during the years 2003-2004. The theory focuses on the distinction between an intended object of learning, an enacted object of learning and a lived object of learning. The studies were carried out in Literacy with Swedish as the First Language and the students were 11 years old. In the second Learning study the intended object of learning was to develop the students’ abilities to discern when it is suitable to use the question mark instead of a full stop or an exclamation mark at the end of a sentence. When planning the first lesson the teacher with the longest experience claimed she wants to work with one mark at a time as she was used to while the researchers, following the variation theory, advocated a simultaneous use of all three marks. Thanks to the iterative process the teachers had the opportunity to develop the forthcoming lesson and here it got obvious it was more successful to simultaneously contrast...
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The three marks. The reason for the teacher just to contrast two signs was that she was afraid of confusing the students. She had been a teacher for many years and she was used to take one thing at a time. She had developed her own personal theory or praxis theory and the variation theory challenged her thoughts about instruction. A result of the study concerning the teachers’ learning is that they developed their ability to focus on the content and the ways in which they believed their students would understand it. Positive differences in the students’ learning followed the observed change in the teachers’ discussions.

As a conclusion you can say it is possible to carry out a praxis-oriented research project where teachers and researchers work together to develop the teachers’ pedagogical knowledge. It is also possible for teachers to be contributors in a developmental process of the school.

Oral skills in 9th grade classrooms
Svenkerud, Sigrun, Buskerud University College, Teacher education, Hønefoss, Norway

Research topic: How do teachers teach and students learn oral skills in 6 different Norwegian classrooms?

Theoretical framework: In the national curriculum and the preceding Stortingsmelding 30: “Kultur for læring” (White paper: Culture for learning) the intentions for the oral skills education are being described. The developments of oral skills are emphasized to help students to be active participants of the democratic society.

There is a limited amount of research about how much oral skill work there is in Norwegian classrooms. Most of the Nordic studies that deal with oral skills in schools are case studies (Palmer 2008, Haugsted 1999, Aukrust 2003, Penne 2006, Løvland 2006) and many focuses on the classroom discourse. The exception is one more comprehending study by Hertzberg (2003), where she is investigating to what degree the teachers were teaching oral skills, and to what extent the teaching included concrete text specific guidance.

Methodology/research design: The research project is based on analysis of video recordings from a large research project, called the Pisa+, carried out at the University of Oslo (Klette, et al., 2008). I have studied some of the recorded lessons from this project; 43 norwegian lessons from six different classes. The lessons have been categorized by Videograph (software from IPN, Kiel), to find out the frequencies and different forms of oral work that occurs in the lessons.

Expected conclusions/findings: Two types of oral work gain distinction, that is presentations (lecture, speech or discourse) and workshops (work in groups preparing an oral sequence), which total constitute more than 80% of the time spend on work with oral skills in the observed classes. Other oral work forms like debates and meta teaching on oral skills occur rarely.

Relevance for Nordic Educational research: I find that oral skills seldom are the subject matter in the norwegian lessons. The students gives different forms of presentations in front of their classes, but there is little focus on what the students are supposed to learn, the meta linguistic aspect is almost absent, and the feedback the students gets from the teachers are general and short.
Research topic, Theoretical framework and Relevance for Nordic Educational research: Young peoples’ lack of interest in science and science intense educations are a big concern for many stakeholders in western societies (e.g. Sjöberg & Schreiner, 2005). This has led to a call for a renewal of science education, with the aim of making more students feel that science is of relevance and importance for themselves, and for the society as a whole. There has also been an increasing acknowledgement of the importance of scientific knowledge among people, to make an active, and informed citizenship possible. Because of that many researchers in the field of science education suggest that work with “socio-scientific issues” should be included in the teaching of science (Sadler, 2004). To include “socio-scientific issues” in the teaching of science prepares youths to deal with questions that they will meet as citizens. It is also a way to make science relevant for greater numbers of students. Yet another strategy to make science more appealing, and promising for meaningful learning, is to integrate new technologies (ICT) in the teaching.

Methodology/research design: This article is a report from a pilot study within the European project, CoReflect (www.coreflect.org). In the CoReflect project– groups in Cyprus, England, Germany, Greece, Israel, Sweden and the Netherlands are developing, implementing and evaluating teaching sequences using the web-based platform STOCHASMOS (Kyza & Constantinou, 2007). The interactive web-based inquiry materials support collaborative and reflective work. The project methodology is based on the idea of design-based research. The teachers are engaged throughot the project. The learning environments are iteratively tested and refined, first as pilot projects, then during local implementations, and finally during implementations and synthesis work at the European level. Data exists in form of audio recorded group discussions, students written documentation, surveys and interviews.

Expected conclusions/findings: All learning environment are focusing “socio-scientific” questions. In the presentation at the conference we report from the design and implementation of the Swedish learning environment. We are focusing socio-scientific issues in an astrobiology context. Students are working with two driving questions Should we look for, and try to contact, extraterrestrial life?, and Should we transform Mars into a planet where humans can live in the future? Both questions include a scientific dimension (Is it possible?, Different ways to proceed? etc), but also economical (Resource priority – should we spend many on this?), safety (For humans? For life we find?), and ethical issues (Is it alright to interfere in nature (other planets and possible life)) are relevant. The students working with these issues are in their last year of compulsory school (9th grade, 16 years), and work together in small groups. Results from the pilot study suggest that most student groups come to the decision that we should not try to contact extraterrestrial life, and we should not try to change Mars. Students’ arguments include both scientific arguments and other kinds of arguments. During the presentation we report from the student groups’ decision making and the arguments used during their work with the driving questions.
Research topic/aim: The overall research question in my study is: How will the transition to digital work plans influence teaching in primary classrooms? The aim of this study is to investigate how the teachers utilize new opportunities through the digital tool regarding teaching and organizing learning activities, and how this impact on the use of work plans in general.

Theoretical framework: Drawing on a sociocultural perspective, I plan to use Activity theory stemming from Leontjev (1978), inspired by Vygotsky (1978), later elaborated by several, especially Engeström (1987, 1999) as a theoretical framework and tool in the process of analysis. Activity theory combines different levels of analysis and include several relations between actors and tool in order to describe processes of change within an activity system, e.g. an institution (Rasmussen & Ludvigsen, 2009). Activity theory is expected to be helpful both in keeping the direction of analysis in this study and revealing prospective chances in the teachers practice.

Methodology/research design: The study is planned conducted as a single case study where Redmount Primary School (here made anonymous) represents the case. It is located on the outskirts of Oslo in a middle-class rural district and has about 150 pupils. The schools teachers have used text- and paper based work plans for the pupils for over 10 years and they are now introducing the use of digital work plans. The collection of data is planned done as a series of five collections during a year time, where I especially follow two different teachers through interviews, logs and observation. In between the series of data collections, I will be able to follow the development of the digital work plans by logging into the digital tool as a fictive teacher and/or fictive pupil member.

Expected conclusions/findings: When the work plan for the pupils are digitalized and in use, it is expected that the practice of using work plans for the pupils will change. Other opportunities for organizing learning activities is expected to unfold, compared to before the digitalization of work plans.

Relevance for Nordic Educational research: Ever since the early 1930s individualized and adapted education has been focused on as an important means and end in Norwegian educational policymaking (Klette, 2007). Within American progressivism (Dewey, 1916; Parkhurst, 1922; Washbourne, 1937) we can find individualized and adapted education rooted in theory of teaching and learning. The use of work plans for pupils can historically be placed within this educational tradition (Dalland, 2007; Klette, 2007; Steen, 2007). During the 1990s the use of work plans for pupils in Norway has expanded tremendously and can be seen as
one of the most important reasons for the extreme degree of individual and private working methods among pupils in today’s classrooms (Klette, 2003; Klette and Lie, 2006; Klette and Lie et al, 2008). We find much similarity to the working method and degree of extensiveness in Sweden, often called “own work” as opposed to “work plan” in Norway (Carlgren, 2005; Ståhle, 2006). Klette (2007) points out that this can be related to an increasing extent of heterogeneous groups of pupils and an expanded field of responsibility for the teacher. Thus, the use of work plans for pupils can be considered as a solution to challenges related to demands for adaptive education within the unitary school system. The solution, however, reveals other problems. Recent research has revealed that the goal of fulfilling adapted education through the use of work plans in schools endanger problematic consequences as individual privatized forms of learning and seemingly low learning intensity (e.g. Klette, 2007; Bergem, 2009). Therefore, new knowledge about future use of work plans and consequences for teaching is considered valuable.

Teaching Tuesdays after 11:00: A discussion of measurement bias and trend outcome regarding instructional feedback in 2500 Norwegian classrooms in the OECD TALIS survey

Carlsten, Tone Cecilie¹; Aamodt, Per Olaf²

¹University of Oslo, Institute for Educational Research, Oslo, Norway; ²NIFU STEP, Studies of Innovation, Research and Education, Oslo, Norway

Although large-scale international surveys are perceived as essential in advancing the field of educational planning, such measurement tools are often referred to as a shortcoming when it comes to providing trend conclusions on the quality of teaching and learning in classrooms (e.g. Berliner 2002, Constas 2007). This seems to be an inevitable criticism emerging in discussions of self-report bias that accompanies the advantages of data easy to obtain. The criticism is also linked to the degree to which conceptualizations are sufficiently compatible with those deemed relevant in qualitative explorations on the same topics. The aim of our paper is to take a closer look at the validity concerns related to self-report bias in large-scale international surveys when trying to capture teaching practices at a classroom level. We put the emphasis on what such surveys promise in terms of their purpose to play a part of a scientific knowledge base for education, and a part of a useful toolkit aiming to advance educational planning. For pursuing our examination, we take the design and findings of the first OECD Teaching and Learning International Survey as our case (OECD 2009; Vibe, Aamodt and Carlsten 2009). The benefits of this survey, in contrast to other large-scale surveys such as PISA and TIMSS, is that it serves our purposes of not looking at individual student outcome, but rather what it may or may not tell us about professional conditions for teacher learning and teaching in their own classrooms and school environment. Based on a methodological review (e.g. Abbott 2005; Donaldson and Grant-Vallone 2002, Shadish et al 2002; ), we argue that general indicator-driven research on educational quality in classrooms is problematic on several accounts. We claim that since the nature of measurement bias seems to vary across constructs of instructional feedback and subject knowledge areas, such bias is better understood when studied in relation to more specific constructs and disciplines. As an example, we then approach the TALIS material in two distinct ways. First, we examine the data according
to the general indicators. Findings provide us with clear patterns that teacher-report on instructional feedback is low in daily classroom work with students. This result seem to be supported by earlier cutting edge research within the field (e.g. Black and Dylan 1998; Hattie and Timperley 2007, Klette 2007). Second, we explore the same topic on teacher feedback to students according to the specific questions that TALIS has asked according to a given school subject taught on a given day (Tuesdays after 11:00 pm). We correlate the findings on feedback frequency according to specific school subjects, and discuss why the findings then raise other and perhaps more interesting questions related to instructional quality than what we may find with more “global” indicators. The paper contributes to the Nordic dimension in the congress by discussing rigorous large-scale perspectives on educational research using Norwegian lower secondary teachers as an example. As such, it aims to bring onto the scene a more nuanced understanding of the advantages of international subject-specific survey designs related to insights into classroom research.

Talk about content on two continents
Wennås Brante, Eva, Sektionen för lärarutbildning, Högskolan Kristianstad, Kristianstad, Sweden 67

Research topic/aim: Studies carried out in Sweden show that Swedish teachers during collaboration time when planning teaching activities tend to focus on practical matters or methods. Discussions about what the content they are about to teach consists of, and what it takes to learn an ability or phenomenon are practically non-existent. The aim of this study is to find out if there is a difference between Swedish teachers and teachers from Hong Kong, whose pupils have high scores in the PISA-study, according to their focus while planning to teach an object of learning.

Theoretical framework: The study is inspired by the variation theoretical framework, which “focuses equally on what teachers do and what students learn at school” (Holmqvist, Gustavsson & Wernberg, 2008, p. 111), since teachers’ way of presenting the intended object of learning is of great importance. In order to present what is aimed to learn in a powerful way, teachers need to clarify what the object of learning is about – what do pupils have to discern, to understand the object of learning? If teachers do not take into account the content and how it is discerned by the pupils and instead focus on the organising part, they reduce their possibilities to succeed in learning.

Methodology/research design: Nine semi-structured open-ended interviews have been conducted with Swedish teachers teaching grades 3 to 6 and ten interviews with teachers teaching the same ages in Hong Kong. The teachers were all asked about their planning and what they focus on before, during and after teaching a literacy lesson. The answers have been transcribed and analysed. The analyse has generated categories, based on phenomenography (Marton & Booth, 1997), constituted by the qualitative different ways the teachers expressed their experiences of the phenomena, and thereafter arranged in categories depending on their ways to understand the phenomena.

Expected conclusions/findings: The results of the interviews with the Swedish teachers showed that only a minor part of the talk concerned what it takes to learn a specific object. The teachers chose mainly to describe what they had done, instead of their thinking before the lesson was carried out.
The results from the interviews with the Hong Kong teachers are not yet processed. **Relevance for Nordic Educational research:** Sweden has lately dropped in the PISA-study so it is of great interest to find explanations to this, from different perspectives. To compare the ability to discuss and focus on the content during a lesson is one way to approach the matter.

**Mediating policy aims into learning outcomes: a comparison of Danish and English teachers’ expertise in educating the future citizen**

Hohmann, Ulrike¹; Dorf, Hans²

¹Faculty of Education, University of Plymouth, Plymouth, United Kingdom; ²School of Education, Aarhus University, Center of Compulsory School Research, Copenhagen, Denmark

Education is seen as the key to empowering young people and enabling them to act as active citizens now and in the future. These aims are established as part of the national curriculum in England, just as educating pupils for a democratic society is part of the official goals of the Danish school. The aim of supporting students to become socially integrated citizens also features in teachers’ discourse of their responsibility towards their students and in the kinds of relationships they develop with young people. In practice they have to mediate between historically and po-litically developed contexts of schooling, regulations and constraints, contemporary discourses of teaching and their ideal of teacher student relationships.

**Methodology/research design:** The paper is based on the results of a pilot study undertaken by a team of English and Danish researchers, which is the initial step of a larger study, ‘Identifying, comparing and analysing teacher expertise’. A limited number of secondary school teachers of English and Danish were identified as expert teachers on the basis of their success in raising student test scores (England) or identified by their principals (Denmark). Data were gathered through collection of lesson plans, teachers’ reflection notes and pupils’ products as well as observations of two lessons per teacher two or three weeks apart, each observation followed by an interview with the teacher. This design aimed at illuminating questions around norms and values, discourses and practices.

**Theoretical framework:** Theoretical inspiration for the study has been found, e.g., in Bernstein’s work on code modalities and discourse rules, in Schön’s work on the reflective practitioner and Lave & Wenger’s work on situated learning. Empirically, the study draws upon heterogeneous sources such as Alexander, Döbert et al. and Osborn et al., indicated the intention, at a further stage, to apply a mixed meth-ods approach to examining teacher expertise also in mathematics and citizenship education.

**Expected conclusions/findings:** At the present stage, findings may be described as heuristic, the main purpose being to assess and generate theoretical categories and hypotheses for further examination and analysis in the next stage of the project. Findings show the existence of different arrays of aims coexisting in teachers discourses and practices in both countries. Interviews revealed teacher awareness of national aims and showed strong teacher commitment to empowering students. However, ob-served class room practice did not always support interview discourses. As one dimension in this, tensions between subject outcomes and more general aims like enabling students to be seen and act as “learner citizens” could be identified. The comparative analysis of observations and inter-views allowed developing a number of ideal
types of expert teachers – showing considerable plasticity in moving between types through their lessons.

**Relevance for Nordic Educational research:** In the paper we explore commonalities and differences emerging from the two national contexts discussing the role of consistency and plasticity in a priori or a posteriori definitions of expertise. Thus, the paper presents a design for identifying and analyzing teacher expertise set between policy and practice, but at the same time mediated by national educational cultures.

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**Decision makers of tomorrow - Children’s views and knowledge concerning solutions for a sustainable future**

Persson, Christel, Kristianstad university College, Teacher Education, Kristianstad, Sweden

Learning in environment and sustainable development are in Sweden obligatory perspectives as well as in many other countries and a valuable subject for all decision makers today and tomorrow. This longitudinal study concerns 28 pupils nine years of age to eleven years old in a city in southern Sweden.

In order to analyse the pupils’ development of concepts in environment for sustainable development and their daily life, I have videotaped sequences from the science lessons and followed up with questionnaires and questions in interviews. The results are analysed according to the Earth System Science (ESS) model.

It is a model and framework which describes the relations and interactions between the natural spheres: the atmosphere, hydrosphere, lithosphere as well as the biosphere, including man, and the technosphere. The theories are well known in scientific literature (Andersson, 2008; Sjöberg, 2005).

The longitudinal approach resulted in important findings regarding the changes in the pupils’ answers over time. The concepts found among the pupils in this study are e.g. the hydrological cycle; life; soil; water in everyday life; pollution; non-polluting busses as well as waste; collecting batteries; corrosion; greenhouse and the increasing greenhouse effect.

The research shows a transition from scientific concepts to knowledge, valuable for everybody’s daily life as citizens.

You have to be aware of the human impact in all ecological systems, in detail as well as in its entirety, due to the increasing population and change of lifestyle. Some pupils can see the connection between the increasing green house effect and pollution from cars. Others can see relations between increasing temperature and melting poles. They see problems for people to live in places with coastal areas when e.g. the sea will get higher. They can argue about possibilities to change lifestyle in different ways, which reduce disturbances in the natural spheres. As an example the pupils discuss vehicles with less pollution. This is an interesting exercise in decision making already among young children. They can find out possibilities to use rape oil and biogas instead of gasoline, in order to reduce pollution and carbon dioxide (Alerby, 2000; Hill, 1999). They start using scientific and technological concepts and try to see environmental applications (Skamp et al., 2004). When teaching in the obligatory perspectives environment and sustainable development one has to accept the differences between learning science with scientifically already established concepts versus learning in environment for sustainable development with environmental daily used concepts (Schreiner et al., 2005). Of
specific interest, in our society as well as in school, is the development of modern ecological engineering and design in order to make technology adapted to nature in different ways (Hill, 1998, 1999). The present study can serve as a guide for the teacher education and further training concerning these questions at all levels in the Swedish School Education System as well as in other Nordic countries.

The research gives examples how to develop models illustrating both macro and micro level in learning. The results show the importance and successfulness of a scientific perspective as a starting point for theoretical and practical aims. The knowledge in constructing and developing attitudes and lines of action in environmental and existential questions are very important today and in the society of tomorrow.


Symposium title: Active citizenship for whom? On democratic education in the upper secondary school

The symposia reports from a Swedish national project that aims at exploring democratic education in upper secondary school by studying the content and organisation of teaching and learning, as well as students’ attempts to influence and pursue issues of citizenship and democracy in school. The project builds on theories and previous research that calls attention to gender and class relations as central to democratic education albeit in seemingly contradictory ways. For instance, citizenship and democracy are on the one hand largely conceptualised and reproduced as male in school, thus affording more space to male actors. On the other hand, female students appear to more readily pursue democratic issues in the school context. Also, there are obvious variations in the positioning of gendered identities with respect to class background and educational context.

Building on this, the project set out to explore teaching and student initiatives in upper secondary programmes which differ with respect to students’ background and gender as well as their likely future occupations and positions. In all, the fieldwork included six educational settings; two classes in traditionally theoretical programmes (the National science programme and the Social science programme), two classes in vocational programmes (the Child and recreation programme and the Vehicle programme) and two groups in the individual programme (for young people who for various reasons do not attend a national programme).

The first paper (by Dennis Beach, Lisbeth Lundahl & Elisabet Öhrn) maps out central concepts, discussions and results in the research area and provides a background to the following three presentations of the empirical results. In the second paper Carina Hjelmér
draws on the fieldwork from a Natural Science class to analyse students’ collective actions to influence their teaching and responsibilities, and the responses of teachers and school. In the third paper, Per-Ake Rosvall focuses on the pedagogic structure and understandings of students’ positions in order to analyse the relationship between being and becoming a democratic citizen in a Social science class. In the final paper, Marianne Dovemark discusses the emphasis on individual consumer rights and identities, rather than universal citizenship rights and identities, in an Individual programme.

Discussant: Elina Lahelma (University of Helsinki)

**Young people and democratic education. On formal schooling, student initiatives, class and gender**

Beach, Dennis¹; Lundahl, Lisbeth²; Öhrn, Elisabet³

¹Borås University, School of Education and Behavioural Sciences, Borås, Sweden; ²Umeå University, Dept. of Child and Youth Education, Special Education and Counselling, Umeå, Sweden; ³University of Gothenburg, Department of Education, Gothenburg, Sweden

This paper reports from the Swedish national project “Active citizenship? On democratic education in upper secondary school”, which set out to explore democratic education in various upper secondary programmes. The aim of the paper is to provide a context to the empirical results from the project, by mapping out central concepts, discussions and results in the area of democratic education in upper secondary and secondary school. It also provides an overview of the design of the research project and the relations between the empirical papers from the project that are to be presented at the conference.

The paper takes as a starting point theories and previous research that call attention to gender and class relations as central to democratic education. It is argued that despite the obvious centrality of both sets of relations, their intersections are often neglected and poorly conceptualised in empirical studies. Also, research focusing on citizenship and democracy in formal schooling is largely separated from analyses of young people’s initiatives to influence and pursue issues of citizenship and democracy in other settings. These themes are explored in the paper. In particular, we bring together Nordic and international research on the teaching of citizenship and democracy with research focussing on the attempts of young people to influence and make a difference in school and other parts of society.

**Collective actions in upper secondary school**

Hjelmér, Carina, Umeå University, Dept of Child and Youth Education, Special Education and Counselling, Umeå, Sweden

In Sweden the fostering of democratic values has a long history in schools and since the 1990s the question has been put forward as a very important social issue for education. Besides teaching students about democracy and how to become a citizen, schools commitment also includes to ensure that all students have real influence in work methods, work structures
and educational content. The paper emanates from an ongoing ethnographic study about democratic education in one Natural Science class in upper secondary school in Sweden. It focuses on the content and organization of teaching, as well as the students’ own attempts to influence and pursue issues about citizenship and democracy in school. The paper aims at discussing students’ collective actions to influence the pace and difficulty level of teaching as well as teaching methods and level of own responsibility. Of special interest is the process of the students’ attempt to influence, the responses of teachers and headmaster and what kind of measures it results in. In the analysis gender and class perspectives are of importance.

The pedagogic structure and the proper citizen
Rosvall, Per-Åke, University of Borås, Ped, Borås, Sweden

Within the project, “Active Citizenship? On Democratic Education in Upper Secondary School”, that aims at exploring democratic education, the relationship between being and becoming is interesting. How is pedagogy organised to enable students to be democratically involved as responsible actors in their education? What are the students’ expectations of becoming proper democratic citizens and how does that affect their education? The pedagogic structure and understanding of students’ positions in school and society, i.e. to be and become proper citizens, affect their possibilities to influence in school. In this paper, these themes will be discussed in terms of classification, framing, rules and codes with a special focus on class and gender. The research data shows contradictions between policy texts, pedagogic structure and the students’ actions. The data that this discussion draws on was ethnographically produced during one year’s field work in a Social Science class in an upper secondary school in the West of Sweden. The data consists of research data from lessons, interviews with students, teachers and principals as well as local and national policy texts.

Encouraging active citizenship in the era of freedom of choice - the case of an individual programme
Dovemark, Marianne, Borås university, Department of Education, Borås, Sweden

The paper uses ethnographic research from a Swedish upper secondary school to examine how democracy was expressed in an individual programme. The study focus on education in relation to how teaching and learning was organized, as well as students’ and teachers’ attempts to influence on issues of citizenship.

The individual programme is today a melting pot which takes care of individuals who for one or another reason do not ‘fit in’ to a national programme. One common reason why students end up in the individual programme is that students lack grades in the core subjects or just lack knowledge in the Swedish language. The aim of the programme is to be compensatory and help students qualify for the national programmes (Swedish National Board of Education, 2006). The most striking result of the study is the strong focus on freedom of choice and possibilities of negotiations. Even in this setting a ‘democratic role of conduct’ seems to be about the individual choice rather than collective actions, towards a system of individual consumer rights and identities rather than universal citizenship rights and identities. In education this involves
treating young people rather as “human capital” and preparing them for jobs or unemployment rather than providing broad-based learning and critical awareness. Despite the strong focus on freedom of choice we can also identify attempts from some of the teachers to encourage students (and their parents) to see through structures, demand more resources and make the students conscious of their own position in the conditions of production. This corresponds to a more political education for social transformation (Gramsci, 1991; Allman, 1999).

**To wipe out the white board in China**

Åkerlund, Dan, Pedagogik, Åbo Akademi, (Lecturer at Karlstad University - Sweden), Vasa, Finland

To have class room lessons in mathematics over the Internet in Göteborg and Shanghai at the same time.

Online classrooms and distance education have been developed and discussed a lot during the last ten years; i.e. online lectures from one teacher to a group of distance students. But connecting two classrooms with each other on a regular basis through video conferencing and programs like Skype, are more of an exception. The question is why. After all, this technique has been around for a while; it is easy and works rather well even over rather poor conditions. A teacher in mathematics in Göteborg and her high school class has on a monthly basis a couple of lessons together with a high school class on the same level in Shanghai in China and she has taken the Skype technique a bit further. Today she works with a SmartBoard solution, where these electronic whiteboards are simultaneously updated, in China and in Sweden, together with sound and video connection with Skype and text messages on MSN. Between the lessons the students keep in touch with each other through MSN and e-mail. This poster will describe one of these events with photos together with interviews with students and teachers; hopefully on both ends. One part of the poster will conclude pros and cons, possibilities and problems and ask questions about what other advantages such a cooperation between class rooms can have – apart from a deeper mathematical knowledge.
The impact of high-stakes national testing on teaching and learning: An Icelandic example
Sigthorsson, Runar, University of Akureyri, School of Humanities and Social Sciences, Faculty of Education, Akureyri, Iceland

Research topic/aim: The paper reports an inquiry into the impact of the national tests in Icelandic and Science in year 10 on teaching and learning in years 8–10 in four Icelandic compulsory schools. The aim of the study was to shed light on to what extent and in what way the tests might have an impact on teachers’ conceptions, decisions and teaching organisation, and on students’ learning activities and outcomes.

Theoretical framework: A conceptual framework was developed to serve as a theoretical basis for the study and a framework to analyse the data and organise the presentation of findings. The framework comprises four main elements: 1) intended curriculum, corresponding to laws, regulations and the educational goals of the National Curriculum, 2) teachers’ conceptions, efficacy and professional values, 3) implemented curriculum representing the actual implementation of the intended curriculum, and 4) attained curriculum to embody the outcomes of student learning.

Methodology/research design: The research was a qualitative case study in four schools. Data was gathered with individual interviews with the head teacher of each school and teachers of the two subjects, classroom observations in their lessons, focus group interviews with students and an analysis of written material from the schools.

Expected conclusions/findings: The findings indicated that in years 8–10, the teachers were highly conscious of the importance of the national tests. There were indications that the ‘wash-back’ effects of the tests played a part in distracting the content and organisation of teaching and learning from the instructions of the National Curriculum. Most of the teachers found the National Curriculum difficult to implement within the given time limits, even though they endorsed its instructions. However, in their choice of curriculum content and teaching organisation, the teachers complied with what they observed as the demands of the tests rather than those of the National Curriculum and their own conceptions, in order to prepare their students as best they could for the tests. Despite this it is not clear to what extent the tests had a direct impact on the teachers’ implementation of the intended curriculum or to what extent it was modelled by a long standing teaching tradition that is influenced by a number of factors, among which is the long history of national testing in Iceland.

Some students in the four schools reported anxiety and stress because of the tests and the preparation for them. The use of older national tests as ‘practice tests’ seemed to enhance this.

Relevance for Nordic Educational research: National testing is a controversial and heavily debated issue. For the last two or three decades governments in various countries seem to have focussed on a combination of centralised national curricula, national testing and accountability as a means of reforming school systems and improving student outcomes. This has, for example, been the case in England and the US, and Icelandic educational authorities have in many ways followed that example. In Denmark, Norway and Sweden there has been a growing emphasis on more detailed national curricula and national testing.

The findings of the study are based on a small sample and do not support generalisations. However, they are expected to be a contribution to the ongoing debate about the value of national tests.
Research topic/aim: The research question for this paper is: What are the differences in the Finnish and Norwegian assessment systems and policies for pupils in compulsory schools? For this paper the sub-question is: How is assessment defined in the policies? This concerns how assessment prepares for the next level of education and the individual pupils development.

Theoretical framework: Curriculum is to be defined as documents that functions as a communication between the government and schools as well as other stakeholders and the public concerning aim and content of the schools. Further, curriculum is understood as a binding framework and contract from the government to the schools with directions of what content of the schools is supposed to be (Karseth and Sivesind 2009:23-26). Gundem (2008) refers to Goodland (1979) and his definition of three different areas of the curriculum; substantial, socio-political and technical-professional areas of curriculum. The substantial pertains to the goals, aims, and methods of teaching and teaching resources and directions for assessment (Gundem 2008:22). Assessment can be defined, according to Dale & Wærness (Dale and Wærness 2006), as: “a procedure or activity which is designed to collect information about knowledge, skills and attitude to a pupil or a group of pupils (Dale and Wærness 2006:105).” It is not only an evaluation, but a system for collecting information (Dale and Wærness 2006:105). The curriculum guidelines included in this paper is going to be understood and interpreted by also reading documents that describe the setting and the reasons for the content of the curriculum. This is because context of the policies provide necessary information for making a valid analysis of the curriculum. Therefore, in this paper, hermeneutics will be a way to understand curriculum and curriculum theory.

Methodology/research design: The topic will be investigated by analyzing the national assessment policies of pupils. For the comparison of the policies I will use NVivo. The software has been designed for qualitative research with text-based data and or multimedia information. The software allows researcher to classify, sort and arrange information and examine complex relationships in the data. The categories for the comparison will emerge when the policies are analyzed.

Expected conclusions/findings: It is likely to assume that there are similarities and differences in the two countries assessment systems of pupils described in policies. This concerns content, structure and language.

Relevance for Nordic Educational research: This study will provide interesting perspectives on differences and similarities in policies in Finland and Norway.

Global citizenship and global perspectives in Norwegian textbooks for social studies and religious instruction
Nordkvelle, Yngve; Tvete, Ingrid, Lillehammer University College, Department of Humanistic studies, sports and social science, Lillehammer, Norway

Research topic/aim: This study focuses on how textbooks written for social studies (geography, history and political studies) and religious instruction, portray the international relations between the South and North, and how texts and images convey knowledge, sentiments and skills to students in upper primary and lower secondary schools. The curricula for these subjects have changed substantially in recent years and aims are now described as a number of expected learning outcomes and competencies, while they used to be written according to rather detailed prescriptions of content areas. One aim of the study is to analyse if this change has had the effect of giving a more diverse perspective on the relations between the North and South. We aim at detecting areas where textbooks might present incomplete images of the global situation. Finally the content analysis will also screen textbooks for variations of political interpretations, and the chosen topics and angels used by the authors, and if differences arise between textbooks representing different publishing houses. An overriding question is if the textbooks present material that students might interpret as a global perspective, bringing a diversity of voices to their attention, and supporting intercultural learning processes.

Theoretical framework: Textbook research in social education is based on a variety of theories of didactical, literature studies and media research origins. This study is primarily a study of ideologies in textbooks and uses both quantitative and qualitative methods for that purpose. But students not only read textbooks, they are also exposed to the textbook’s corresponding websites and extra-material provided by teachers’ handbooks. This implies that we need to expand our textbook analysis with an understanding of how multimodal teaching material presents an intertextual reality to students.

Methodology/research design: We will approach this by comparing books for the same age level, and contrast types and amounts of coverage that are quantifiable and perform content analysis of the documentable material. For larger pieces of material a more qualitative analysis will be applied.

Expected conclusions/findings: We expect to find that textbooks present complex and interesting material for students, with a rich imagery and with, most often, proper and serious interpretations of the global situation. We assume that textbooks are important suppliers of knowledge about the current climate crisis, and that poverty, human rights and social justice are recurrent themes in the books. We assume that there will be inconsistencies and logical problems in presentations, and that Eurocentric perspectives will be somewhat present.

Relevance for Nordic Educational research: This research will be important for a Nordic research community, because curricular traditions in this field have been quite similar. It has been suggested that there exists a Nordic model for how social studies inherently represent a global perspective (Nordkvelle 1999). Nordkvelle, Yngve (1999) Internationalising the school. Critical perspectives on the “globalization”-process of the Nordic School. Working paper no.82/1999. Lillehammer College, 55 p
Can homo economicus be active citizens? Confronting the neoliberal and libertarian conceptualization of citizenship and schooling
Sung, Youl-Kwan, Kyung Hee University, Graduate School of Education, Seoul, Republic of Korea

Research topic/aim: Political theory and the meaning of active citizenship.

Theoretical framework: Citizens are political actors in democratic society. For this reason, citizenship education is closely connected to what it means to be a good citizen. Since 1980s, the pervasive perspectives on this from neoliberal and libertarian claims have formed the meaning of citizens and citizenship in numerous political, economic, and educational discourses. This paper reviews the logical and ideological positions of neoliberal and libertarian ideas in citizenship education and provides a defense for education as public goods through a justification of the moral and democratic aspects of citizenship. In the process, author takes critical theories as a theoretical framework of this paper to demonstrate the flaws in neoliberal and libertarian arguments and interrogate their rationales for the justification of free and effective citizenship.

Methodology/research design: Conceptual approach is used as a main method to point out the misdirection of moral philosophy embedded in influential neoliberal and libertarian literature and provide reasons why schooling should be treated as a public good and why we should be skeptical of homo economicus as human being of active citizens. For this author addresses how the neoliberal understanding of human nature as homo economicus changes the very meaning of the citizenship and suggests critical alternatives for active citizenship education for social justice.

Expected conclusions/findings: Confronting neoliberal and libertarian ideas, author draws some theoretical insights upon Gutmann, Fraser, Kymlica, Apple, and many others significant scholars and suggests a democratic condition for ensuring the ethical development of school knowledge for active citizenship that is required in order not to silence dissenting voices.

Relevance for Nordic Educational research: Issues raised in this paper regarding a neoliberal and libertarian understanding of the moral philosophy of citizenship might conceptually contribute to ongoing discussion on what it means to be active in the active citizenship education and how it is different from neoliberal and libertarian discourses.

Deliberations on environmental issues: Some conclusions from empirical cases of conversations to form opinions
Larsson, Staffan; Lundberg, Martin
Linköping University, Department of Behavioural Sciences, Linköping, Sweden

Theoretical framework: One line of reasoning in democratic theory i.e. deliberative democracy put the process of forming opinions in focus. It is assumed, that participants in such deliberations will reach a common understanding, if the conditions are proper, e.g. freedom from coercion, as it is proposed in Habermas (1984) theory of a communicative action. In texts on pedagogy for citizenship, deliberations are highlighted, not only as means for democratic action, but also for learning (McGregor 2004, Welton 2004). Presenting opinions as well as listening are emphasised as important actions for learning and eventually the formation of opinions. At the heart of the matter is an assumption of a shared rationality, which will
constitute a full understanding between participants, who can then reach the ideal of the deliberative theory of democracy, i.e. a consensus. In deliberative democracy, communication is central - reaching a consensus through talk is stressed, as a means to coordinate action. Democratic deliberation presupposes that the participants are willing to change their views.

**Research topic/aim:** The focus for this paper is the process of reaching a common understanding, i.e. the assumption of a shared rationality according to deliberative theory.

**Methodology/research design:** In order to provide some insight in how such processes can operate in the empirical world, two empirical cases have been studied (Lundberg, 2003, 2008). In both cases a group has met several times engaging in a relatively open discussions on environmental issues with the intention to form opinion. Tape and video recorded sessions have been analysed through a modified version of Conversation Analysis.

**Expected conclusions/findings:** The empirical analysis indicates a number of problems related to the ideal of deliberative theory. One concerns that participants seem not to focus on understanding the point of view of the other on a deeper level. Participants rather focus on a literal meaning. Taking the literal meaning as the point of view of the other, means that ethical standpoints, e.g. possible diverging views on individual responsibility are not discussed. Another problem is the tendency of members to maintain their original views throughout the conversations. Taken together with the lack of focus on the deeper understanding of the differences in viewpoints, this means that members do not learn much from each other. Finally, there is a problem concerning the striving for a common understanding in order to reach a consensus. In one of the cases, the sessions resulted in a decision about a common standpoint. However, the decision was one that did not transcend the different position on a fundamental level, but rather represented a very superficial consensus. It can be seen as an effect of the lack of willingness to transcend initial standpoints and not attending to deeper levels of the others views. A shared rationality did not emerge when participants did not try to understand others underlying reasons. Related to this is also the procedural aspect. It appears that there are a number of constraints in the communication, which hinder the participants’ to be challenged by the others views. There are overlapping utterances, parallel conversation and different types of interventions in others utterances. Thereby the deliberations occasionally were unequal and disrespectful towards other person’s views and opportunity to speech.

**Relevance for Nordic Educational research:** These findings indicate what kind of challenges that can be foreshadowed in the organisation of conversations, which has the intent of forming opinions. It is an inquiry into the fundamental processes for democratic decision-making and how it can operate in the empirical world. As such is it a complement to the conceptual discussion of democracy.
national tests is used by the government in order to raise the standards, make more students reach the goals by strengthening the follow-up of student knowledge and at the same time create a more equal and fair assessment and grading of students. This is described as necessary since Swedish students' results are cut back in national measurements and they achieve lower scores relatively to students in other comparable countries (e.g. TIMSS). We propose a project that will investigate if and in which way the introduction of national tests in science education influence teachers' opinions of what is 'good' education in science and how this effects teachers' instruction and assessment of students. This paper will be devided in two parts. The first part present an outline for a research project and the second part present the results of a pilot study with the aim to study how two focus groups of teachers have experienced the try-outs of national tests in 2009. The outlined project would firstly conduct a survey identifying different teaching traditions, or selective traditions, among Swedish teachers. This is done by constructing a questionnaire which aims at identifying teachers teaching practice according to teaching goals, choice of content and methods used in the classroom. Secondly, elected teachers from different teaching traditions will be interviewed and observed when teaching. Analyses from the material will be made with the concept of 'curriculum emphases' to identify what is considered to be important knowledge. Analyses of the actual national tests will be carried out using the same tools. The results of the investigations will be discussed in relation to research on 'scientific literacy', which relates to socioscientific issues. This project will make it possible to identify potential systematic differences in teachers' opinions and practice between teachers belonging to different teaching traditions regarding the effects of national tests. In the pilot study carried out during autumn 2009, groups of teachers in two different schools were given the task to discuss their experiences from performing try-out national tests in physics, chemistry or biology. They were asked questions about if and how they imagined theirs and others teaching would be affected by the introduction of national tests and if the content of instruction would change as a consequence. Preliminary results show that the group of teachers that preformed the chemistry test, identified everyday knowledge as privileged. These teachers used textbooks in their teaching, which according to them do not use this emphasis, they expressed the students were insufficiently prepared. The teachers made the prediction that the textbooks will probably change as a consequence. The teachers who have carried out the physics test expressed that the test helped them to see what had been missing in their teaching, according to both content and teaching methods. They also state that the national tests might function as a model when constructing questions concerning higher order thinking. The preliminary results from the pilot study will provide a background to find relevant and precise questions to a future survey, give insight into different positions teachers may take on and point to which changes are possible.

The rationale of a centralized science curriculum
Thorolfsson, Meyvant
University of Iceland, School of Education (Menntavisindasvid), Reykjavik, Iceland

Research topic/aim: The centralized science curriculum was analyzed by examining its rationale as an orientation point for other components. According to curriculum theorists belief systems that control educational policies represent ideals, not reality itself. The research
The question focuses on how such visions appear and function in a centralized science curriculum. **Theoretical framework:** Basic conceptions that characterize the study: *Science education, Curriculum theory* and *Educational reform.*

The image of science education is sharing scientific content and processes from physical science, life science, and earth-space science. Although there are strong arguments for including science as a core subject in the curriculum, controversies are found among science educators where two views are most prominent: i) Teaching science for active citizenship; ii) The needs of teaching it for future specialist jobs (Millar & Osborne, 2006).

Theorizing about curriculum connotes seeking answers to fundamental questions like what should be the purpose of the school, what should be taught and learned, how and why, what counts as legitimate knowledge, and how to administer and organize the school environment and its context. Schiro (2008) describes the search for answers as a perennial war due to different ideologies.

Educational reforms are often perceived as ideas and rhetoric bringing marginal changes to real practice (Fullan 2001). The multinational wave of curricular reform, ‘the new science’, that originated in the late 1950s bringing an immense impact on science education policies in Nordic countries during the 1960s and 1970s was an intriguing example of reform in science education. Due to the complexity of school structures and the fact that practices at the school level are ‘particularistic’ such external pressures tend to fail (Fullan 2001; Elmor and McLaughlin 1988).

**Methodology/research design:** Methods are obtained primarily from *analytical research,* a mode of inquiry in which events, ideas and concepts are investigated by analysing documents, records, recordings and other media (Ary 2006). The whole research also leans on mixed methods employing interviews and surveys for gathering data.

**Expected conclusions/findings:** The analysis of curriculum documents is still in progress. The genesis of present curriculum guides appears to be characterized by a mediation of converse educational philosophies and ideologies, both teacher-centered visions and learner-centered visions.

**Relevance for Nordic Educational research:** Nordic countries have a centralized system of education. The *rationale of the intended curriculum is a central orientation point* around which other components presumably formulate. The science curriculum and its rationale should therefore be of major concern. It is an essential factor for promoting active citizenship and empowering individuals in the information society. Examining the intended curriculum is an important endeavour for understanding its potential impact on the actual process of teaching and learning and learning outcomes.


Globally, the new common vocabulary of educational policies uses rhetoric from business which has redefined education as serving the labor market, bringing concepts as accountability, efficiency and performance standards (Lipman, 2009). For instance in Sweden, the educational system has responded with an increased focus on National tests and other control features (Liedman, 2009; Pettersson, 2008). Various educational reforms have been launched with the purpose of strengthening Sweden’s competition and economic growth (Sundberg, 2005).

The underlying logic of these societal and educational developments and the rhetoric that is used make certain features count while others are obscured (see e.g. Apple, 2009; Kumashiro, 2008). Such complexity reduction is a political product which is why one needs to ask “for whom and in whose interest” it is being reduced (Biesta, 2008).

In an earlier work (Grannäs & Frelin, 2009) we addressed the political significance of the temporal dimension of education within the current educational climate which constitute a challenge for teachers and students, and directed critique towards the consequences of over-pre-determination of knowledge outcomes for teachers’ working conditions. We argued that in a climate of post-fordism structuring and language render some events obscured and sometimes impossible to address within the educational system. In another work (Frelin & Grannäs, in press), we argued that the “view of education as exclusively aimed at pre-determined and predictable outcomes /.../ obliterates the possibilities for teachers and students to negotiate the content or other educational issues.” However, in our empirical study we found that despite the conditions, teachers and students worked to attain what we termed intersubjective spaces of negotiation which proved to be significant for education although impossible to plan or predict. They struggled in order to balance demands of the system with the demands that need to be met in order for the system to work, but were impossible to address within it (Frelin & Grannäs, in press).

Over the last 30 years the neo-liberal ideology production has been so pervasive that a massive reframing in society have taken place which have made the managerial discourse a major part of our commonsense (Apple, 2009). This development makes it hard, for teachers, to speak and ‘make sense’ using concepts outside the managerial discourse. Inspired by Apple’s term absent presence (Apple, 1999) we argue that events within the managerial discourse, which can and become allowed to occur within it, are to be termed present presences. That is, what counts can only be within the managerial discourse as present presence. The events that are outside of the managerial discourse or uncounted, but still need to be addressed are termed absent presences. By naming them absent presences we want to achieve two things; first, absent presences acknowledges their presence and significance in educational situations, and second, absent presences visualizes their invisibility within the managerial rhetoric of educational policy, and organizational structure of schools. Based on this research, we suggest that what teachers do in their everyday practices is to take responsibility for the uncounted voices and actions in order to make the counted work – that is absent presence as condition for the present presence.
In a classic curriculum theory article, William Pinar (1978) divided curriculum research into ‘traditional’, ‘conceptual-empiricist’ and ‘reconceptualist’ categories. Depending on which category you choose to deal with curriculum questions you will look at the formation of school subjects and curriculum content from different angles. Within the first two categories curriculum content is often seen as a simplification of scientific progress and adjustment of the curriculum to scientifically investigated demands of the needs of the technological society. Within the reconceptualist tradition closely related to the new sociology of education Ivor Goodson (1983, 1988) and Tom Popkewitz ed. (1987) did show in their curriculum history research how school subjects were legitimized and mythologized by their association with scientific disciplines. Goodson presented a model for the development of school subjects – invention, promotion, legislation and mythologization – and asserted that the representatives of a school subject, when it was established, developed a rhetoric of legitimization that prevented further change.

The model produced by Goodson may however be questioned. School subjects are often mythologized, but in my view change is always possible and depending on the strength of the social forces supporting or challenging the subject. This is the first point I want to develop further in my article.

In a recent article by Zongyi Deng (2009) we can witness the shadow of the first two traditions once again when the autor is proposing the general claim “that a school subject is a distinctive purpose-built enterprise, constructed in response to social, cultural, and political demands and challenges toward educative ends” (p. 598). To that I want to respond that this is possible but not necessarily so and I also want to stress that such a view (purpose-built enterprise) sounds too evolutionary and underestimates the struggle of the formation of school subjects and curriculum content.

What I want to do and develop in the forthcoming paper is an understanding of the formation of school subjects and curriculum content, which rests on a kind of reconceptualist understanding but without the prescribed developments of a school subject. I will rather start from a perspective where social forces with different purposes concerning education and curriculum struggle over the establishments and the ‘correct’ interpretations of school subjects and curriculum contents (Englund 1986, 1997, 2007).

Englund, Tomas (2007): Is there a future for (Swedish) curriculum theory? In Eva Forsberg ed.: Curriculum Theory Revisited s. 31-41. Uppsala universitet: Studies in Educational Policy and
Educational Philosophy Research Report 10.

Symposium title: Perspectives on PISA: Rationales, repercussions and resonance
International standardised assessment - such as the Program for International Student Achievement (PISA) – and national achievement tests have shaped educational discourses and new agendas for curriculum and evaluation policies. This symposium is an arena for discussing the rationales for international surveys of educational achievement, and the repercussions and resonance in the educational system. The papers are based on chapters in a new book edited by Eyvind Elstad (UiO) and Kirsten Sivesind (UiO) PISA (Oslo: Universitetsforlaget 2010). This book aims to reconsider the rationales for standardising competencies and organizing large scale comparisons in the field of education. It also discusses the repercussions and resonance of PISA as these are manifested in education policy and classroom practices.
PISA has influenced education policy and the public opinion about quality in schooling in all the Nordic countries, and far-reaching education debates have emerged. Norway serves as an example: the level of attainment in several PISA domains displays a steady decline, which is perceived by the general public opinion in Norway. Repercussions are obvious. According to the officeholders, “The results of the first PISA survey (2000) came as a bolt out of the blue for the Norwegian authorities. They had reckoned on Norway being the best in OECD”. The system of assessment gives decision-makers political tools, creating expectations in the direction of the desired goals in curriculum programs and new institutional arrangements. Consequently, PISA influence policy making and schooling in terms of expectations. Since the contributors examine vital aspects of the so-called PISA “effects”, a purpose of this symposium is to contribute to a better understanding of both rationales and effects as manifested in policy and classroom practices. As the findings show, the repercussions are dependent on the responses and resonance in the educational system, partly shaped by the institutional history of curriculum and evaluation, and partly formed by the administrative and practical solutions to prospected problems. The composition of contributions aims to explore different sides of PISA, and covers a broad orientation in terms of methodology and empirical sources (surveys, interview and documentary analysis). The symposium is devided into three parts. The first part go into the rationales and methodologies of large-scale assessment. The second part covers the repercussion aspects, theoretically approached in a comparative-historical perspective. The third part deals with the resonance of PISA viewed from the perspective of students and classroom activity. Chairs: Eyvind Elstad/ Kirsten Sivesind
Discussants. First part: Researcher Guri Skedsmo ( UiO), Second part: Professor Berit Karseth (UiO), Third part: Kirsti Klette (UiO).
International surveys of educational achievement - such as the Program for International Student Achievement (PISA) – and standardised tests at national level have shaped new educational discourses and new agendas of education policies. For instance, the level of attainment of Norwegian pupils in several PISA domains displays a steady decline, which is perceived by general public opinion in Norway. The intensity of blame in public opinion grows over time in relation to the decreasing attainment measured against international standardised assessments in education. The response of office holders to blame appears to be more blame management and blame avoiding activity. In this article I analyse how Norwegian officeholders (bureaucratic and ministerial) respond to the weak results and how they to a varied extent employ strategies to avoid blame and to shift blame. The political office holder may, for instance, deflect blame onto bureaucratic officeholders or bureaucratic officeholders may deflect blame onto subordinates etc. These strategic phenomena represent an academic challenge for educational researchers. The aim of this article is to discuss analytical frameworks that enable us to understand how media pressure induces blame-game dynamics in political and bureaucratic life. Blame game tactics depend on the structure of communication. The media form the most important arena for public perception of the competence of officeholders and of their successes and fiascos. Therefore politicians and bureaucrats are conscious of the perspectives in the media presentation of their work. The framing of an issue is seen to have considerable significance for how the public will interpret and evaluate the essential phenomenon. It can therefore be rational for individuals to re-locate responsibility and avoid blame by means of strategies that place responsibility and blame at lower levels (for instance by establishing an organisational “lightening conductor” or by delegation) and through the way in which the media present a case (political spin). These strategic phenomena represent an academic challenge for educational researchers in that media events in themselves affect the basis for educational activity in the schools. It can be documented that the public perception of Norwegian education is lower in January 2008 than it was in January 2005. Who is to blame for the lower performance of Norwegian 15-year-olds in the PISA rankings? The climate for blame attribution has become more intense and officials in the educational sector are gearing up their strategies for passing on the blame.
I have suggested that for instance competence in science can be tested in a way which also integrates attitude and responsibility aspects. The paper concludes that the legitimacy of the Norwegian curriculum and teaching can be developed further based on PISA's concepts of competence in science.

A feature of modern society is the ability to make choices and to be elected based on merit, usually called meritocracy. This means that performance must be measured, and the choices you make will be based on comparisons. In varying forms of expression, and varying terminology the society and its member’s need access to results. It is about the development, needs and capabilities of different types of results this article circuits, focusing on the relationship between national and international produced results. The influx of international results should be considered as an effect of, or at least related to, national needs such as technical or symbolic rationality and legitimacy. To understand the impact of international results it is crucial to understand how each country’s “performance culture” evolves. The article study production and use of results from the emergence of three different knowledge-producing institutions, which had a major influence on the Swedish education discourse at different times: Statens psykologisk pedagogiska institute (SPPI - around 1940-1960), Skolöverstyrelsen / Skolverket (1960 - ) and OECD / PISA (1995 - ).

The paper starts out with Archimedes law, to illustrate the nature of knowledge as conceptualized and measured in PISA. Documentary analysis refers to the assessment framework for PISA and its rationales for defining and measuring literacy. Based models in sociological methodology the paper also aims to examine the power of explaining aggregated learning outcomes, and the duration but also uncertainty in measuring learning achievement in terms of literacy. Therefore, James Coleman’s bathtub is introduced to examine the phases that are part of large-scale surveys, and as an alternative route to psychometric models as used in TIMSS. As a model, the bathtub illustrates what is measured in studies like PISA, but also what is excluded and therefore not directly observed. Although the survey covers areas of subject matter and therefore curriculum content, it first and foremost centers on students’ capacity to master a certain form of problem-solving and the efficiency of education systems to prepare for this type of activity. The concluding part discusses what PISA measures and in the next turn explains. It draws on comparative-historical aspects of education to critical approach and question the relatedness between curriculum and standardized assessment.
The paper discusses student test-taking motivation and why this might be important to consider in PISA. In order to draw valid conclusions about student knowledge, it is important that the measure used is a valid measure of what students actually know. PISA results are high-stakes for policy-makers as they are used in the political rhetoric and sometimes even to promote educational reform. For the participating students, however, the stakes of the assessment are low and it cannot be assumed that students are motivated to do their best. Lack of motivation might thus be a threat to the validity of obtained results. Empirical findings from Nordic studies of test-taking motivation in the context of PISA and TIMSS are presented and implications of theoretical assumptions and empirical findings are discussed.

The following paper describes how 22 students from 5 different schools in Norway experienced the PISA test in 2006. Since researchers have been questioning students’ test motivation on large scale surveys (Berliner, 1993; Holliday & Holliday, 2003), one of the aims of the interviews was to explore whether students are motivated to do their best on a low stake test such as PISA. It has been claimed that students from Norway might have less test-motivation than students in some Asian cultures (Sjøberg, 2007). So far such speculations have not been based in any empirical work, and the interview study aims to contribute to the discussion of students’ test motivation. The discussion is based on the theoretical and empirical work of Eklöf (2006; 2007) and is also discussed in light of the work of Frønes (1994) and Hood, Mayall, & Oliver (1999). Based upon the earlier discussions in Norway, one could expect less motivation for the PISA test from the students. Instead, 15 of the 22 students reported positive attitude to the PISA test, item format and the experience of taking the test. But in addition, 5 students reported negative feelings about questions in the student questionnaire which asked them to report about their family background, such as their parents’ education and their job-situations. Even if these thoughts did not have any influence on the motivation of the PISA test, since they answered the student questionnaire after the PISA test, implications from these findings could be of interest for researchers in the field of education and contributes with reflections on giving voices to students.
The basis for this paper is information provided by PISA about whether the school systems in different countries contribute to the principle of equal education. Information on equality in schools is in these surveys based on relationships between students’ academic achievement and their social, economic and cultural background, designated as socioeconomic status. Although we have very smooth socio-economic conditions in Norway, the comparative study of PISA shows that in Norway these advantages are only to a limited extent exploited. The relationship between the family’s cultural and social capital and student achievement does not differ from the OECD average. Similar group differences are found in other Norwegian studies, such as national tests. Research indicates that teaching and learning on school has been fairly narrowly constructed. The mainstream education in schools is not of such quality that it takes every student needs into account. In extension of this, an increasing number of pupils need extra teaching resources. By relating these results to the Norwegian classroom research, we are able to discuss convergence perspectives on the challenges and possible explanations for some of the inequalities in results that exist between groups of pupils in school. In this research, we find three key aspects of the activities in classrooms that can shed light on some of the findings of the PISA. The paper discusses whether a re-oriented individual skills training give paradoxical management consequences. First it examines how individual activation contributes to downplay the common academic structure that can form a clear and shared progress in education. Second, it discusses how the new system forces a broad inclusion perspective. Third, it examines whether the competence-oriented curriculum and the performance goals as defined through different assessment weaken the inclusion mindset.

Symposium title: Epistemic teaching practices - to develop and assess competencies
The symposium focuses on the one hand on development and assessment of competencies for participation in epistemic practices and, on the other, on the necessity to discuss the concept of knowledge in relation to the discourse about competencies and capabilities (with a special focus on the need for a differentiated concept of knowledge).
According to Knorr Cetina one prominent feature of the so called knowledge society is the growth of epistemic practices. Epistemic practices are distinguished from habitual practices by being organized in relation to knowledge objects and with a purpose to produce knowledge. An implication of this is a shift from emphasizing ‘knowledge’ to emphasizing ‘knowledge formation’. This is mirrored in expressions like ‘life-long learning’, ‘key competences’, ‘learning to learn’ etc.
The focus on competencies and capabilities as the result of schooling challenges traditional ways of talking about ‘school knowledge’. There is a need to reconsider and differentiate the concept of knowledge. In spite of linguistic and practice ‘turns’, socio-cultural perspectives, discussions of ‘Bildung’ and the return of Aristotle – the discourses regarding selection, organization and assessment of knowledge are surprisingly underdeveloped.
During the 20th century the dominating concept of knowledge was rationalistic, focusing the formulated and propositional knowledge, which was considered to mirror the world and on which actions can be formed. Such a technical rationality implies that practice is perceived as applied theory. However, this view was also, during the whole century, questioned and criticized and alternative (pragmatic) epistemologies based on human action and practices were proposed. Towards the end of the century, these alternative views were put together under the heading ‘the practice turn’ (or pragmatic turn). Wittgenstein, Dewey and Schön are representatives from different scientific fields of this turn. When Hirst in the beginning of the 1970s proposed that liberal education should consist of different forms of knowledge he did that within the rationalistic paradigm. However, in the 1990s the practice turn seemed to have reached him and he changed, from a position of seeing theoretical knowledge as the necessary ground in liberal education to a position of seeing social practices as the basic ground. In my paper I will discuss the practice turn as well as Hirst’s ‘turn’ and relate both to a relational and contextual concept of knowledge, which, in turn, can be related to the concept of ‘Bildung’ (and liberal education).

This presentation is related to the praxis-developmental collaborative research project “Farstaprojektet” conducted 2004-2006. The project was developed as a collaborative project with teachers, educational researchers and mathematical researchers. The aim for the project was to explore the meaning of the goals to strive for (~subject specific qualities of knowing) stated in the National mathematic syllabus, in order to design and try out experimental teaching related to these goals, i.e. a capability to solve mathematical problems. The data used in this presentation was produced during the second project year. The content chosen was equation, since the teachers experienced that students had difficulties to master equations as a method in problem solving assignments. The collaborative work was divided into two parts. Firstly, we analysed mathematical textbooks in order to explore which assignments actually requested equation as a method for solving them. The result was that most assignments were easier to solve using other methods. Secondly, the collaborative work was directed towards design of experimental teaching. In this work we drew upon Davydov’s ideas of Developmental teaching. In relation to this we aimed at developing assignments that, in their construction, require these capabilities here a confident use of equations. This type of assignments we named key-assignments or epistemic assignments. In this paper we describe teachers’ use of one assignment, which, according to our judgement, had the potential of becoming a key-assignment. A conclusion is that assignments cannot be designed as epistemic assignments; instead they become (or will not become) epistemic as a consequence of the teaching practice.
Bloom’s taxonomy was originally constructed as a tool for formulating cognitive objectives for teaching. Very soon, however, it became one of the most used tools in relation to assessment of students’ learning in Western societies. It has also often been used in educational research, however, without scrutinizing its basic assumptions. Few studies that employ this taxonomy have focused the consequences of how it has been used in practice for students’ knowledge formation. In this paper, Bloom’s taxonomy is discussed firstly in relation to conclusions based on a research review on taxonomies and secondly in relation to societal changes in discourses on knowledge, more specifically related to assessment of learning. In this paper, the technical rational knowledge basis of Bloom’s taxonomy is problematized in relation to late modern and relational concepts of knowledge.
Research topic/aim: Leadership and organisation (Network 6: Educational leadership)


Methodology/research design: The study is based on mixed qualitative and quantitative research methods with extensive interviews with leaders and employees, observations and a questionnaire.

Expected conclusions/findings: To pinpoint essential conditions that constitutes the frames for leadership in social organisations under New Public Management quasi market conditions in Denmark. During the latest 30 years the public sector in Denmark has been under reconstruction and modernisation. This modernisation has changed the conditions under which leadership of public social organisations are working. A series of decentralisations have taken place: from the state level to the municipal level, from the municipal level to the institutional level, and from the leadership level in the single organisation to the employees of central leadership tasks. This has brought the organisational into a number of crosspressures that the leaders have to cope with: the pressure from the “customers” for better quality of the performance, from the employees to get better work conditions, from the municipal administration to get better quality and cost effective performance, from the public to deliver performance that is sufficient care for the inmates. Recent years have shown a number of cases where the social work institutions have failed to do that and the results have been a public debate on the leadership of these organisations and on the scarcity of resources in the public sector. At the same time Denmark has a tax-stop that is extremely popular meaning that the Danish taxpayers are unwilling to pay more taxes. This is eroding the taxation foundation of the welfare state. This development t raises the question if the welfare state in the future is able to finance the public social organisations or if we are witnessing a drift towards a privatisation of these institutions in the long run.

Relevance for Nordic Educational research: This paper discusses trends and questions that have their parallels in the other Nordic countries, and that is central for the development of the Nordic welfare organisations in the Nordic welfare states.

Research topic/aim: Competence development of teachers, hybrid organisations, school leadership

Theoretical framework: In Norway the government by the Ministry of Education used to be responsible for the teachers’ continuing professional development. In the latest reform, the
Knowledge Promotion Reform, this responsibility has changed. The municipality is responsible for the compulsory schools and the county is responsible for the upper secondary schools according to the national competence strategy ‘Kompetanse for utvikling’/’Competence for development’). Buskerud County organised their responsibility for the competence development of teachers in upper secondary schools, in the project called ‘Knowledge Promotion in Buskerud’. By using both policy theory and distributed leadership theory the aim of this paper is to analyse the kind of leadership and steering we find in teachers’ competence development.

Do we find a new governing regime?

Methodology/research design: The empirical point of departure is policy documents and interviews of school leaders in the Buskerud County Administration and at different upper secondary schools. I want to describe structural changes, changes in leadership and challenges in the competence development of the teachers.

Expected conclusions/findings: The steering and leadership in teachers’ competence development will be described by different actors’ roles in interplaying practices at different levels in a hybrid organisation. Focus will be on the county and the schools and how they are dealing with competence development and their new responsibility. The leadership practices are playing in a governance steering perspective with a project organisation, a project leader and principals in a leader group at the county level. But this leadership has government elements as well, and used the steering line in informal matters. The competence development involved actors and practices at different levels with a range of synergies because of the need of coordination and interdependence. It involved tensions by different groups in the structures and interplay in a rather complex system. Not all the actors had the same power and strength - related to the structures, interdependence, coordination and competence. In a system like this, project coordination is very important. The different steering perspectives, the government and governance and the distributed, or hybrid leadership, had some problems meeting the teachers in their professionalism transforming teachers’ learning between networks and schools.

Relevance for Nordic Educational research: By using both distributed leadership theory and policy theory I want to highlight the connection between school leadership and steering in the schools as a part of a hybrid “school owner”- organising. I want to make this connection clearer, in an organisational setting which is new and rather complex as a part of Norwegian educational policy.

Leading through professional communities. Tools and practices in changing school leadership

Hauge, Trond Eiliv1; Vedøy, Gunn2; Norenes, Svein Olav3

1University of Oslo, Department of Teacher Education and School Development, Oslo, Norway; 2University of Stavanger, Institutt for allmennlærerutdanning og spesialpedagogikk, Stavanger, Norway; 3University of Oslo, InterMedia, Oslo, Norway

Research topic/aim: This study examines the reconfiguration of leadership in an upper secondary school, as efforts are made towards improving practices of teaching and learning by the development of teacher professional communities. A new top-level leadership team was organized to lead and support the development work. Members of the team were recruited from leading team teachers and heads of departments in the school, including the principal.
Theoretical framework: The study addresses the needs of developing a shared and distributed perspective on leadership to widen our understanding of the complexities in leading to educational change in schools (cf. Spillane & Diamond, 2007, Harris et al., 2007; Rutherford, 2006).

Methodology/research design: The paper focuses on the first year period of restructuring and the challenges met by the new leader team in exploring and defining tools and practices of leadership. Motives and objects of change, characteristics of tools and practices being employed and implications for the development of sustainable professional communities are analyzed grounded in Cultural-Historical-Activity Theory (CHAT) and approaches to Developmental Work Research (DWR) (Engeström, 1987, 1999, 2007; Daniels et al., 2007).

Expected conclusions/findings: The study reports on how educational leadership evolved as a shared object of development and how practices were transformed as needs of organizing teacher professional communities of development emerged.

Relevance for Nordic Educational research: The paper focuses on a common ground on school leadership and school development research in the Nordic countries.

**Talk as leadership in schools**

Ottesen, Eli

University of Oslo, Department of Teacher Education and School Development, Oslo, Norway

Research topic/aim: The aim of this paper is to explore how school leaders use talk to promote, build and cultivate a school development project.

Theoretical framework: Talk is an important tool for leaders. Gronn (2003) argues that talk constitutes the work of leaders, because the greater part of school leaders’ time is spent talking. Also, it is through talk the work gets done, since it is through talk leaders can influence and direct others. And finally, through talk the leader makes leadership evident to others by showing who she is and what she does. Thus, talk is a tool for leadership and management. In schools, there are numerous discourses, with a multitude of participants and a variety of purposes. Discourses generate, shape and reshape what is understood as the school organization, and in talk relations, power and trust is established. Through talk, rules and norms are constituted, and knowledge is shared, challenged and developed. In a sociocultural framework, talk is conceptualized as both situated and dependent on the wider cultural and historical context. Also, talk is seen a personal and a collective endeavour.

Methodology/research design: The context of the study is a school development project. The school’s aim is to use ICT to develop teaching and learning practices. Using interaction analysis (Jordan & Henderson, 1995) I analyse talk in a project team. The team is made up by the head teacher, the assistant head, two teachers and the school’s ICT adviser. The data consists of four hours of recorded talk from three meetings. Field notes from classroom observations, whole school meetings, and in-service training are used as background data.

Expected conclusions/findings: The analysis shows how the project, its aims and work processes, are redefined through the talk in the team, how initiatives and agency is at play between participants, and how the group shapes and reshapes its understanding of the school’s practices and the project’s development.
Relevance for Nordic Educational research: In the Nordic context, school leadership is currently seen as a prerequisite for educational change. The research reported in the paper contributes to our understanding of how leadership is constituted in a school development process.

Symposium title: Leadership and educational change: Exploring tools and practices
There is vast evidence that leadership matters when it comes to educational change (Robinson, Lloyd & Rowe, 2008; Day, 2008; Seashore, 2009). The idea of schools as learning organisations is evident in educational policies, and research that highlight teams and schools as learning communities flourish (Liebermann & Miller, 2008; Stoll & Seashore Louis, 2007; McLaughlin & Talbert, 2003). However, while such studies often explore learning processes, how tools work to mediate learning is commonly not made explicit. In workplace learning, the object of the activity is new social practice (Miettinen, 1999). In the papers presented, school leaders and teachers work to achieve change in the schools’ practices. In this kind of collaborative work, school leaders make use of tools for learning, tools that are implemented through educational policies, learnt in in-service courses, or picked up more or less by accident. Also, such tools may be introduced by researchers or by consultants. In the course of the development work, tools may be amended, adapted and adjusted to fit the local practice. An important issue for research on leadership and educational change, is to explore how tools are put to use and in what ways they facilitate the development of new leadership practices. The four papers presented in the symposium investigate the use for tools in the knowledge transformation in teams of school leaders and teachers.

Discourses as tools in leading professional learning communities
Aas, Marit
University of Oslo, Department of Teacher Education and School Development, Oslo, Norway

International evidence suggests that educational reform’s progress depends on teachers’ individual and collective capacity. Developing professional learning communities appears to hold considerable promise for capacity building or sustainable improvement (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006). The principal plays a crucial role in development and management of professional learning communities (Mulford & Silins, 2003). The context is a project where reading experts/researchers from the University of Oslo supported the principals and the teachers from seven different schools throughout two years, in their work of developing the reading instruction. Cultural-Historical Activity Theory (CHAT) is used to analyze the tools that are put in play when the principal and teachers cooperate in improving the school’s reading instruction. Findings show that interaction between the professional talk about reading and organizational changes are crucial for practical changes in the classrooms. The discourse in the professional learning community serves as a way of preparing and legitimising organisational change. An important leadership challenge is to initiate and follow up discourses in professional learning communities over time, also after the implementing phase.
The paper analyses discussions in a team of school leaders from three schools seeking to undertake a cross-school development project. In the project, the schools aimed to develop new teaching practices by using ICT. Frequently, the collaborating team used narratives as tools in their collective endeavour to enhance innovative work in the schools. In the paper, I discuss how such narratives may facilitate the development of the object by coordinating and giving direction to innovative work, but also how ‘war stories’ may gloss over disturbances and contradictions, and impede on the advancement of the project. The paper concludes that reflective communication, i.e. interaction that connects narratives to organisational issues, is crucial to the progress of the innovative development project.

There is an increasing interest to understand different aspect of collective learning processes, i.e. the existence, operation and effectiveness to professional learning communities. This paper explores how videos from classroom and leadership practice are used as ‘mirror data’ in structured dialogues in a community of school leaders. The study investigates to what extent such tools facilitate the understandings of leadership for school improvement and support school leaders in building analytical capacity. The research draws on data from audio- and video-recordings and interviews. Our findings indicate that mirror data serve as mediating tools for the school leaders’ learning. In particular, the mirror data affords opportunities for concept development in the structured dialogue about recognisable incidents from practice.
Research topic/aim: Working as a teacher is a big challenge. At the same time different things happen. As a teacher you don’t have any time to think about how to act. You have to act immediately. The focus for my research interest is the moral dimension of teaching which is one of the aspects in teaching. The aim with my thesis is to gain knowledge of ethical values and standards of fostering in an educational context: pre-school. The intention is to understand teacher’s experiences of fostering as it is expressed in the interaction with children and in the teachers’ reasoning about these interactions.

Theoretical framework: The theoretical framework for my PhD study is the life-world, mainly Merleau – Ponty’s (1962) and Schutz’s (2002). It is in the meetings between teachers and children morality is created and communicated physically, ie. the morality is lived. In my study this means that ethical values and standards emerge from concrete intersubjective relations between children and teachers.

Methodology/research design: The study is carried out by observing (video recordings) teacher’s interactions with children. Clips where the teachers are fostering children to certain values has been shown to them. While looking at these clips teachers has been interviewed about their motives.

Expected conclusions/findings: In this paper I will present my tentative results from this study. These preliminary results indicate that their motives are depending on the context, the specific child and teacher’s own ethical values. It also indicates that it is difficult to see ethical values and learning as separate issues. They are rather intertwined as a whole. Teachers also use their bodylanguage to promote children to learn ethical values and standards. The study is carried out in different lifeworlds, ie. areas. What ethical values teachers find important for children to learn are depending of the lifeworld where the preschool are situated.

Relevance for Nordic Educational research: As far as I am aware of there is very few studies done letting the teacher’s own voices to be heard about their motives when fostering children to ethical values and standards. Hopefully this studies contribution will be to highlight the complexity of teacher’s work, in pre – school, regarding the moral dimension of teaching in pre – schools.

This is an on-going project with the purpose to study respect in relationships between pupils and between pupils and teachers. The theoretical frame is based on phenomenology as I use the theory of the ethical demand by the Danish theologian and philosopher K.E. Løgstrup. The theoretical base line is that there is a basic trust between human beings and due to that
fact the ethical demand is for everyone to take care of the other person’s showed trust. There are also two distinctive conceptions, sovereign and obsessive expressions of life which are attitudes and actions that either unite or retreat human beings from each other. Examples of sovereign expressions of life are love, respect, charity, frankness, solidarity and examples of obsessive expressions are jealousy, hatred, envy and self-righteousness. In the spring of 2007, I conducted 21 group interviews with 69 14 years old pupils. The interviews focused questions about respect and qualities of relationships between pupils and between pupils and teachers. Preliminary results indicate that basic trust functions as a condition for the pupils’ ability to show respect towards their fellow pupils and teachers. Moreover, respect in the relationships mentioned concerns being truly seen as the person one really is. To be seen as a true and real person is challenged and complicated by prejudices and stereotyped ideas that the pupils carry in mind about each other. The pupils describe actions of sovereign life expressions as a way to show each other respect in good relationships in school. In contrast, they also describe actions of obsessive life expressions as a way to disrespect each other.

Voicing students lived experiences through creative activities - an ethical matter
Bergmark, Ulrika; Alerby, Eva
Luleå University of Technology, Department of education, Luleå, Sweden

The school’s mission is to educate the children and young people in its society, so that they may reach the level of knowledge that the Government has stipulated by law. The task of educating the citizens of Sweden is described in the text of the schools’ management documents and these documents stress the importance of taking students’ experiences as a starting point in teaching situations, with the goal of increasing the level of knowledge. One way to really take students experiences into account is voicing them, which is the research topic for this study. Three major reasons for contemporary schools giving voice to students are presented by Rudduck and Flutter (2004). The first is the children’s rights movement, based on the United Nations Conventions on the Rights of the Child, which states that children are entitled to have a say in decisions that affect them (CRC, 1989). The second reason is the school improvement movement, founded on the perspective of students and advocating their active participation in the learning process. Active participation is also closely linked to citizenship education, the third reason, dealing with matters of student engagement, student empowerment, and fostering democracy in the present and for the future. The importance of student voice underlies inviting students to participate in their own education, as well as in educational research.

In schools every day life a lot of people meet and interact with each other, students as well as teachers, and schools can therefore be viewed as meeting places. While meetings and relationships are common we argue for the need to further explore behaviours in school in general, and more specific to voice students lived experiences of the same, as we consider this as an ethical matter and right. The aim of this paper is to explore students’ lived experiences of behaviour in school. The theoretical framework of this study is the phenomenology of the life-world.

The research was designed according to following: A total of 25 students got a school task to express, in writing, how they want to be treated by others, but also how they do not want to
be treated. After many discussions with classmates, teachers and one researcher the students agreed upon three themes in their writing: respect, appreciation, and recognition. Students then expressed these themes with the aid of creative activities in the form of short stories and production of art, combined with subsequent oral comments. The results which emerged indicate that the students give voice to multi-faceted experiences, reflecting both positive and negative aspects of behaviours in school. The results indicate the necessity to take the students’ understandings of behaviours into account when improving educational settings. Finally, it is important to raise questions how these results can be considered in other Nordic countries, in order to enable deeper understanding of schooling and educational research within our shared Nordic context.

A multiple software approach to understanding values

Hansson, Thomas
Blekinge Institute of Technology, School of Management (MAM), Ronneby, Sweden

This study builds on two significant quotations, one contemporary and another historic. First of all, mixed methods are frequently confused with multiple methods. Leech, Onwuegbuzie, Hansson and Robinson (2008) describe the distinction as follows (emphasis by this author): “mixed methodologies is distinguished from multiple methodologies, wherein mixed methodologies refers to approaches in which quantitative and qualitative research techniques are integrated into a single study, whereas multiple methodologies refer to approaches in which more than one research method or data collection and analysis technique […] is used to address research questions.” It is hard to separate a combination of (mixed) methods deployed for choosing the proper techniques of a single study and another combination of (multiple) methods for answering a narrowly defined research question. Furthermore, in commenting on the fact that when we look at a problem from a social science perspective, the method we choose for doing so has twofold implications. To the effect of clarifying the inherent complexity, Vygotsky (1978) says the method is a “prerequisite and product; the tool and the result of the study”, continuing: “In general, any fundamentally new approach to a scientific problem inevitably leads to new methods of investigation and analysis. The invention of new methods that are adequate to the new ways in which problems are posed requires far more than a simple modification of previously accepted methods.”

The purpose of research is to position the concept values in a scientific context covering a comprehensive corpus elicited from an online journal. The theoretical framework builds on an earlier study identifying global values across cultures. This study enables comparison between Anglo-Saxon on the one hand and other culturally determined understandings of values on the other, be they collective, individual or Western. Examples of allegedly global values include Security, Power, Universalism and Self-direction. The theoretical framework consists of a structured collection of analytical concepts like value direction, ethics, attitude and stability. The research design is made up of a combination of three similar but different text analytical-semantic-logical software packages. The software is deployed for identifying, characterizing and structuring values in some 300 scientific journal articles, complemented by the authors’ analysis of software output.
Expected outcomes cover (i) validation of values, value directions (e.g. openness to change and self-enhancement) and value categorizations; (ii) identification of and comparison between national values; (iii) value descriptions.

The relevance for research is that the results of this basic research will indicate what characterizes Scandinavian values and in the future provide refined methods for identifying values related to specific contexts, schools, industry, nursing, journalism etc. Educational research in the information society and among young internet cultures needs to focus on emerging internet ethics and there are several methodological options for gathering, categorizing and structuring empirical data on values and value systems in formal schooling and informal workplace contexts.

This is an interdisciplinary approach to citizenship education. National education is a basis for active citizenship from any of the given local, regional, national etc. perspectives as they hold a potential to empower individuals for working life purposes, for individual development or for public life. This presentation combines research into the practical use of software packages facilitating interpretation of diverging values as portrayed in an interdisciplinary journal series. The practical usage for educational purposes aims at furthering people’s awareness of values. As knowledge is far from the only aspiration in schooling, exploration of values in a computer-mediated context combined with ethical citizenship supply a valid framing of the congress theme.

**Principles of values-didactics in proscriptive- and prescriptive-free values-education**

Gill, Peter Edward, University College Gävle, Education, Gävle, Sweden

Underlying the notion of citizenship enablement is an assumption that values-education as part of school curricula has as its outcome the “active citizen”. “Active” in this sense is to be understood as a “good” act. A theoretical framework is developed that makes a critical distinction between values-education and values-didactics. Rubrics for values-education such as Fair Go, Care and Compassion, Responsibility, Honesty and Trustworthiness, Respect, Integrity, Understanding, Tolerance and Inclusion, Freedom or Doing Your Best, or alternatively, as illustrated by an example of core values in school, community and classroom contexts such as Integrity, Excellence, Respect, Responsibility, Cooperation, Participation, Care, Fairness, and Democracy are compared. The kinds of proscriptive and prescriptive values implied in the concept of core values are compared with the notion of jus ad bellum/jus in bello. While noting that the concept of just war and the term bellum justum dates from the fifth century, from the time of St. Augustine, it argued that the modern notion of jus in bello has a direct bearing on proscriptive- and prescriptive free values-education. Five essential elements in a Just War Framework, as ways to reason for violent acts, are explored through examples of violence in sport and social unrest in some Swedish suburbs. The notions of Just Cause, Proper Authority, Right Intention, Reasonable Hope for Success and Proportionality, while being intended as the building blocks of a moral legitimacy of war, find parallels in modern sports discourses and situational scripts of sports violence and violent political agitation. It is argued that the examples explored reveal a process of non-normative values-didactics which in turn presents special challenges for values-education in Sweden.
Research topic/aim: The early childhood years form the bases of identities, roles, norms and values. Preschool children cannot be separated from other important social contexts where parents and friends play major parts. Pedagogical actions develop knowledge but also offer values and norms within the framework of communication and a multi-facetted web of relations. Originating in the project Equality in Preschools the text aims to discuss the prerequisites of boys and girls as concerns creation of identity, learning and equal opportunities for multiplicity in preschools. It also, in part, focuses on the professional conditions of the pedagogues themselves. How to take gender into consideration may be decided through the different values of various social and cultural contexts. How to approach the issue of gender between children, pedagogues and society is the focus of the text. What conscious or unconscious ideas and approaches concerning gender are included in and communicated in the conversations and meetings of pedagogical practices? Are there perhaps some hidden values?

Theoretical framework: Both of these dimensions are emphasised, with bases in Nancy Fraser’s gender theoretical reasoning and in Fairclough’s critical discourse analysis (CDA). The concepts of recognition and redistribution and the terms subordination and financial conditions are central.

Methodology/research design: Based on meetings and conversations in a research circle, seen as a discursive practice, we wished to study the contextual understanding of conditions and linguistically carried values that are expressed in the work of preschools as concerns equal opportunities for participation and multiplicity for boys and girls. Our definition of a pedagogical practice is a situation that allows the participants to develop on a knowledge basis as well as on a social level. Through analyses of what was actually expressed in conversations, we were gradually able to gain a deeper understanding of how social power structures are present in small children’s pedagogical learning situations in preschools and how the pedagogues as a professional group is subordinated this power structure. The situations in focus had to do with the games, the meals, the arrivals in the mornings, the topics and conversations and so on.

Expected conclusions/findings: The analyses showed that we are not dealing with participation on equal terms. Girls tend to take on the role of being sensitive to other people’s needs and thus achieve certain acceptance in the interaction. The boys, on the other hand, more often interact on the basis of their own interests and dominate the conversations.

Relevance for Nordic Educational research: Seeing and understanding gender patterns and structures that occur in meetings between children and between members of the staff and children in preschools may be seen as questions of great relevance in relation to educational research, as the early childhood years form identity, norms and values for the years ahead. It’s a challenge to identify and penetrate notions that form traditional gender patterns. It is even more complicated since they exist and influence different social practices: in working with children, among pedagogues and in a number of different social contexts.
Research topic/aim: The aim of this study is to investigate the accounts that are employed by students when explaining why bullying occurs, and to examine the relationships between their accounts of bullying and their own reported experiences of bullying (been bullied, bullied others, witnessed bullying, or not witnessed bullying) and gender as well.

Theoretical framework: According to a social representation perspective, any interaction between individuals as well as groups presupposes shared representations, which enable the individuals to understand the various aspects of their social reality, to make sense of the world and communicate that sense to each other. Social representations organize social actions and communications, and function like interpretation systems that influence how people approach the world and others. By participation in social interactions, children incorporate and co-construct a lot of social representations on various aspects of their social life, which will influence their attitudes and guide their actions in their further interactions. Hence, investigating how children view and explain bullying is a way of gaining a better understanding of their attitudes and behavior in bullying situations.

Methodology/research design: A mixed methods design was used in which a questionnaire was distributed to 183 students in Grade 9 recruited from three Swedish elementary schools. One hundred and seventy-four students answered the open question “How come that bullying takes place? I think bullying takes place because...” in addition to structured questions regarding their own experiences of bullying. By using qualitative methods from grounded theory, students’ written accounts of bullying were coded, analysed, and categorised into main categories and sub categories. In the next step, statistical methods were used in order to investigate how prevalent different accounts of bullying were among the students in the sample and to examine their relationships to reported experiences of bullying.

Expected conclusions/findings: In the findings, the distributions of categories of accounts of bullying among the students in the study are presented. A comparison of distribution between male and female students is also reported. Furthermore, a comparison between victims, bullies, bullies/victims, only bystanders, and non-witness’ reported accounts of bullying are presented as well as correlation patterns between accounts of bullying and experiences of bullying (confined to been bullied, bullied others, and only witnessed bullying).

Relevance for Nordic Educational research: This research project is highly relevant for Nordic Educational research by conducting bullying research with an aim and with methods, which are atypical in international bullying research.
The aim of the proposed presentation is to shed light on young peoples’ views on civic engagement in a democratic society and to consider how such understanding can contribute to citizenship education. Within democratic societies over the last two or three decades, the call to strengthen democratic values and systems through education has been increasing (e.g. European Union, 2009). Meanwhile, the challenging question for educators is how to best enhance young people’s civic awareness and engagement. Those of us who work within the constructivist tradition (Dewey, 1944) find it important to place the child or adolescent in the centre. This child-centred approach means that as we work with young people in promoting their civic awareness and engagement we find it important to understand how they make meaning of democratic systems and values and related issues connected to human rights and civic participation (Adalbjarnardottir, 2007, 2008; Flanagan & Faison, 2001).

In this light, I will present results from a study I am currently conducting in Iceland: Young People’s Civic Awareness and Engagements in a Democratic Society. The participants in the study are 1200 young people (age 11, 14 and 18) from three areas around the country. Using questionnaires we explore how the young people understand democracy, human rights, and the attributes and actions of a good citizen. We explore these issues in relation to the ways they experience school with regard to (a) teachers’ democratic teaching activities (e.g., the teacher encourages the students to view societal issues from different points of view); (b) values in daily social interactions and classroom climate (e.g., respect, care); and (c) their own experience of civic engagement (e.g., being a member of the student council, or engaged in community service). These relationships are also explored according to age, gender, parents’ socio-economic status, ethnicity, and place of residence (city, rural town, coastal town). This data is currently being collected in schools.

In addition to the general pattern of their views on civic engagement that we gather by using a questionnaire with a large sample, we are interviewing some of the young people. The purpose is to gain a deeper understanding of how they understand and make meaning of their civic knowledge, civic values, and civic participation (Adalbjarnardottir, 2007, 2008). In the proposed presentation I will integrate results from both data sets and discuss them with regard to possible implications for citizenship education, both social policy and educational programs.

References:
Research topic/aim: The ratification of the UN Convention on the Rights of the child by most nations around the world means that the position of children as full worthy human beings is legally and morally acknowledged. During the two decades that have passed since the UN General Assembly adopted the convention, strategies for its implementation have been developed. Specific agendas for action and evaluation with bearing on child policy have been undertaken. One area of implementation concerns teacher training and educational practice in order to integrate the language of the convention into codes and cultures of teaching and learning. Research is expected to contribute to these efforts by highlighting and conceptualizing issues related to children’s rights, in educational as well as other contexts where children spend their days.

Drawing on research where issues of children’s rights have been studied and discussed, the aim of the paper is to elaborate the idea of the child as a right holder, and in what way research in education and other disciplines have contributed to identify and question how the position of the child as a right holder is to be materialized, primarily in educational contexts. In literature on human rights the concept of citizenship is important. As for the theme of the coming NERA Congress, we intend to highlight children and citizenship as such as related to rights, but we will also discuss in what way “active citizenship” may be understood in the light of children’s rights.

Theoretical framework: Our discussion will draw on concepts as formulated within the tradition of childhood sociology. According to the model “cultural politics of childhood”, children and childhoods may be studied in terms of cultural, social, political and economical positions, all nested together but carrying specific conditions for childhood and being a child. In earlier texts we have used this model in order to approach and formulate questions when contextualizing children’s rights.

Methodology/research design: We will particularly highlight changing views on children’s rights in relation to the role of education as a collectivistic vs. an individualistic enterprise, on parents’ vs. society’s responsibility and involvement, and on values education vs. education for intellectual achievement.

Expected conclusions/findings: Our main assumption is that changing agendas for educational research during this period may have created changing contexts in terms of what questions related to children’s rights are to be asked. We will particularly highlight changing views on the role of education as a collectivistic vs. an individualistic enterprise, on parents’ vs. society’s responsibility and involvement, and on emphasis on values education vs. education for intellectual achievement.

Relevance for Nordic Educational research: The concept of evidence based practice will be discussed as a current example of a seemingly major shift in international, and Nordic, educational policy, a shift that may lead to other images of the right holding, citizen child than was visible one or two decades ago.
Since the early 2000s, the deliberative turn in democratic theory has influenced the debate on teaching. The proponents of deliberation in education have argued that deliberative communication as a teaching model both enhances subject knowledge and democratic citizenship among pupils. In Sweden, both policymakers and scholars have argued for more deliberative communication in the Swedish education system. However, empirical support for the assumption that deliberative communication as a model for teaching enhances knowledge and democratic citizenship among pupils is weak. The aim of my dissertation is to empirically test the assumptions made by the proponents of deliberative communication as a teaching model. The empirical studies on the effects of deliberation in schools have been carried out with statistical design. However, when survey data is analysed, there is a problem of proving causality. An additional problem when using survey data are the difficulties in obtaining good operationalization of the independent variable, in this case deliberative communication. The research design used in this study is therefore experimental. The study was carried out in a civics course (samhällskunskap A) in Swedish high schools during the first semester in both vocational programs and programs preparing for ensuing studies. The preliminary results support the hypothesis derived from deliberative theory. The assumptions made by the proponents of deliberation that deliberative communication enhances both subject knowledge and democratic citizenship among pupils appears to be right. The most interesting outcome, opposite to previous research, shows that pupils in the vocational programs in Swedish high schools are the ones most favoured by deliberative communication. The absence of empirical research on the effects on deliberative communication as a teaching model has restrained the discussion about deliberation and education. Hopefully the results from this study will take the discussion between theoretically and empirically driven researchers further.

Symposium title: Navigating neo-liberal times. Possibilities in active citizenship?
This symposium aims to highlight educational conditions in neo-liberal times, and to discuss problems and possibilities in active citizenship in relation to this. In accordance with our previous research (Irisdotter, 2006; Olson, 2008; Wigg, 2009), there are a number of aspects in educational policy and practice which can be understood as neo-liberal tendencies. These include individualisation, marketisation, consumerism and pluralism, all of which constitute specific challenges in different educational arenas and for actors within these arenas. What does it mean to be an active citizen under these circumstances? The contributors to this symposium analyse and discuss this issue using different empirical foundations. Sara Irisdotter Aldenmyr focuses on teachers’ missions to educate active citizens in compulsory school. The starting point being an empirical study about teacher voices, Aldenmyr shows examples of risks and opportunities embedded in teachers’ attitudes toward students. This is followed by a discussion about how a discourse ethical approach, mainly as it is formulated by Iris Marion Young, can empower students as active citizens. Maria Olson focuses on the Swedish schools’ assignment to foster active citizens. Drawing on her previous research on current citizenship ideals in the Swedish education policy’s citizen fostering agenda, Olson highlights some unsatisfactory features in this national policy setting as regards educating for active citizenship. This is followed by a discussion about an
alternative way of framing this education inspired by Chantal Mouffe’s ‘political agonism’. Ulrika Wigg aims to analyse and discuss the experiences of refugees in Swedish schools regarding their views on where they belong and why, and what communities they feel they are allowed to be a part of. This is related to Zygmunt Bauman’s theoretical concepts of identity construction in liquid modernity and points to possibilities in an understanding of active citizenship that is disconnected from both national identities and consumerism as a substitute for identity.

Based on the papers, the contributors maintain that there are alternate approaches which may suppress negative aspects of neo-liberal tendencies in contemporary society. These approaches also point to possibilities in redefining active citizenship as a way of navigating neo-liberal times.

The purpose of rationale behind this symposium is a shared belief in the potential to redefine understandings of active citizenship within the realm of education. The contributors welcome active audience involvement.

Risks and opportunities in face-to-face meetings
- Empowering students as active citizens in neo liberal times
Irisdotter Aldenmyr, Sara, Stockholm University, Department of Education in Humanities and Social Science, Stockholm, Sweden

Several contemporary theorists with interest in society matters claim that today’s western society is changing due to an increased focus on the logics of market and of an increasing commercialism and individualism. The treatment of the young is a crucial matter for teachers in neo liberal times. The contemporary mentalities do not, according to several critical theorists, encourage strong participation, political or ethical awareness or active citizenship (cf. Sennett 1993, 2006, Habermas 2007). Instead, we often end up in pseudo-therapeutic, intimate, non-constructive relations, or the opposite, in instrumental, objectivising, cynical approaches. With support from these critical theorists, I take my starting point in the fact that we live in a neo liberalistic time which calls for analysis of the qualities of human meetings in general, and meetings between teachers and students in particular. In this article, I will argue that citizenship education, or, perhaps rather formation, takes place in every empowering face-to-face meeting between teacher and student. I will discuss the possibilities and risks in the spontaneous, unplanned every-day meeting between teacher and students in school. If these meetings are characterized by respect, sensitivity and dignified treatment of the other, they can contribute to the empowering of the young person to take active part in society- to be an active citizen. In other words, a conscious ethical approach can help to counter the alleged undemocratic tendencies of our contemporary, neo liberal society. In rapid, spontaneous meetings in the corridor, in chats after class, during consolation and admonishing, there are precious moments in which the student can grow as a human being, and thus also a citizen. A teacher must be ready to meet another person in a conversation that might not primarily focus on the school work or the teacher’s area of expertise. To have an ethical approach as a readiness for unexpected meetings and spontaneous conversation is part of a professional competence. The first purpose of this article is to identify some risks in the meeting between students and teachers, which are caused by teachers’ attitudes toward students. I present an
empirical material in which teachers in focus groups talk about their professional roles, their students and professional ethical issues. Using this material, I would like to point out aspects of teachers’ attitudes towards students which, in my interpretation, illustrate the risk areas which contemporary sociologists describe as typical for neo liberal times. I will also, using the same material, show good examples of how teachers express democratic and open minded approaches towards their students. The second purpose is to analyze these risks and good examples by using a communicative ethical perspective. Here I refer mainly to Iris Marion Young’s (2000, 2002) ideas on democratic communication and human encounters. Finally, I will show how the communicative ethics, mainly as it is formulated by Young, can be a useful theoretical tool for teachers in everyday face-to-face meetings with students.

Educating for active citizenship is a pressing issue for educational policymaking in the Nordic countries, not least in the current neoliberal climate defined by economic and social change and by calls from different quarters for increased pluralism. This task is fuelled by growing demands from the European Union that its member states provide an education that emphasises fostering for active citizenship as an objective. In this text, Swedish education policy will be taken as a case in point in order to highlight how this issue is being handled in this particular national policy setting. It is argued that the policy’s citizen fostering agenda contains problematic notions of active citizenship in the sense that its orientation is situated in a conception of empowerment that tends to gloss over differences in a way that excludes certain individuals and groups of people on an socio economic and (ethno) cultural basis. It is further argued that these excluding features can be related to educational ideas about freedom of choice as a guiding principle for a properly educated active citizenry. Drawing on Chantal Mouffe’s (2005) ‘political agonism’ in order to frame the concept of empowerment differently, the overall aim of this text is to suggest a different definition of active citizenship education that does not focus on empowerment as a question of choice. Rather it is a question of voice – i.e. focusing on active citizenship education as a channelling of children and young people’s different and conflicting ways of speaking and acting as regards what it means to be an active citizen into political registers. Such a redefinition of the educational assignment to foster active citizens may serve as an opportunity for national policymaking in the Nordic educational context to navigate current challenges. First, I briefly present some characteristic features of an education for active citizenship in the current Swedish education policy context. These features are elucidated through previous policy research (Olson, 2008), inspired by the theoretical framework of Zygmunt Bauman (2000, 2007), and are intended to serve as one example of existing educational policy approaches to active citizenship education in the Nordic educational setting. Secondly, one shortcoming as regards the conditions for the individual’s active participation in society is highlighted. This shortcoming is discussed in terms of what might be seen as an insufficient notion of empowerment as a vital aspect of education for active citizenship. Finally, I suggest a different way of framing empowerment of the individual in relation to the educational task of educating for active citizenship.
This paper aims to analyse and discuss the experiences of refugees in Swedish schools regarding their views on where they belong and why, and what communities they feel they are allowed to be a part of. In neo-liberal society, the consumer is the ideal citizen. The consumer, in Zygmunt Bauman’s terms, is a tourist. The tourists have the world at their feet, they are free to move, and are sometimes obliged to move due to work. The tourist’s flipside is the vagabond. Vagabonds are forced on the move but are not welcome where they arrive. The presence of vagabonds in society is a reminder that under the conditions of liquid modernity, things may at any time take a turn for the worse. The vagabond is faulty consumer, and thus a threat in a society of tourists. Another theoretical standpoint is that there is a strong connection between perceived national characteristics and self identity. Bauman (2000) uses the term “liquid modernity” to signify modern society, and the way that human beings identify themselves. Man now has to determine his own identity with whatever means are at hand. The rise in use of national identities as terra firma, can, according to this view, be seen as a substitute for lost communities. The empirical material consists of life story interviews with eight young adults who all arrived in Sweden as refugees during their school years. The identities analysed in the stories are constructed in relation to the school context as a representative of what it means to “be Swedish”. The persons interviewed draw on perceived national traits when defining themselves in their stories, and refer to values and characteristics as being “Swedish” or “not Swedish”; values and characteristics that they learned in school and in relation to friends. They give words to a sense of loss – in Bauman’s terms they use a national identity to create stability in a liquid world. But that liquidity also holds other possibilities – “I can be a citizen anywhere, because I am an active individual”. The empirical material presented points to a) The participants define what being Swedish means, and define themselves as different – a sort of faulty consumers – and b) The participants define themselves as something more than belonging to one group – there is a possibility in exile, which leaves room for new ways of becoming a citizen. The analysis can be used to construct the road from refugee to where the participants are now in two different ways: 1. Exile signals a lack of something, and signifies the vagabond. The vagabond in any society can be understood as a faulty tourist or consumer and is a threat to the tourist, who is the ideal consumer. The refugee understood as a vagabond will always be on the outside. Or 2. Exile signals a loss in which the vagabond loses her foothold but ehn regains foothold in a new context. The exile, in spite of the losses, brings with it a sense of freedom: one can move and partake in any society. The loss holds promise, and exile can be seen as a possibility to be a new kind if citizen. When a person has decided to stay in Sweden, it seems that they take a more active part in society. The decision to stay, then, can be understood as key factor in taking an active part in your society or local communities. A person doesn’t need to feel “Swedish” to be an active citizen. In this paper, I argue that an active citizenship, which leaves room for the individual to participate regardless of background, is perhaps best suited by a disconnection from both national identities and consumerism as a substitute for identity. The school system, where all children in Sweden spend time, regardless of where they originally come from, holds enormous potential to bring about this change, by learning from the experiences of young people in exile.
Choosing a postgraduate education: who goes where?
Berggren, Caroline
Göteborg University, Department of Education, Göteborg, Sweden

Theoretical framework: Women have increased in postgraduate education, and as faculty. This paper explores the gender differences in career development for postgraduates in Sweden over the last 40 years. According to Status Construction Theory (Ridgeway, 2006) diffuse status characteristics (such as gender and family background) can be expected to be less operative in sectors with transparent career paths as in higher education and in the public sector. In these sectors, the specific status characteristics (for example research qualifications) will be more influential on career development. Contrary, in research institutions, in the Swedish Academy or in the private sector it is likely that diffuse status characteristics exert a greater influence on the appointment (Jonsson, 2007).

Research design: National statistics is used to describe an overall pattern of changes in gender composition of the student and faculty body within higher education; moreover, changes in the welfare system and the labour market are touched upon. In addition to the broad descriptive statistics, a sample of 585 postgraduates, born in 1948, 1953 and 1967 are studies in greater detail through information from national registers. Mainly educational and occupational registers has been used; they have been linked together, which make it possible to follow individual trajectories. The 585 men and women postgraduate students were divided upon fields of study, and their actions followed until 2007. Both completers of a research degree (licentiate or doctoral) and non-completers were analysed.

Findings: preliminary results showed that natural science was a field where women postgrads had increased most of all, while men had decreased within humanities and medicine. Slightly more than 200 postgrads had not achieved a degree and were not registered as active students. Among the ‘drop-outs’, an equal share (8%) of men and women held a teaching position in Higher Education. However, among those who had left the Higher Education sector, it was more likely that a man would hold a position as a manager. About 40 postgrads were registered as still active; about double as many women as men, meaning that the number of women are usually underestimated in surveys estimating the distribution of men and women both as postgrads and as completers. An explanation to women’s later transfer into postgraduate education is that they study within fields where few follow a direct path from upper secondary school to postgraduate studies. Among those who had achieved a research degree (licentiate or doctoral) a similar labour market trend could be seen as among non-completers; women researchers were employed within the state, while men researchers were employed in the private sector.

Relevance for Nordic Educational research: The career development for the studied 585 postgrads can not be generalised, but the different outcomes for men and women can be discussed. For example, why have women increased as postgrads in natural sciences? Has it something to do with the scarcity of faculty positions within this field? Are women’s increase as faculty a result of their outstanding research and/or because of declining competition from men, who find better paying alternatives outside of academia thanks to their favourable diffuse status characteristic?
Gender, technology and sexuality: The Nerd as gatekeeper in higher technology education
Ottemo, Andreas
University of Gothenburg, Department of Education, Gothenburg, Sweden

Research topic/aim: At least since the 1980’s, parties engaged in science, technology and engineering education have been trying to encourage more girls into higher technology education. In connection to such efforts, as well as in academic research trying to understand gender patterns in recruitment, issues of nerd identity are often discussed. It is argued that “the Nerd” works as a masculine gatekeeper keeping women out of technology education. However, it is not so common that one analyse how this gate keeping work is actually performed, or rather, how it is that the Nerd comes to stand out as a masculine stereotype. I mean that this is unfortunate, and in this article I wish to show how a closer reading of “the Nerd” can be helpful in trying to understand gender patterns in higher technology education.

Theoretical framework: In contemporary gender and technology studies it is common that one views gender and technology as discursively co-constructed categories. This view will also be the theoretical point of departure of this article. However, as has been noticed by several researchers lately, studies on the gender and technology field often fail to acknowledge the central role played by sexuality in making these connections between gender and technology. I see this as problematic and in my analysis, using Judith Butler’s concept of the heterosexual matrix, I wish to show how a focus on sexuality can help deepen our understanding of how “the Nerd” comes to appear a masculine figure.

Methodology/research design: The article is based on interviews with students in a university of technology, exemplifying popular culture texts and a press debate on engineering education recruitment in the Swedish trade journal Ny Teknik. I am adopting a discourse theoretical approach and in line with such an approach I am interested in how the Nerd position is discursively constructed in the material that I analyse.

Expected conclusions/findings: In the article I hope to show how the Nerd takes part in co-constructing gender and technology and that this co-construction to a certain degree takes place through the establishing of heterosexualised bonds between gender and technology.

Relevance for Nordic Educational research: By focusing primarily on the linking of masculinity and technology, I want to contribute to an opening up of new spaces for formulating questions of gender in relation to technology education recruitment. As has been pointed out by gender and technology researcher Ulf Mellström, the analytical focus in both educational research and gender and technology studies is often put on “girls and technology”. This is problematic in that such a focus tends to make gender relevant only when what is perceived as women’s lack of interest in technology education is discussed. My hope is that a focus on masculinity and norms that link masculinity to technology will make it easier to start asking questions of why it is that also fewer men seem to be interested in going into higher technology education, and what role representations of “the Nerd” or possibly “the Engineer” and similar figures might play in such a development.
For young people, transition from the lower to upper secondary education is at the same time problematic and full of taken-for-granted assumptions. Post modern emphasis on individual choices also means compulsory choices and individual responsibility when the choices turn out to be regrettable. Whilst the vocabulary of individuality is strong, the impact of social and cultural background and gender has not left its importance in the actual choices. In Finland school students are obliged to make choices and apply for upper secondary education during the 9th grade. The main choice they make is between general, academically oriented education and one of the sectors of vocational education. The Finnish post-compulsory education is described as a dual model, and whilst there are structures and practices that strive towards ‘a combination of both’, there also are contemporary political tendencies to strengthen the dichotomy. The routes are presented as if they were different but equal. Slight majority of boys choose vocational education when around 60 % of girls prefer general upper secondary education Gender difference in this choice between general and vocational education, however, is minor in relation to the strong gender segregation between and within sectors for those young people who choose vocational education. The most gender divided large sectors are the sector of social and health care (about 90 % women), and the sector of transport and technology (about 85% per cent male). The gender division in labour market roughly repeats the same gender division than vocational education. In Finland it is especially strong and has been noticed in EU as well, with very little change during the latest decades.

In this paper we analyse gendered and classed patterns in young people’s post-compulsory educational routes. We look at how upper secondary education choices are made, how understanding of one’s proper educational path is constructed in the practices of career guidance, and how the self and one’s abilities are renegotiated after starting vocational education. We reflect these in relation to the concept of active citizenship. The paper draws on three ethnographic studies. In Sirpa Lappalainen’s ongoing three years’ ethnographic study ‘Studying to become practical nurse’ students in vocational upper secondary education in health and social services sector are followed. Reetta Mietola’s study ‘Troubling special’, focuses on practices of and everyday schooling of students studying in special education during their last year of compulsory schooling. Finally, the study of Elina Lahelma (jointly with Tuula Gordon) ‘Tracing transitions’ is an ethnographically grounded life historical study of young people’s post-16 paths. Our data include field notes, interview material generated with students and teachers, as well as documents produced in institutional contexts.

We use feminist post-structural and material theories, intertwined with contextualised ethnographic perspective. We have conducted analysis through discussion: we have chosen relevant extracts from our data and discussed them jointly, trying to build shared cross cultural analysis. We contextualize our analysis in current changes in Finnish and European educational and labour policies, as well as in the historical background of vocational schooling. We argue that taken-for-granted practices of career guiding emphasise gender division within vocational education and working life, rather than challenging it. Moreover, we suggest that young people, when making choices, reflect on social and material conditions although official educational policy emphasizes equal opportunities in education.
Music is the single most popular topic within the folk high schools of Sweden. In this paper I intend to analyze the patterns of participation within the musical profiles of the Swedish folk high schools. I will especially focus on how the patterns of participation might be related to social structures of gender, class and ethnicity. The data used for sketching these parameters quantitatively will be taken from official statistics (SCB) of whom became enrolled in the music education in 2008. Educational capital, ethnicity, age and gender will all be quantified in order to capture how processes of inclusion and exclusion are connected to the practices of music education. In order to compare the folk high schools base of participation, I will use data on who become enrolled in musical education at the university level. Hypothetically one might assume that the folk high schools would have a broader recruitment base then is the case within the higher strata of music-educational practices.

Apart from outlining the patterns of participation on the music education of folk high school as a whole, I will also analyze how the musical genres and the different popularity rates of particular schools connects to the social background and the trajectories of the participants. By doing these sorts of contextualizations I hope to grasp more thoroughly if the patterns of participation conjoins with specific forms of symbolic capital associated with certain schools and/or musical genres. Theoretically I will use the concepts of capital (symbolic, social, cultural, etc) as they are elaborated in the works of Pierre Bourdieu and his followers (Bourdieu, 1996, Broady 1998, Palme, 2008). Other characteristics of this tradition of educational sociology that have interested me is its focus on power relations, the necessity of grounding research in a vast amount of empirical data and its way of analyzing how distinctive social groups uses the educational system. The findings of this quantitative study is going to form the beginning of my thesis on the music courses of the folk high schools in Sweden.

Theoretical framework: The numbers of women have increased in higher education, but women continue to lag behind when it comes to occupy faculty positions. There are several explanations for this remaining imbalance; one of them is the increasing requirement of international collaboration with other researchers. Being able to demonstrate a membership in a distinguished international research network increases the likelihood for getting research funded. A possibility to gain these valued international contacts is through a longer stay in another country; for example, as a post doc. For doctors within natural sciences a post doctoral position, or sometimes more, is a requirement to gain access to the very few faculty positions that are open. For doctors within social science and humanities overseas experience is still not as common (Kyvik et al, 2003; Melin 2003). Since men have made up the majority of researchers, the tradition of mobile scholars has been set up with them as the model. Previous research has mainly focussed on the working conditions and career possibilities for
post docs within natural sciences and life sciences. Utterly few studies discuss the personal and family aspects of a transfer to another country and research community. The gender perspective is salient in this study. Status Construction Theory (Ridgeway, 2006) is used to highlight the unexpressed prerequisites that has designed today’s post doctoral fellowships and the unexpressed expectations on the postdoc her/himself. Status beliefs influence all levels in society from macro to micro. By interactions these beliefs are maintained, reworked and spread. Preconceived ideas about how a person, with certain characteristics or statuses is going to behave, achieve or otherwise act, influence the interactions. Gender is a status characteristic that is always salient, even if the strength varies depending on the context. Men and women meet in many situations in daily life and it is almost impossible to interact with a person who cannot be sex categorised (Ridgeway, 1997). Moreover, other status characteristics such as social class (Ridgeway et al, 2009) and motherhood (Ridgeway & Correll, 2004) also raise expectations about performance. The above mentioned status characteristics are ‘diffuse’ and are problematised in this paper. My characteristic as a Doctor of Philosophy is a ‘specific’ status characteristics, it is more narrowly defined with respect to performance expectations, but not discussed here. Finally, M. L. Pratts (1996, 1999) concept of the Contact Zone ‘social spaces where cultures meet, clash and grapple with each other’ (1999, p 499) is a tool to understand why I became aware of some of my status characteristics and not others.

Research design: This paper is a description of my personal experiences of a two year postdoctoral fellowship at a Canadian University. It is an auto ethnographic study where I make my own experience available in order to reflect about the supposed ‘gender neutral’ organisation of international scholarships. Findings: Moving with a family and a cat included, led to many more clashes as I imagine moving as a single would. My different statuses influenced my work both in negative and positive ways. As a mother, I got insights in the Canadian compulsory school system and ways of organizing family life that I could not have got otherwise. As a partner, changed responsibility for the family cast a shadow over the relationship, both concerning the private economy and the division of labour. As a professional, I had to adapt to a new culture, and juggle the professional demands together with increased family demands. The comparatively long period abroad allowed me to understand why things were organised the way they were and gave me opportunity to reflect about my own prejudices and my own status beliefs.

Relevance for Nordic Educational research: The paper is a contribution to the discussion about women’s ‘equal’ access to an academic career. It provides empirical basis for improvements both concerning prerequisites for and realisation of international research exchange.
than other countries with which we compare ourselves. In addition to this, Norwegian girls score significantly higher on the PISA reading literacy scale and outperform boys in measures of reading achievement. This has led to a national concern about the Norwegian school system and a heated discussion about the organization of the education and the use of different teaching methods. “The Primary and Lower Secondary Education Act of 1998” demands that all Norwegian children receive an adapted education. In order to promote differential learning and to support student-centered methods, work plans have become a frequent set up in Norwegian classrooms (Mejding & Roe, 2006; Kjærnsli & Lie, 2003; Lie, 2001). A work plan is a document of academic work that describes what the pupils are supposed to do in different subjects over a specific period of time. Today, work plans have become an integrated part of the Norwegian everyday school-life. Because the tasks on the work plans often are differentiated according to available time, rate of work, progression, content, number of tasks, grade of difficulty and working methods these documents have become one of the most important tools Norwegian teachers have in order to put individual instruction into practice (Klette, 2007). A lot of teachers open for self-directed learning, and they use work plans in order to organize this sort of education. The pupils themselves are then responsible for organizing and planning their own academic learning, often realized through the use of study lessons. During study lessons the pupils can choose which school subject they want to study. The main focus of this paper will therefore be to see how girls and boys use work plans during mathematics and science lessons in Lower secondary school. I am interested in what kind of strategies they make use of in order to finish the work plan on time and possible differences between the two genders.

Methodology/research design: The analysis will draw on videotaped interviews with 53 girls and 46 boys from mathematics and science classrooms. In the analysis I focus on: What kind of strategies do girls and boys use when working with work plans? In what way do girls and boys cooperate when working with work plans? When do they approach the teacher? Who are they cooperating with?

Expected conclusions/findings: Girls and boys strategies in relation to work plans are:

- Girls
  - They cooperate during study lessons and normal lessons.
  - They work quite a lot during study lessons.
  - They work with mathematics when study teacher is present.
  - They discuss solutions and procedures.
  - They distribute the tasks evenly throughout the period.

- Boys
  - Rarely discuss and cooperate – work individually with the work plan.
  - They work a lot at home.
  - They work with mathematics even if the subject teacher is not present.
  - They rarely discuss solutions and procedures.
  - They postpone the work until the last couple of days.

Relevance for Nordic Educational research: Sweden and Norway are the two main countries which heavily use work plans in the education of the pupils. At the same time PISA (2006) and TIMSS (2007) provides data showing that these two countries have had the greatest fall in students’ performance on international academic comparative tests (Gronno & Onstad, 2009; Kjærnslie, Lie, Olsen, & Roe, 2007). The extensive use of work plans in Norwegian classrooms might be one out of several factors that contribute to this situation. However, the evidence of what kind of impact the use of work plans has on the learning environment is limited.
In this presentation, some results from my doctoral thesis "Gender order of the teaching profession. A study of teachers’ views of work tasks, skills and expectations in their work”, will be discussed. It focuses how a group of teachers in the Swedish compulsory school perceive meanings of the gender order in their work, but also how the gender order is expressed in the teachers’ understandings and interpretations of their assignment and work. Connell’s theoretical concept gender order and gender regime is used to interpret the empirical data. Further, Connell describes a hierarchy of masculinity positions which is used as a tool to understand how the male teachers reason about expectations from others. The study is based on interviews with fourteen teachers in grade 3 to 5. Some data from a national questionnaire are also included. Results show that social dimensions are intervened with pedagogic –didactic aspects, but at the same time discussed as disturbing teachers’ main assignment. Whereas tasks connected to social dimensions in work are described as “that all around”, the importance of the teachers’ social competence is emphasized. The teachers state that work competence does not have anything to do with the gender of the teacher. At the same time, it seems that women and men partly handle different kinds of tasks and that certain tasks get gender coded, which corresponds to the regulations of the gender contract trough which the gender order is established. Some of the male teachers maintain that they have been recruited to handle smaller groups of pupils with special needs without having the relevant educational background, or instable groups of pupils. They are expected to act like “real men”, and thereby run a risk to be seen as unmanly if they don’t. Feelings of shame are only discussed by the male teachers. This shows that not only women but also men are affected by the gender order. The teacher’s apprehensions include ambiguities and contradictions. In this presentation, it will be shown how factors as gender, age and ethnicity are intervened in the teacher’s understandings and interpretations.

My presentation is linked to the theme of the conference due to my theoretical frame of reference; A gender perspective includes a point of departure where humans are seen as active participants in construction of themselves and gender.
the teaching professions are historically and culturally imbued with multiple discourses and subjectivities of gender. Many contradictive and conflicting discourses and aspects related to gender are described in research about teachers and teaching, at symbolic, structural as well as at individual levels. Teaching, especially teaching young children has often been associated with femininity, motherhood and caring (Sabbe & Aelterman, 2007). Women teachers’ experiences and working conditions are shaped by gendered social expectations and stereotyped images of women teachers, and their subject expertise or classroom management skills can be questioned because of their femininity (ex. Acker, 1995; Gannerud, 2001; Tambouko, 2003). Male teachers are also burdened with gender discourses that define them in certain ways and determine their roles, which gives rise to tensions and contradictions in their professional self-understanding (i.e. Warin, 2006; Francis, 2008). In many countries one worries about the ‘feminization’ of teaching, meaning that the proportion of women teachers shows a tendency to increase. There is little or no evidence, either theoretical or empirical, that the gender of the teacher is of any great importance in relation to pupil’s achievement, well-being or attitudes (i.e. Lahelma, 2000; Francis et al, 2008). Sports is also an arena that is highly gendered, and there are some Swedish studies discussing the role of coaches/leaders of young children in the context of sports (i.e. Redelius, 2002, Hertting, 2007, Eliasson, 2009). Many men are active and engaged as coaches for young girls and boys in the context of sports as an occupation, but far more as a voluntary task, while similar tasks in the context of school are performed predominantly by women. This makes it interesting to explore and compare those roles.

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**Swedish “gender pedagogy” - methods and positions in pre-schools**

Eidevald, Christian, Högskolan i Jönköping, ENCELL, Jönköping, Sweden

**Research topic/aim:** This presentation draws upon a critical ongoing questionnaire study among Swedish pre-schools who actively work, or have been working, with “gender equality projects”.

**Theoretical framework:** The theoretical assumptions draws from feministic post-structuralism and focus upon how language, rather than objectively describing objects, replicates attitudes.

**Methodology/research design:** The aim with this questionnaire study is to present common methods in pre-schools practical and daily work, partly by analyzing the methods stated to be in use, as well as how methods are described and justified. Different methods and approaches give different naturally and obvious “truths” about what “gender pedagogy” is, or should be. The study also focuses on pre-schools from different pedagogical traditions (for instance “Reggio Emilia”), with the aim of analyzing and challenging theoretical/practical underpinnings.

**Expected conclusions/findings:** Some pre-schools express an ambition of “sex-neutral” environments and pedagogy, while other pre-schools express a wish for an environment and pedagogy where children are encouraged to cross traditional sex stereotyped behaviors. In the latter cases materials and activities normally connected to one of the two sexes are employed, so that girls and boys are given the opportunity to choose “non-traditionally”.

**Relevance for Nordic Educational research:** These different visions will create problems in the strategic “gender equality work”, as they have entirely different starting points and aims. Children are also being described as passive receivers of a pedagogical activity. The study
suggests that the responsibility for gender equality work resides with the adults. This paper aims at setting establishing theoretical starting-points for a pedagogy where children instead are seen as active and responsible co-constructors.

Research topic: The aim is to investigate if parents’ conceptualisations of care are gendered, that is, do fathers and mothers understand care differently. It is taken that the point of reconciliation of work and family is crucial and brings to surface parents’ ethical ideals of care. Therefore, the meanings parents give to work will also be explored.

Theoretical framework: In Western philosophy ‘care’ is often understood to be gendered and difference is made between different types of caring, for instance natural caring (female) and ethical caring (male). Likewise, Finnish informants produced ambivalent descriptions of a good mother and a good father fluctuating between “gender equality” and “the mother is the primary parent” (Perälä-Littunen 2007). Nevertheless, today there are parents who make decisions concerning childcare irrespective of gender (e.g. Douchet 2006). It is thought that culture, including family ties and socially negotiated norms plays a role here. Parents’ ideas concerning care are part of parental ethnotheory, parental cultural belief system (See e.g. Harkness and Super 1996).

Methodology/research design: The data of the study consist of thematic interviews of two working mothers, two mothers-at-home on parental leave and four fathers. The data was analysed by first coding the data into categories pertaining to parental care and the meanings of work, then searching for reappearing themes and finally looking for connections between the themes (see e.g. Kvale 1996; Punch 2005 ) and further to establishing ‘care profiles’ and ‘meanings of work’ profiles for the interviewed.

Expected conclusions/findings: The two working mothers described work in positive terms while for the two mothers on parental leave said that they would start working at some point of their life because it was their duty. Work was important for both mothers and fathers, both see themselves as responsible for bringing in the money. However, there was quite strong agreement that caring is natural for mothers.

Relevance for Nordic Educational research: Finland, like in other Nordic countries, promote working motherhood and caring fatherhood thus furthering gender equality (Ellingsæter & Leira 2006, 267). Nevertheless, despite the shared understanding of the importance of fathers’ participation in childcare and mothers’ right to paid work, for instance, the actualisation of statutory parental leave possibilities is gendered; parental leave is mainly taken by mothers (Johansson & Klinth 2008; Lammi-Taskula 2007). Likewise, genders are segregated in the fields of education and labour force pointing to the fact that gender issues need to be taken into account also in education. The importance of highlighting gender issues in teacher education and thus sensitising teachers to gender issues has been suggested (Lahelma 2006).
Symposium title: Gender and career in educational research

The symposium aims to explore from a gender perspective institutions and careers within educational research, by bringing together reasonings and findings from four ongoing and recently completed studies in Denmark, Norway and Sweden. The empirical studies draw on various theories, but share a common understanding of gender relations as shifting and changing, and in need of being analysed in relation to institutional conditions and their implications for various groups. The focus then is not primarily on general gender differences and the positioning of assumed homogenous groups of men and women, but rather on the (gendered?) order of institutional life and intersections of in particular – in this symposium - gender and generation.

The field of education is well suited for studies of some strong tendencies in contemporary academic life, among them the present pressures from a performative culture promoting competition, international publishing, excellency and international networks. Such pressures are already strong within medicine, technology and the natural sciences, but are only recently being fully adopted within education and other parts of the social sciences. Also, some general tensions and conflicts within universities – as those between theory and practice – are obvious within the educational sciences with their roots in traditional university research on the one hand and teacher education on the other. These themes are addressed in the presentations.

In the first paper Anna Peixoto and Anna-Karin Wyndhamn (University of Gothenburg), present findings from a study of a Swedish faculty of education. The paper analyses from the perspective of gender and generation two salient themes in the interviews with staff; power relations between various sections of the faculty and staff relations of dependency with demands for loyalty. The paper by Kirsten Hofgaard Lycke and Gunnar Handahl (University of Oslo) draws on two case studies focussing on the experiences of post docs in Oslo. It analyses and problematises in particular whether the hindrances and options identified in the interviews are primarily related to gender or, rather, to other conditions.

Petra Angervall, Jan Gustafsson (University of Gothenburg) and Eva Nyström (Umeå University) analyse, as part of an ongoing national Swedish project, the home page presentations of some Swedish departments within the educational sciences. Their paper explore in particular relations of gender and representations of performativity/educational excellency. Karen Borgnakke (University of Copenhagen) analyse, as part of an ongoing national Danish project, gender issues in the transition from the scholastic learning context in upper secondary school to the academic learning context at universities.

Discussant: Berit Karseth (University of Oslo)

On Hierarchies and Interdependence in Academia
Peixoto, Anna¹; Wyndhamn, Anna-Karin²
¹Department of Work Science, Department of education, Göteborg, Sweden;²Department of Education, Faculty of Education, Göteborg, Sweden

One of the general findings in this interview study of a Swedish Faculty of Education is the experience of the co-workers as members of an organisation with a distinct order of rank. In this system the full time researcher (usually a man) is perceived to be higher up in the hierarchy compared to the full time teacher (usually a woman). The feeling of being in a position of dependency to a superior and to owe that person loyalty is another theme expressed during
the interviews. According to the informants any possible criticism concerning scientific agenda as well as the spoken and performed attitudes towards colleagues is silenced by the power relations. As a consequence, gender stereotypical expectations of male and female co-workers are reported to be left unquestioned during seminars, courses and other work meetings. We discuss how these power relations are given different meanings by the informants. The descriptions given by the PhD students constitute our main interest. We argue that these ranks of power will affect discussions concerning the work place as well as the production of science, and that these discussions entail strong restrictions for what and whom you may criticize. These restrictions may reproduce, rather than change, well known relations of power inside and outside Academia.

Post doc concerns - general or gendered?

Lycke, Kirsten Hofgaard; Handal, Gunnar

University of Oslo, Institute for Educational Research, Oslo, Norway

Post doc scholars rank high as researchers, but since they are non-tenured their futures as academics are insecure. They aspire to a career inside academia but may well end up outside. Female post docs in a year-long mentoring program indicated that they experienced their position as uncertain, stressful and lacking in influence over their future possibilities (Lycke & Handal 2008). Our research question is whether such concerns are special for female post docs or more general in character.

Pioneering research on enculturation of post docs and other young academics has been undertaken by Akerlind () and MacAlpine (). In our study we also use sociocultural theory related to identity formation (Wenger 1998) as a general theoretical framework in our understanding of the post docs’ efforts to become central legitimate members of their research communities. More specifically we use Lindgren’s (1996) perspective on the importance of vertical relations/networks and relations to persons of the same sex in this process and Ducklin & Ozga’s (2007) concept of ‘the gendered environment’.

In-depth interviews were conducted with 11 male and 11 female post docs from four faculties (humanities, social sciences, natural sciences and medicine). The focus of the interview was on the integration of the post docs in their departments, their national and international networks, their tasks and functions, the support they receive in their scientific development, and their plans for their future career. In this paper we will focus on career concerns.

Preliminary findings suggest that there is a wide variation within this group in their concerns for their future professional career. Some are locally oriented in their career aspirations, seeking a permanent academic position at a familiar institution. Others are internationally oriented, ranking the opportunity of a research career within their chosen disciplinary field above institutional affiliation.

However, the majority of the post docs express concerns about the uncertainty related to their present position and their future. Compared with our previous study we find that gender only explains part of the worries reported and that other factors such as discipline and research tradition/organization may also explain some of the differences found, as different disciplinary environments may be experienced as more ‘gendered’ than others.

Gender research has a strong tradition in the Nordic countries. The field has also been well
represented at NERA and in Nordisk Pedagogik over the years. This paper’s discussion of possible gender related differences in identity development and social integration of young career academics, is an important contribution to this tradition.

**New discourses on power, gender and knowledge in academia?**

Angervall, Petra; Gustafsson, Jan; Nyström, Eva

1University of Gothenburg, Department of Education, Gothenburg, Sweden; 2Umeå University, Department of Mathematics, Technology and Science Education, Umeå, Sweden

The ambition with this paper is to elaborate with questions concerning how discourses of knowledge, power, gender, and performativity influence and are produced within academic institutions in education. Our point of departure is taken within the research project Gender and Career in Academia which started in 2009, where the proposed changes of contemporary power and gender relations in specific academic settings are in focus. These changes are suggesting on the one hand that traditional masculinities are losing ground as growing numbers of women position themselves in research, and on the other hand that pressures from performative cultures strengthen structures working to the disadvantage of women and other groups not traditionally in power. By using a critical discourse analysis we explore how three academic institutions in education are producing and reproducing knowledge cultures in/by policy; e.g. texts aiming at representing general institutional discourses; institutional identity and goals. More specifically, our focus is on how career, status, and social relations, are referred to in certain texts related to research and education, within/by discourses of knowledge cultures in academia. We will also discuss different conditions presented here and elaborate with possible consequences for phd-students in education.

**Next Stop Academia, Gender issues in transition between the scholastic, the academic and the non formal learning context**

Borgnakke, Karen

University of Copenhagen, Media, Recognition and Communication, Copenhagen, Denmark

NFPF march 2010 Karen Borgnakke Next Stop Academia - Gender issues in transition between the scholastic, the academic and the non formal learning context The paper takes the point of departure in research projects with ethnographic studies carried out in different learning contexts. The project develops case studies and will hereby sharpening the empirical analysis of relations between the learning contexts, the next generation of students, the transitional situation and issues concerning gender and ethnicity. Both group of leaders, teachers and learners at the respective institutional levels in upper secondary school, professional teacher education and universities will be in focus. In the paper I will outline some of the gender issues involved and confirm my self to focus on the transitional situations related to the scholastic and the academic learning context. On the background of former projects (Borgnakke 2006, 2007, 2009) the paper at the macro-level will recognise the three important shift in the political discourse, namely i) the shift from elite to mass education ii) the shift between masculinization and feminization and iii) the shift between the educational scholastic oriented culture and
the new youth oriented learning culture. The paper show how the shifts have impact on the meso-level. Further more the paper shows how the institutional settings in Academia and the interplay with the next generation of students are under reconstruction oriented towards learning and performance with explicit use of new media and technologies. Related to the institutional discourse the paper shows how modernization and professionalization represents the dynamic sign of development. The elite institutions as upper secondary school and universities are aimed to neutralize the former societies more rough gender and class patterns by changing both the traditional education system and the learning context. Hereby the discourse mirrors the new power relation between professionalization, power/authority and gender. At the same time the learning context in a practical manner mirrors the dilemma in the discourse marked as ‘Academia changing gender - from male to female’. On this background the paper will be able to go closer to transitional issues concerning ‘next stop Academia’. Currently practical ICT-based organisational initiatives are aimed to enhance problem solving and sharpening the institutional profile connected to the learning context and the institutions as a whole. But the initiatives are also aimed to re-think and reconstruct the practice of bridge building courses, tutor/mentor arrangements and guidance courses. Through exemplary analysis and close up analysis the paper will show how the image of Academia and the next generation interplay with the new media and it-technologies as the new common soundboard. How to become a part of the next generation of university students and how to become an active part of the academic community of practice is all ready a matter of a mix between the scholastic and the youth cultural learning practice. In this connection the analysis will focus on the gendered discourse practice and patterns of interaction and communications between teacher and students in the scholastic context as well as in the context of non-formal learning.

Symposium title: Kritisk textpedagogik. Genus, etnicitet och andra kategoriseringar
Kritisk textpedagogik. Genus, etnicitet och andra kategoriseringar.
Redaktörer:
Marie Carlson, Institutionen för kulturvetenskaper, Göteborgs universitet
Kerstin von Brömssen, Institutionen för litteratur, idéhistoria och religion, Göteborgs universitet
En gemensam utgångspunkt för vår antologi är att arbete med pedagogiska texter speglar olika, ofta motsägelsefulla, föreställningar om sociala kategoriseringar som artikuleras också utanför skolans värld. Skolans pedagogiska texter kan alltså sägas vara en social kodifiering av vad som gäller både i och utanför skolan och konstruerar därigenom normer för sociala relationer och verksamheter. Läroböcker/pedagogiska texter i en mer utvidgad mening bidrar därmed till att forma en uppfattning om vad som är en ”rätt” livsstil och följaktligen normalt och eftersträvansvärt. I näranalyser framträdde olika schablonbilder som om de inte problematiseras och diskuterats i undervisningen riskerar att befästa och reproduceras fördoror. Beroende på vilka perspektiv som anläggs och vilken läsning som görs kan olika värderingar, synsätt och föreställningar bli synliga – det är något som vi velat lyfta fram i föreliggande antologi med empiriska exempel från såväl ungdomsskola som vuxenutbildning. Sådan kunskap är inte minst en viktig del också för blivande lärare inom lärarutbildningen. Att ställa frågor om avsändare, perspektiv och budskap inför varje läromedel/pedagogisk text är angeläget för att så långt som möjligt undvika vinklade

Boken är gjord inom ramen för forskningsprojektet ”Genus och etnicitet i text och praktik” (VR/UVK). Bidragen är skrivena med olika ämnesmässig bakgrund (bl a litteraturvetenskap, pedagogik, sociologi, didaktik med inriktning mot samhällsvetenskap/religion) liksom olika teoretiska och metodologiska utgångspunkter, men de är alla baserade på egen forskning. Olika teoretiska perspektiv som används är bl a diskursanalys, hermeneutik och Systemisk Funktionell Lingvistik, SFL. Boken består utöver ett introduktionskapitel av tio kapitel tematiskt ordnade:

- Yngre åldrar – ”läsning”
- Unga på väg – livskunskap och marknad
- Stat/samhälle – ”bilder av det svenska” i samtid
- Historiskt perspektiv/”ut i världen” – kritiskt perspektiv på framställningar.


Som särskilda kommentatorer medverkar: professor Ann-Carita Evaldsson, Pedagogiska institutionen, Uppsala universitet, Anne Holmen professor i tvåspråkighet och danska som andraspråk, Danmarks Pedagogiska Universitet (DPU), Århus universitet, Köpenhamn och Sidsel Lied, högskolelektor i kristendomskunskap, religion och livssyn, Høyskolen i Hedmark, Hamar.

**Kritisk textpedagogik - Genus, etnicitet och andra kategoriseringar**
Carlson, Marie1; von Brömssen, Kerstin2. 1Institutionen för kulturvetenskaper, Göteborgs universitet, Göteborg, Sweden; 2Institutionen för kulturvetenskaper, Göteborgs universitet, Institutionen för litteratur, idéhistoria och religion, Göteborg, Sweden

En gemensam utgångspunkt för vår antologi är att arbete med pedagogiska texter speglar olika, ofta motsägelsefulla, föreställningar om sociala kategoriseringar som artikuleras också utanför skolans värld. Skolans pedagogiska texter kan alltså sägas vara en social kodifiering av vad som gäller både i och utanför skolan och konstruerar därigenom normer för sociala relationer och verksamheter. Läroböcker/pedagogiska texter i en mer utvidgad mening bidrar därmed till att forma en uppfattning om vad som är en ”rätt” livsstil och följaktligen

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Maskulinitetskonstruktioner i grundskolans läseböcker

Eilard, Angerd, Sweden

Den statliga läromedelsgranskningen upphörde i början av 1990-talet och sedan dess har skolböcker konkurrierat på en avreglerad läromedelsmarknad. Tillsammans med övriga intryck i barns vardag bidrar skolböckerna till att forma uppfattningar om världen, samt om de barn, kvinnor och män som befolkar den. På senare år har olika aspekter av pojkars skolsituation uppmärksammts, ä ena sidan deras kunskapsmässiga situation, att de som grupp har halkat efter flickorna, å andra sidan deras identifikation och de villkor skolkulturerna i detta avseende erbjuder. Mot denna bakgrund undersöks i studien som presenteras, med hjälp av kritisk diskursanalys och en intersektionell ansats, gestaltningar av pojkar och män i några läsebokstexter som har använts i grundskolan sedan mitten av 1980-talet. Hur ser läseböckernas maskulinitetskonstruktioner ut och hur bidrar de till inkludering och/eller marginalisering av vissa elev(grupper) i ”en skola för alla” i det svenska mångkulturella samhället? Och hur används de nämnda metoderna i detta syfte? Diskursanalys är en form av textanalys som visar hur samspel mellan texter och samhälle (åter)skapar vissa föreställningar, i detta fall i läsebokstexterna, medan intersektionell analys i sin tur synliggör det komplexa samspellet mellan sociala kategoriseringar och hierarkier i föreställningarna, där ibland genus, etnicitet och klass. Tillsammans tydliggör analyserna hur enskilda maskulinitetskonstruktioner normaliseras eller alternativt marginaliseras i läsebokstexterna. Det är ingen enhetlig bild som framträder, men sammantaget en del intressanta och tänkvärda mönster, som tål att begrundas i ett framtidsperspektiv, när det gäller unga pojkars villkor för identifikation.

Classroom interaction - gender, ethnicity and class

Lanå, Kristina, Department of Education, Department of Education, Gothenburg, Sweden

The Swedish curriculum prescribes that education should be in line with foundational democratic values, as well as it should be pursued in democratic working forms (LpF-94:3). One aspect of democratic participation and democratic working forms is the one that embraces classroom interaction. My research interest is on the interaction in the classroom. How do students do, and what do teachers do to help the students, to become a part of the interaction and the discussion in the classroom, and in what way are the students able to influence the content of the discussions? There is also an interest in how the students use the language in the participation of classroom interaction. I will explore the classroom interaction out of the categories gender, ethnicity and class. In the long run an overall research question is what participation and non-participation in the classroom interaction and discussions mean for an active citizenship. In what ways do experiences of educational marginalisation or exclusion have an effect on the belief of being able to participate in democratic processes? In the Roundtable Discussion I would like to explore methodological issues regarding my coming field study about classroom interaction. The field study, consisting of participant observations and interviews, is planned to take place in two classrooms in two different secondary schools for a period of one year, beginning in the autumn of 2010. More specifically I want to discuss in what way I actually will be able to examine the content and forms of classroom interaction. By form I mean the way students actually make access to the discussion,
and by content I mean for instance issues such as: What is spoken of? In what way it is spoken of? What is not spoken of? What reasoning and experiences are given preference?
To illuminate the discursive meaning of interaction and language, I would like to use, as a method and a tool of analysis, a discourse analysis. In the discourse analysis there is a focus on language. Language is constructed in a social context, at the same time as it is productive and creating meaning (Bergström & Boréus, 2005), and in my study I want to explore how the students make meaning out of their language and how they use the language to influence the interaction and the content of the discussions in the classroom. I might even use a discursive psychology approach (Wetherell and Potter, 1992) which has a focus on people’s concrete everyday practice, related to broader social structures of discourses that people reshape in the concrete discursive practice. Discourse analysis can also be seen as reconstructing social identities and there is also a focus on power (Bergström & Boréus, 2005). In my study I am interested in what gender, ethnicity and class mean to participation, and out of these identities or categories I want to know who is participating in or being excluded from in the interaction and the discussion, and what are the possibilities to influence the content or the direction of the discussion.
I am looking forward to discussing this subject matter with my Nordic colleagues who might have different national and research related experiences of school ethnography. Such an exchange would enrich both the individual work and the research field.

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**Boys, girls and the world of engineering - gender issues in technology and technology education**

McEwen, Birgitta; Walan, Susanne; Åberg, Magnus

1Centre for Gender Studies, Karlstad university, Karlstad, Sweden;
2Department for adminstration and technology, Karlstad university, Karlstad, Sweden

**Research topic:** In January a project financed by the Knowledge foundation (KK-stiftelsen) starts for collaboration between Karlstad University, The Cluster of Steel and Engineering and Uddeholm Tooling AB. The aim of the project is to analyse, evaluate and spread a model for how to stimulate and interest young women and men for work in steel- and engineering companies. The overall scientific research problem is to find mechanisms that govern how interest in technology and engineering is developed or hindered. In this paper we will present the project more fully and report on early findings from it. First and foremost we will focus on the conditions for working with issues of gender and education through collaboration between schools, higher education and industry.

**Theoretical framework:** Previous research indicate that the traditional cultural connection between men and machines remains rather stable. This connection is upheld through a range of cultural practices, e.g demeaning or sexist jargon, macho role models, gender stereotype upbringing and gender stereotype schooling. In this project we will investigate and challenge gender norms in technology education. We focus our attention on how girls’ and boys’ interest in technology and engineering is created through education. For a long time research has focused on the issue of the poor representation of women in technical educations and industries. This has been a matter not only for scientists but as the economy has gotten weaker it has become a matter for politicians as well. As Weiner and Berge has shown, much more energy has
been invested in finding out why "girls do not take interest in technology" than on the more complex issue of how traditional gender patterns (both private and public) form and structure personal interests. Our study tries to get a grip on this more complex question, addressing the interest of all youth and opening up for a discursive, rather than individual approach.

**Research design:** One of the project actors, the Cluster of Steel and Engineering has launched a programme, YourFuture, with the aim to get more youth interested in studying technology and later work in the engineering industry. YourFuture is a collaboration between companies and schools, in which the school moments The Pupil’s Choice, Practical Occupational Experience and Educational Visits, are used as platforms from where pupils get to study technology and the world of the engineering industry. As researchers we will follow the programme and investigate its gender dimensions. We are inspired by the interactive research paradigm, which aims for an equal exchange of experience, teaching and knowledge between practitioners/participants and researchers. The methods used will be observations and focus group interviews with teachers, pupils and company representatives participating in the project.

**Expected findings:** We expect to identify mechanisms that govern how interest in technology and engineering is developed or hindered. We also hope to build a model for how schools and engineering companies can work to increase girls’ and boys’ interest in technology, technology education and the engineering industry.

**Relevance for Nordic Educational research:** Our study will shed new light on the long withstanding scientific question on the relation between gender and technology education. We also hope to show how research can benefit from collaborative work between schools, industry and higher education institutions.

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**Men and masculinities in the feminine preschool teacher training: A planned project about the gender dilemma**

Hedlin, Maria, Linnéuniversitetet, Inst. för pedagogik, psykologi och idrottsvet., Kalmar, Sweden

The feminine gendered preschool teaching profession is not easily united with the gender norms for men. This means that male students in preschool teacher training have a dilemma to handle. However, in teacher education, it is not only the male students, but also teacher educators, internships, and the female classmates who have to deal with this strain.

**Research topic/aim:** The aim of the study is to examine the dilemma of men and masculinities within a predominantly feminine preschool profession and teacher education. Main questions are: How do teacher education departments deal with the issue of preschool teacher education being considered feminine? How do preschool teacher students deal with the profession being feminine? Swedish teacher education is soon to be reformed on a national level. How are gender structures affected by the reform and by the rapidly changing society?

**Methodology/research design:** So far the study is being planned. Neither theoretical framework, nor research design, is thus decided, although some preparatory interviews with students have been carried out.

**Expected conclusions/findings:** The preparatory interviews suggest that the dilemma of men and masculinities versus the feminine preschool profession is handled in an unreflecting way.

**Relevance for Nordic Educational research:** The issue being examined is a dilemma in all
Nordic countries, but it is also an international issue. Our intention is that the project’s findings will highlight both obstacles and opportunities in strives for broadening recruitment to preschool teacher education.

**Purpose and rationale of the workshop:** This workshop will process a “lesson” in gender pedagogy in which collaborative learning and pedagogic documentation are used as tools for feminist theorizing on pedagogic practice. It invites the participants to join and do collaborative work over an, in beforehand made, pedagogic documentation.

A pedagogic documentation is a pedagogic tool developed within Reggio Emilia philosophy and consists of visual, aural, written or verbal material collected from a pedagogic event. But it is also a creation of this event by the use of techniques, camera, pencil, etc as well as the workshop itself is an event. The use of events here is also inspired by post structuralist/deleuzian thinking, among others Michel Foucault’s thinking on events as a complex network of practices, multiple actions and unforeseen outcomes. It is a non structural way of thinking which opens up for theorizing movements, subjectification, gendering, becoming, discourses etc. A pedagogic documentation of an event therefore creates material which is possible to use for collaborative work and complex learning.

This is therefore both about methodology and theory. Within this way of thinking it is possible to understand pedagogical practice in multiple and contradictory ways, for example: it is possible to transgress practice-theory divides, understand pedagogical practices as not only practical or non theoretical but imbedded with theories and also creative in theory-making; it is possible to deconstruct pedagogical practice and divides and binaries between femininities, masculinities, teachers, students, emotions, rationalities and try to find ways to go beyond these binaries; it is possible to understand discursive processes of normalisations, power-relations, etc; it is possible to create interconnections between materials, spaces, rooms, discourses and subjectivities; it is possible to “read” pedagogical practice and learning processes as infinite series of events.

The point made here is that by using pedagogic documentation of an event in this workshop it will be the creations made by the participants – and the theoretical tools and concepts used - that will form the new thinking and the new possibilities. Thereby the session will stress and demonstrate pedagogical documentation as a pedagogical practice where the participants will be “learning” something new and unforeseen, created in this very moment.

The workshop will be outlined as follows:

A. A short presentation of theory/methodology and what will happen
B. Presentation of a film made by a student in a gender pedagogy course of a pedagogic event.
C. Collaborative work in the workshop where both phantasies, ideas and certain theoretical tools are used for making readings (some of the theoretical tools proposed by workshop leader).
D. Evaluation of the workshop proceedings
**Non-heterosexual youth, dropping out of school and heteronormativity**

Lehtonen, Jukka, University of Helsinki, Department of Education, Helsinki, Finland

**Research topic/aim:** The paper examines the role of non-heterosexuality and heteronormativity in dropping out of school.

**Theoretical framework:** By non-heterosexuality, I mean a qualitative term used to describe a person who has sexual emotions or practices directed at his/her own gender or self-definitions that refer to these emotions or practices (such as lesbian, gay, or bisexual). An undesirable, even silent place for non-heterosexuality thus forms in a community where a person is normatively expected or hoped to be heterosexual (normative heterosexuality) and to realise behaviours in line with gender norms (gender normativity). Sexuality and gender are understood as historical, cultural and social constructions.

**Methodology/research design:** Using story, interview and survey data produced with non-heterosexual youth an analysis is conducted of how sexuality and gender take on significance in decisions related to schooling and dropping out.

**Expected conclusions/findings:** Bullying and the difficult life situations of non-heterosexual youth and their desire to distance themselves from heteronormative culture are meaningful for their coping within the educational system. Improving the safety and equality of counselling services and school communities and further questioning of the heterosexual presumption would help to strengthen the coping strategies of non-heterosexual youth in the educational system.

**Relevance for Nordic Educational research:** The subject is little-researched in the Nordic context, but there is a growing interest in the relations between sexualities and education.

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**Gender awareness - challenge for teacher education in Finland: presentation of a national project**

Lahelma, Elina; Helakorpi, Jenni; Hynninen, Pirkko; Ikävalko, Elina; Tainio, Liisa; Lehtonen, Jukka

University of Helsinki, Department of Education, Helsinki, Finland

**Research topic/aim:** The aim of the project Gender awareness in teacher education is to help teacher educators, teachers and educational administrators in implementing the Act on Equality between Women and Men (Finnish Law 609/1986, 5§), which states special responsibilities for schools.

**Theoretical framework:** Teachers see boys and girls through lenses of gender stereotypes; the measures of achievements, both in national and international level (e.g. in PISA), show differences between boys and girls, and the publishing of the results always leads to discussions of schools as designed for girls; the cultural ideas of masculine and feminine restrain the possibilities of individual students to find out their own individual educational and professional paths. In order to change everyday life and attitudes of teachers and students in schools, curricula, pedagogies and practices of teacher training needs to be developed towards sensitivity for social dimensions of differences such as gender, age, ethnicity, sexuality and locality and their interactions.

**Methodology/research design:** Even if Finnish gender research in education is highly evaluated and is networking in all universities, empirical studies that are informed by feminist theorizations reach teacher education very slowly and meet resistance. Research on teachers and schools constantly suggest lack of gender awareness among teaching staff. In curricula of units...
of teacher education, it is not easy to find concrete items, courses or text books that suggest that problematizing gender or results of women’s studies will be presented to forthcoming teachers. Whilst understanding about the impact of gendered processes in schools is weak, the travelling discourse of boys’ problems easily reaches teachers and teacher educators. Based on sustainable networking among gender researchers in education, and funded by the Ministry of Education (2008-2010), a national research and development project is founded. The project has a wide network of experts, teacher educators and researchers of education in all universities in Finland. **Expected conclusions/findings:** The aims of the project are to promote multidisciplinary research with multimethodological orientation and to increase research co-operation between researchers as well as to offer help for gender equality planning in the units, departments and the faculties involved in teacher training and education. The project is currently working towards a research program with a meta analysis of Finnish research on gender and education and a plan for research to be conducted in the network. In the poster session we are going to present the project, focussing on the research program. **Relevance for Nordic Educational research:** From the early 1980’s on, there has been a constant flow of gender equity projects in schools and teacher education in Finland, as well as in other Nordic countries. Project is based on a long lasting co-operation between Nordic research and researchers.
Making sense in dialogue; language use in approaching objects of knowledge
Äkerblom, Annika1; Anderberg, Elsie2; Svensson, Lennart1; Alvegård, Christer2
1Institution of Sociology, Department of Education, Lund, Sweden; 2Jönköping University, School of Education and Communication, Jönköping, Sweden

Research topic/aim: The aim of this article is to examine how children and pupil’s make sense of physical phenomena in a dialogue situation.

Theoretical framework: The article concerns learning from a phenomenographic perspective, emphasising the interplay between language use and meaning-making. The activity to approach an object of knowledge through the use of language is focussed.

Methodology/research design: Sixty-four children in preschool class and pupils in grades 4 and 8 in elementary school (six, ten and 14 years old respectively) participated in an empirical investigation where they were asked two questions presenting a problem that can be described in classical mechanics and basic astronomy. They were encouraged to reflect on their own language use when expressing their conceptions of the phenomena in a particular dialogue format developed within an intentional-expressive approach.

Expected conclusions/findings: The dialogue excerpts were analysed by means of contextual analysis and grouped in four categories. The categories were seen as responses in a dialogue and were described as: exploring approach, tentative approach, associating approach and conscious approach. The categories of the present investigation can be associated to three different ways of knowing. Exploring approach and conscious approach involve knowing as conceptualizing an object of knowledge. Tentative approach involves knowing as remembering, a way of knowing associated with reproduction of a given set of expressions with very clear meanings, appeared to be a dominant way of knowing for the 14-year olds while knowing as conceptualising an object of knowledge was the dominating way of knowing among the ten-year olds. This way of knowing was distinguished by efforts to make sense of the object of attention. No consideration was taken on whether the children understood movement and gravity more or less in accordance with a “scientifically correct” way to understand these phenomena. What showed to be didactically critical was rather their possibility to figure and make sense of the phenomenon and to elaborate their conceptions with language as a tool. The way of knowing for an individual is a combination of a response in an interaction and a way to approach an object of knowing.

Relevance for Nordic Educational research: The results have theoretical as well as educational relevance, as a deepening of research on approaches to subject matter, and didactic implications for science education in elementary school.

Existential dimensions of grading A phenomenological study of a dialogue between a teacher and a student
Ilona, Rinne, IPD, Department of education, Gothenburg, Sweden

In 1994 a criterion - referenced grading system was introduced in Sweden. In the Curriculum of Non-Compulsory School 1994 a new demand on teachers to inform students about the basis of the grades awarded is defined. As part of the institutionalisation of this requirement, a new
form of educational practice evolved called betygssamtal, which in English might be translated to dialogues about grades. So far little research has focused on teachers’ and students’ communication and understanding about grades.

This study is based on phenomenological analysis of video recordings of dialogues between teachers and their students in upper-secondary school. 136 separate instances – including nine different teachers from five different schools – have been recorded, transcribed and analysed. Adopting an analytic approach from Heidegger's theory of existents and Merleau-Pontys theory of the lived body the aim of the study is to show how the grade system is handled in the lived world. The main issue of the study is to shed light on how the instrumental aspects of the formal grade criteria collide with the existential and emotional aspects in the dialogue.

My presentation will describe how a certain teacher handles these existential and emotional aspects of the grade system in a dialogue with one of her students. The student is disappointed with the grade awarded and makes therefore an effort to negotiate about it. The teacher does not give in for the students’ endeavour but her careful way to handle the situation shows that she is truly concerned of maintaining a good relationship to her student. The phenomenological analysis that focuses the human aspects of the dialogue reveals that the grade itself becomes in a sense a secondary issue overshadowed by the mutual interest of the teacher and the student to maintain a good relationship.

Among Swedish educators and politicians a constant discussion is going on about the equitability in the grade system and the development of the grade system to be fairer. This study can contribute to the debate by showing how the present grade system is handled and communicated in a concrete situation.

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**Critical hermeneutic and didactical empirical studies**

Claesson, Silwa, IPD, Learning, Göteborg, Sweden

Research topic/aim: This paper will focus on the point of using Ricour and his critical hermeneutic when caring out empirical studies in the field of general didactic. What kind of issues are brought up in the tradition from Ricoeur? What kinds of discussions are brought through? At first Ricoeours philosophy will be presented in a very brief way in the paper presentation. Secondly some examples will be given by which different ways of using critical hermeneutic are shown.

Theoretical framework:

Methodology/research design: The French philosopher Paul Ricoeur is most of all associated with hermeneutic. He was deeply inspired by phenomenology in the spirit of Husserl and Heidegger. However, in the discourse of French philosophy there were critics against phenomenology and structuralism as well as post structuralistic philosophy dominated for a long time. During this time Ricoeur navigated in a certain way to connect to French philosophy and still not abandon phenomenology and in his texts we often find a certain way of arguing. By lifting two positions, which at first sight seems to be incompatible, and try to unite those standpoints Ricoeur has manage to convince philosophers and researchers that for example “understand” (usually connected to human science) as well as “explain” (usually connected to natural science) are both needed in all kinds of research.

Expected conclusions/findings: Ricoeurs way of arguing can serve as a model to the researcher...
when there is a tension between two different positions. A researcher who tries to understand and interpret what is going on in school might often find different standpoints, which in the end do not have to be incompatible. Also, there are certain concepts connected to Ricoeur, which can be useful to the researcher.

**Relevance for Nordic Educational research:** In the paper examples are given of how philosophy in the spirit of Ricoeur can be useful in Swedish doctoral theses as well as ongoing doctoral work in the field of general didactic. The presentation will be given I Swedish

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**Didactics for moral recognition**

Arneback, Emma; Larsson, Kent, School of Humanities, Education and Social Sciences (HumES), Örebro University, Pedagogy, Örebro, Sweden

**Research topic/aim:** In this paper we focus on the didactical task to prevent and act against insulting behavior in school, an educational task that in Kent Larsson’s (2007) empirical studies seems to be hard for teachers to manage. In Sweden, laws and policy documents give a strong mission to teachers to act in these matters, but little is done to help teachers to reflect upon possible ways to act and consequences that could follow. Therefore, a risk is that the regulation leads to instrumental actions that make no room for discussing difficult subjects in school and that arm the task to live democracy in school (Arneback, work in progress).

By using Axel Honneth’s (2003, 2007) theory of moral recognition we like to propose one possible way for didactical considerations that teachers could act upon. And by following Honneth’s theory through we ask how a didactic for moral recognition could be useful for citizenship education and democratic ways of living together in school and society.


**Methodology/research design:** Theoretical considerations on an empirical problem. In a pragmatic spirit we focus on an empirical problem, possible ways of acting and consequences that could follow

**Expected conclusions/findings:** An alternative way to do didactical considerations and make didactical choices, to live up to the educational task to prevent and act against insulting behavior in school. As a result we point out and discuss how didactical considerations can be made more open in order to widening the perspectives of living democracy in school and society.

**Relevance for Nordic Educational research:** The task to prevent and act against insulting behavior in school has no national border. It is a topic that is important in a Nordic as well as in a wider international perspective. The situation in Sweden calls for discussions about different approaches to value-based work in schools. What kind of actions does the regulation prescribe, and what kind of didactical considerations are possible in the frame-work of these documents? There is a need of a making space for different approaches to come forward and to be used in considerations, this is one.
The premise of this study is four Swedish municipalities, which in spite of similarities in terms of size, population structure, labour, etc. show significant differences in the described performances of their students. This resulted in a three-year research and development project where municipalities and universities collaborate. The overall aim of this project is to explore, change and develop educational activities with the intent to optimise the conditions for the teachers assessing student learning with subsequent improvements in student performance. The sub-study is focused on learning and assessment in science teaching in a social context. The project is based on the pedagogical theory of Basil Bernstein (Bernstein, 2000), where the conditions of students with non-academic backgrounds are taken into account. Important theoretical concepts are horizontal and vertical discourses, which on one hand represent knowledge as colloquial, and on the other, knowledge as qualifying, i.e. more specialised and meriting in the assessment context. The theory facilitates reasoning on how students can be given access to such knowledge, and also it challenges contemporary educational ideals that have been found to disfavour students with some sort of social background (Norlund, 2009).

One basic assumption for the project is that problems generate a so-called ‘bottom’ or ‘inside’ perspective. Teachers are the main actors and researchers helps to map out the direction for the documents in the practice work. The knowledge developed is reciprocal, and while the conditions for student learning are made visible for the school activities the researchers insights into practice are developed (Post Holm & Moen, 2009).

The three-year project period is based on action research and action learning with participants from four municipality 7-10 schools that consist of students, teachers, school leaders and development managers (Eriksson, 2007). Also, four of the researchers are so-called challengers, i.e. their task is to problematise in order to make the teachers critically reflect on various aspects related to assessment and learning. At the beginning of the project, there were available documents in the form of teachers’ discussions of professional development days, concretised curricula, quality reports and grade statistics. Data will be collected through interviews, observations and records of group discussions. The first analysed results from the project are based on Snow, Burns and Griffin (2005), who say that each subject has its ‘survival words’ or, what can be termed as, “qualification words”. As a first challenge, in subject groups the teachers were to discuss and specify the most important survival words for the students to ‘master’ in each teacher group, i.e. the ‘survival words’ that were the most important in the qualifying context. Approximately 250 different “survival words” were analysed and resulted in the following categories:

a) Behaviour and moral values
b) General competencies
c) Subject-specific competencies

This research and development project started in the autumn of 2009. Data collection is continuous. The expected outcomes are to increase the teachers’ consciousness level in terms of justifying the selection and assessment of teaching contents in relation to the students understanding their world in qualifying scientific concepts. From the research findings,
conclusions are expected to be drawn that concern differences in ‘performance’ between municipalities depending on the students’ social background, as well as describe how action research can be a constructive part of action learning.

Research topic/aim: At a breaking point where a new type of Individual Educational Plan (IEP) has recently been introduced in Sweden, there is reason to study how assessment is expressed in this written document. The Swedish National Agency for Education (2008) writes that assessment in IEPs shall have a formative function, meaning that assessment shall support the pupil’s ongoing learning process and point out what shall be developed and how this can be stimulated. The aim of this ongoing study is to develop further knowledge of IEP assessment, by focusing on the following questions:
• How does formative assessment find expression in IEPs?
• How are learning goals and ways of reaching learning goals described in the IEPs?

Theoretical framework: In defining formative assessment, Black & Wiliam (1998, 2003, 2009) point out three aspects; understanding the pupil’s present learning situation, understanding the next step and understanding how to reach the next step. The teacher should be able to share learning intentions and provide feedback that moves the learner forward in a way that can be understood and used by the learner. This is also what the Swedish National Agency for Education writes in their advices from 2008. Theoretically I place formative assessment in general and IEP assessment in particular, within Vygotskij’s Zone of Proximal Development (ZPD). Both phenomena focus what is in the making rather than just looking at what is at present:
“The zone of proximal development defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state /…/ The actual development level characterizes mental development retrospectively, while the zone of proximal development characterizes mental development prospectively” (Vygotskij 1978, p 86).

“The zone of proximal development, is the distance between the actual development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotskij 1978, s 86). Assessment in IEPs should contain the actual development level in connection to the potential development level.

Methodology/research design: My empirical material consists of 300 IEPs from years 3, 5 and 8 in Swedish comprehensive schools. The plans are collected from 15 different schools in 3 different municipalities. While analyzing I am inspired by the phenomenographical method, in the sense that I am interested in the variation in ways of expressing formative assessment in IEPs. The ways of expressing assessment could be seen as the writing teachers’ conceptions of IEP assessment. As analytical tools I also use the Vygotskijan perspectives concerning ZPD, adult guidance and learning as interactive, situated and mediated activities.

Relevance for Nordic Educational research: By placing IEPs theoretically as described above I want to focus on IEPs as didactical tools rather than a form for clarifying a present situation. I
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expect to find various ways of expressing formative assessment. Conceptions may often work as “frames for thought”, hindering people from fully using available possibilities. If alternative ways of reasoning are presented, a basis for reflection is given (Larsson 1986). Trying to find the variation of conceptions teachers have about the use of formative assessment in IEPs will hopefully lead to reflection and better understanding, which in turn is fundamental when working with new ways of understanding assessment practice in schools.

Using peer-assisted learning in Sweden and Russia: preparing active citizens for their future professional life
Nilsson, Galina¹; Luchinskaya, Elena²; Ratbil, Elena³
¹University Väst, Engineering (IV), Trollhättan, Sweden; ²Lancaster University, Engineering Department, Lancaster, United Kingdom; ³Secondary School No 99, Physics Education, Moscow, Russian Federation

Research topic/aim: This paper evaluates and compares students’ and academics’ experience of peer tutor system in Mathematics and Physics education in two contrasting settings. The first one is a traditional classroom environment with a teacher centred educational process (Russia), the other is tutorials in the higher education where a range of student-centred teaching and learning methods has already been introduced (Sweden).

The education systems in Europe including Scandinavia are facing new challenges in preparing young people for their social and professional integration, successful career and personal development in the modern knowledge-based society. The implementation of this task influences approaches to teaching and learning in so far as greater emphasis is placed on learner, learning outcomes and student competence. The appropriate choice of teaching methods is instrumental to a successful implementation this task.

Theoretical framework: This study is underpinned by the socio-cultural theory of the learning processes which was originally formulated by Vygotsky and is based on the idea that knowledge is socially and culturally constructed.

The research has also demonstrated that the teaching practices that teachers adopt affect students’ learning process. Our study adopted teaching methods based on the learning-focused conception. PAL is an example of a student-to student support scheme grounded in collaborative learning. PAL is aimed to improve student performance and to develop a range of study skills through creating an informal environment for learning. This method has been applied across a range of disciplines and is becoming an important part in programmes’ delivery.

Methodology/research design: Our study was carried out in 2008. 31 A-level student studying Physics and 42 first year students on the ‘Land Surveyors’ undergraduate programme participated in this study. PAL sessions have been incorporated into the Physics subject and ‘Core Mathematics’ module delivery. The lectures were delivered in a traditional way; several PAL sessions were introduced during tutorials. A-level students were grouped according to their performance. The university students were randomly divided into groups.

A peer tutor from the same student cohort was assigned to each group and trained. Peer tutors were selected from the more advanced students. The tutors decided themselves which teaching method they were going to use.

The questionnaire was designed to evaluate the students’ learning experience with the focus on
competence development. In addition, the peer tutors and both lecturers were interviewed. 

**Expected conclusions/findings:** Our findings showed that all A-level students and over 60% of the students at University Vast evaluated PAL method as useful and valuable. The students highly rated collaboration with peers and commented that it was easier to ask questions, get support and explanation. Both groups of students felt that PAL stimulated their activity, that they were more in control of their learning and found it more enjoyable. The evaluation of students’ level of generic and subject specific competences prior to the study and after the study was analysed. The analysis shows that students developed such competences as critical thinking, problem solving, decision making etc which are importance for becoming active members of the society. Our study showed that the number of students enrolled on the course, the choice of peer tutors and timing of the sessions are crucial for the successful implementation of PAL.

**Relevance for Nordic Educational research:** The results of this study enable to identify the ways to further develop student competences which are necessary for their active participation in a democratic society through the use of best practice and knowledge transfer.

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**Symposium title:** Working Group on Religion in Public Education

This symposia is part of an ongoing study on how religion is taught in public education in Europe, but in this particular symposium the contributors will focus on the subject in the Nordic countries. The purpose is to present critical analysis’ of Textbooks and Curriculas of Religion Education both in Compulsory school and Upper secondary school. A critical analysis of Textbooks and National curriculas will illuminate questions regarding diversity, ethnicity and intercultural issues and identity formation, as well as whose narratives are included, or excluded in these texts. The central theme of the NERA Congress is naturally very important and the contributors will focus on the possibility to promote and define Active citizenship in relation to Religion Education. The working group has been developed within the EASR, European Association of the Study of Religion, and the contributors now want to present its research for a wider audience and welcomes an open discussion on this issues.

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**Religious Education on the borders – how religion is taught and education thought - in northwestern European border communities**

Berglund, Jenny, Södertörn University, Stockholm, Sweden

This paper is a critical examination of how Islam in Sweden is presented in different editions of a textbook series called SOL from the publishing house Natur och Kultur. The SOL series is and has for a long time been one of the most used textbooks within religious education in Sweden. The paper shows that although the pictures in the books have changed, life as a Muslim in Sweden in 2007 is presented in nearly the same way as in the textbook from 1986 despite the fact that the number of Muslims as well as their situation in Sweden has changed considerable over the same period of time. The pupils of today are presented a picture of Islam and Muslim life in Sweden from 20 years ago which must be considered problematic since the book states that it is presenting contemporary Muslim life in Sweden.
In this paper the National Curricula and Syllabuses, as well as Swedish Textbooks in Religion Education will be analysed on the basis of how Indigenous Religions, and particularly the Sami religion, is represented in these contexts. What do these documents focus on regarding the content and goals for Religious Education? How do the goals relate to the concept of Active citizenship? Which images and aspects of Religion Education do the representations in the textbooks focus upon, and which aspects are not being represented? The theoretical approach in this paper takes its departure from two fields of research. One is related to discourses on modernity and globalization, and focus on questions of the Other, and of Otherness. These questions are found in humanities as well as in the social sciences, and in particular in connection with issues like ethnicity, identity and culture. The conceptualization of the Other, as contrasting the people in the West, are central in ongoing discussions in history, ethnohistory, anthropology and in studies on religion, and not the least it is well debated in Post-colonial theoretical discourse. Much of the theoretical discussions so far have been focused on the former European Colonies in the Orient, in India and in Africa (Said 1978, Hall 1992, Spivak 1996, King 1999). The other field of research connects to research about citizenship education, intercultural encounters and identity formation (Nussbaum 1997, Jackson 2004, Ross 2008). In combining these research fields analytical tools will be developed that will permit a critical examination of the representation of Indigenous religions in Swedish National Curricula and Textbooks. As this paper focuses on Swedish textbooks in history and religion, the empirical material will be drawn from those parts of the textbooks describing indigenous cultures and in particular Sami culture and religion. What Images and Representations of the Sami religion and culture are found in these Textbooks? Which narratives are told and from whose perspective? Today we may find it self-evident to discuss history from below, to listen to the little stories from marginalised groups and we do not only study the elite history, the victories’ history or the history of the West any longer. But are these new perspectives visible in Textbooks of today? Thus, aided by this contextual approach and critical close readings as well as analysis of the photos and images in the textbooks, this paper aims at discussing questions of inclusion and identity formation in relation to citizenship education, and also didactic considerations regarding exoticism, ethnocentrism and eurocentrism in the Swedish Textbooks used in classrooms today.

Symposium title: Discourse studies of educational content – Different approaches to research in didaktik

In the last decades discourse analysis has increasingly been used in educational research. The concept has been used within different approaches to answer research questions in the field. The aim of this symposium is to present and discuss discourse studies of educational content.

The symposium is organized by researchers at the Department of Curriculum Studies at Uppsala University. They are mainly organized in two research groups: SMED (Studies of
Meaning making in Educational Discourses) and STOLP (STudies Of Language Practices). Even though the researchers have their background in different disciplines – as for example Curriculum Studies, Linguistics, Education, Geography and Ethics – they have a common interest in understanding the role of language use in the creation of education.

The presenters at this symposium relate in different ways to questions about meaning making in educational settings: (1) if and how teachers’ manners of teaching influences meaning making about the educational content in different practices, (2) critical discussions concerning the content and processes of teaching and learning about climate change, (3) if and how a database with teacher students’ observations of teaching can be used in studies of educational discourses, (4) the contrast between the discourses of education about responsibility expressed in policy texts and by young people (16-19 old) and teachers and(5) discourses of reading comprehension in international text practices in relation to national educational curricula. The choices of empirical material reach from observations of educational settings to interviews with teachers and students, international tests and teacher students’ written reflections.

The different presentations at the symposium will describe ongoing research and discuss possibilities and constraints of discourse studies. The ambition of the organizers of the symposium is to involve the audience, consisting of researchers from different countries, in this discussion. Therefore, the presentations will be rather short, giving room for questions and discussions.

“That’s what you are going to find out” – a comparative study of meaning making in two educational settings
Hedefalk, Maria; Lundqvist, Eva; Almqvist, Jonas
Uppsala University, Department of Curriculum Studies, Uppsala, Sweden

Teachers’ manner of teaching may have different consequences for meaning making in different educational settings. This is a comparative study with the aim to clarify and discuss how educational content is constituted in two different discourse practices. The approach used is inspired by pragmatism and the later works of Wittgenstein. In order to analyze how teachers and children/students constitute meaning, we use the epistemological move analysis. The epistemological moves delivered by teachers in conversations with children/students are analyzed in order to understand how teaching activities interplay with the “how” and “what” preschool/students learn. The empirical material is gathered in a Swedish compulsory school (school years 7-9) and in a preschool for children of aged 1-5. The analyses demonstrate important similarities and differences between the two discourse practices. Finally, we discuss how these results can be used in order to understand teaching and learning processes in different settings.
Climate change education is a growing field within research about education and sustainable development. The purpose of this paper is to introduce a critical discussion concerning the content and processes of climate change teaching and learning. This is accomplished by a systematic clarification of the educational relevance of climate change and the climate change discourse. From the vantage point that climate change involves epistemic uncertainties, possibly unsolvable conflicts of value, and political and scientific controversies, the paper introduces a multidisciplinary approach to climate change teaching and learning that acknowledges the pragmatic modus operandi to educational research. Accordingly, this paper contributes to research about education for sustainable development and philosophy of education through answering questions such as: how can climate change be analyzed as part of the institutional conditions of education for sustainable development? What are, if any, the typical research questions concerning climate change education? How can curriculum research contribute to the discourse of climate change research? The paper touches upon the relationships between climate change and teaching and learning health, ethics, literature, media analysis, democracy, and geography.

Discourse analyses of student observations - possibilities and limitations of large text corpora in educational studies
Gröning, Inger; Molin, Lena; Prytz, Johan
Uppsala University, Department of Curriculum Studies, Uppsala, Sweden

At the Department of Curriculum studies, a database consisting of students’ observations of teaching sequences has been under construction for the last two years. The observations are made during the students’ intern courses. The students are instructed to describe as well as reflect on one teaching sequence, focusing on purpose, content, teaching methods, critical incidents and assessment. Today the database comprises more than 2000 observations. The uniqueness of the material is the size of the population, but also that it comprises texts where students write about actual teaching sequences. Two research projects are planning to use the database. One is focusing on how different educational discourses are constructed by the students. The other is looking into the educational content that is expressed in the observations. In this paper we discuss different issues regarding the use of this database in educational research. What are the possibilities of the material and what are the limitations? Which questions can be answered by this material? Which methods can be employed in the analysis? We will also try to outline possible types of results.
The notion of responsibility has become a key word in the contemporary Swedish education targeting democratic values (socialization) and questions often linked to these values, namely the desire to counteract oppression and discrimination. The promotion of moral/ethical responsibility of the individual has in policy documents gained a central role as generator of democratic values in society, or simply put; the source through which others’ well-being can be secured and respected. This emphasis upon moral/ethical responsibility as socialization content entails consequences both for students and teachers: Students are to be educated in order to take responsibility for others, and teachers are to instill such responsibility in students through providing them with the appropriate knowledge. However, in the everyday encounters in schools both teachers and students express their sense of obligation (responsibility) for others in various ways. These different discourses are addressed in this paper where we contrast the concept of responsibility in policy documents with responsibility as an open concept – by asking how young people (16-19 years old) and teachers understand and assume responsibility for each other.

International tests of students’ reading ability play an increasingly important role in the educational system in Sweden as well as in other countries. The type of reading ability tested within these studies is more seldom discussed. The aim of the study presented in this paper is to investigate the discourses of reading ability and more specifically reading comprehension construed through international reading tests in relation to the discourse of reading ability and reading comprehension construed in the Swedish national educational curricula. The reading test in focus is PIRLS 2006 (Progress in International Reading Literacy Study; testing students in grade 4). Various aspects of PIRLS 2006 (frame work, texts, questions, student answers, scoring guide) as well as the Swedish national educational curricula in different subject areas are analysed from a number of perspectives. Through these analyses we want to reach an understanding of what choices are made concerning reading ability and reading comprehension – which aspects that are fore grounded, which aspects that are back grounded and which aspects that are excluded. The study includes analyses of the PIRLS-framework, the national curricula and the texts in the test. The texts are analysed concerning genre, rhetorical structure, appraisal structure and choices of wording. The questions in the test and the expected answers according to the scoring guide are analysed concerning what aspects of the texts they highlight and what type of reading comprehension they assume. The results from these analyses will contribute to the understanding of what is meant by reading ability and reading comprehension in some significant practices at work in the Swedish school system and how they relate to each other. Central questions are thus if these discourses are in accordance with each other or if there are discrepancies between them.
**How to evaluate EDC learning processes**

Lenz, Claudia, The Europenan Wergeland EWC, Oslo, Norway

Research topic/aim: The workshop intends to foster the development of qualitative and participatory evaluation tools for Citizenship education (EDC)

Theoretical framework: The evaluation of the effects of trainings and other educational activities in the fields of EDC confronted with the difficulty that an increase in competences such as “reflexivity” or “multi-perceptivity” hardly can be measured with quantifying methods. Even more difficult is the evaluation of long term impacts of educational activities on the participant’s general attitudes and actions. Here, qualitative methods from social end ethnographic research can offer starting points for an observation, documentation and description of the effects and impacts of learning processes initialized by EDC. Still, these methods have to be adapted and operationalized for the use in educational contexts. As teaching methods in the field of EDC have to correspond with the participatory, including and egalitarian values they are resting on, so do evaluation methods. This creates methodological challenges which the workshop will address.

Design: The workshop will invite practitioners in the field of EWC to share their experience with qualitative evaluation tools. An input about EWC’s activities in this field will be given.

Expected results: Exchange of experience, collection of “good practice”, fostering innovative approaches.

Relevance for Nordic Educational research: The process in the development of high quality theoretical and methodological approaches and a variety of existing good practice in the field of EDC as it has developed in the Nordic countries has led to the demand of a better understanding of the short and long-term as well as individual and societal impacts of these activities. The workshop wants to contribute to this next step of implementation of EDC in the Nordic countries.

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**What points affected a student`s choice when selecting Agriculture & Forestry and Gardening as a voluntary subject?**

Wallin-Oittinen, Toini, University of Helsinki, Geography, Kerava, Finland

In connection with the Finnish comprehensive school reform, the optional subjects were taken from both the senior primary school and the lower secondary school in the parallel school system. Agriculture and forestry continued to be an optional subject, taught by earlier agriculture teachers, but soon the lessons were included in the biology teachers’s tasks. There were 2 to 4 weekly lessons. I tough agriculture and forestry from 1968 to 1999; ower my entire charreer. From year to year, groups were formed and they were large. At the end of the 1980’s, biology teachers started to qualify thourgh 15 credits of study. The phenomenon “different teacher” made me wonder why my groups were popular. I applied the constructive approach and purposefully creted learning events. My target in creating learning events was to consider positive contents, materials and favourable social relationships. I created situations in which I was an active researcher, but also a close advisor. The students named my method “Toini”. I started to systematically compile the projects performed since 1985. As each small team had a different subject, the report was interesting; everyone received it and read it, as it was
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printed product by classmates. I used an enquiry to find out whether the teacher was significant as they said. I asked about the motivation with open questions, and the students answered with informal sentences. I received 607 different options and wishes, of which were special wishes such as horse and pig. The students assessed the excursions which were part of the method as their main reason for selecting the subject. Student-centered problemsolving tasks were common, and this was where the teacher was different. The methods created the image of an easy subject, and the selection was based on this. We actually performed complex task series in co-operation. Interest towards the environment was the third significant motivation. A favourable image of the subject given by tutor was the fourth motivation. The significance of the teacher was not emphasized in the motivation.

The selection of optional subjects and shares of the subjects in the upper school is being reviewed. The global food problems, regional selfsufficiency, and an interest toward the environment are significant motivations for maintaining this optional teaching entity, with an emphasis on the specific conditions of each school and locality. The Nordic countries resolve their food problems and their teaching independently. My model has functioned in Finland, and a corresponding extensive entity will be necessary in future as well. The food production problems cannot be processed on biology lessons alone in the curriculum of Nordic country; optional subjects can provide versatile teaching.
Research aims: This paper is intended to explore two questions: What, in the view of postgraduate students, constitutes effective tutoring? What are the qualities that define a good tutor? In responding, the intention is to give more ‘voice’ to students, making universities better servants of society.

Theoretical framework: The research design fits mainly within the qualitative paradigm (Stake 1995: 47-8) although some data lent themselves to quantitative analysis and, in Phase 2, a Likert-style score-sheet was employed.

Methodology: Phase 1 of the data collection used a semi-structured questionnaire, based upon the literature, to explore the views of recent postgraduate course-completers about their experience and their views about what qualities make effective tutors and tutoring. Sixteen respondents, UK graduates but based around the world, were approached by e-mail: an opportunity sample of individuals known to the researchers but outside their own home institution. Response rate was 81.25% (n = 13). Respondents indicated that an e-mail questionnaire facilitated their participation.

In Phase 2 results from the Phase 1 stage were used to construct a shorter, more user-friendly instrument to test out some of the propositions that seemed to be forming as a result of the first Phase. This instrument contained open, but sharpened, questions about tutors and tutoring. Since the questions in Phase 1 were driven by the literature, and those in Phase 2 were derived from Phase 1 responses, they were deemed free from researcher bias and provided a degree of triangulation.

An intention in Phase 2 was to gain anecdotal information about real events based on critical incidents that epitomised key issues in the tutoring process, as well as examples of good tutoring. Respondents to Phase 2 of the research (n = 31; RR= 62%) were drawn from current or recent postgraduates (based in several different countries) with experience of a range of UK higher degree courses, both face-to-face and distance learning, and from a wide selection of universities ranging from Oxbridge to post-1992 institutions. A Likert-style score-sheet set out the thirty qualities of an effective tutor formed as a result of analysis of the Phase 1 questionnaire (see below). Respondents to this Likert-style document were asked to rate the qualities using a six-point scale of importance with no mid-point.

Expected conclusions and findings: The research enabled us to:

• Identify factors which epitomise effective tutoring
• Gain an impression of ‘a good postgraduate tutor’
• Establish examples of good and bad practice
• Trial the instruments for use by others

Relevance for Nordic research: The instruments have been used by Dr Terfot Ngwana and Dr Fengshu Liu to explore comparatively the views of international students in a UK university, and of international students in Oslo University. [These authors will be submitting a parallel paper of their findings: Implementing a teaching and learning philosophy through postgraduate supervision: a teacher – public interface.]

The long-term intention is to improve the practice of tutoring at the postgraduate level.
Conceptualizing concepts: The use of methodological concepts in qualitative research

Andrén, Maria
Högskolan i Gävle, Institutionen för Pedagogik, Didaktik och Psykologi, Gävle, Sweden

Research topic: The subject of this investigation is an exploration of the use of some methodological concepts as they arise in academic dissertations.

Theoretical framework: The study is based on a pragmatic view on language and learning.

Research design: The study is explorative and the purpose is rather to shed light on aspects of methodological teaching than to state facts.

Findings: In the theses that were studied it was found that concepts are not used coherently in a lexical sense. The use may nevertheless be consistent with knowledge claims as they are elucidated in the texts, and also with the need to distinguish what is being described from other possible meaning-options.

Relevance for Nordic Educational research: Within the scientific community, methodological concepts occupy a central position. Many students devote much effort trying to learn “correct” meanings for the concepts with which they come in contact. Another way to approach what might be termed ‘ontology of conceptualization’ is to study how concepts are used. A didactic conclusion from this analysis is that the teaching of research methodology will be more successful when it focuses on differences between concepts and how they are presented and used in given research contexts, rather than attempting to providing general all-encompassing definitions.

University studies as part of students’ life and identity construction

Lairio, Marjatta; Puukari, Sauli
University of Jyväskylä, Department of Teacher Education, Jyväskylä, Finland

Research topic/aim: The presentation deals with how university students see their study time from the perspective of life and identity construction.

Theoretical framework: Henkel (2005) has pointed out that fundamental questions about the nature of identity have increased in our time which is also seen in student populations of today. We have approached the identity formation from the perspective of academic and professional identity (e.g. Glegg 2008; Archer 2008). We also utilised Arnett’s (2000) concept of emerging adulthood which indicates how the process of becoming an adult is nowadays a rather complex phenomenon.

For students studying generic subject areas which do not directly lead to certain professions (e.g. Humanities and Social sciences) the indentity construction is more challenging. For these students uncertainty about the relationship between academic work and the world of work is more common than for those students who study subjects where the connections with working life are stronger. (e.g. Reid et al. 2008; Rouhelo 2006).

Methodology/research design: Research data comes from a questionnaire study (n= 882) targeted at Finnish speaking degree students of the University of Jyväskylä (Lairio & Penttilä 2007). Content analysis was used to analyse student responses (n= 283) to an open question “How do you see the study time from the perspective of life construction?”
Findings and conclusions: Five categories emerged from the content analysis of student responses:
* Identity discussions
* Construction of social relationships
* University studies as a positive period of time
* Experiences of strain
* Development of thinking

The most frequent responses dealt with personal and professional identity reflections and with issues related to the development of social relationships. The identity work was seen as discussions concerning personal, academic and professional identity. In accordance with previous research studies, the role of fellow students in identity development appeared to be significant. At the same time students’ interaction with teachers appeared to be rather limited, which indicates that the idea of teachers acting as senior colleagues for students is not borne out of this data. The results raise a question of how teaching provision as well as guidance and counselling services could support students in their identity development. It seems also important to construct a link between the university and the world of work that contributes to a meaningful relationship between what a student is learning and the working life they will eventually enter.

Relevance for Nordic Educational research: The presentation contributes to an important area of research - identity development - from the perspectives of university students. For university students the questions of identity development have become increasingly important in our rapidly changing world.

Research topic/aim: The purpose of the paper is to describe how academic staff and students of Finnish universities are reacting to mergers from the perspective of teaching and learning. Detailed research questions are: What consequences does the merging process have on teaching and learning? What advantages and disadvantages do academics and students relate to university mergers?

Theoretical framework: Previous studies on university mergers show that the consolidation of organizational and institutional cultures (Kezar & Eckel 2002) and management styles (Locke 2007) of the merging universities plays a crucial role. Furthermore, a merger is dependent on the interaction of governmental macro-politics and institutional micro-politics (Schoole 2005) as well as geographical distance (Dahl Norgård & Skodvin 2002) thus creating a specific merger context. Therefore, it is important to recognize that each merger is organizationally, culturally and territorially unique.

Methodology/research design: The target group consists of four university mergers (in brackets the number of universities that are merging): Aalto University (3), University of Eastern Finland (2), University Consortium of Turku (2) and University Alliance Finland (3). Last-mentioned is an exception because the three universities that form the alliance will not merge, just enhance cooperation and rationalize their activities. The data consist of semi-structured interviews (N =
30). Interviewees were selected from various levels of university: from management to students. The data was analysed by the means of content analysis.

**Expected conclusions/findings:** The expected outcomes of the interview data show that academics react differently to what a merger means to teaching and learning. Management and those responsible of carrying out the merger process have the most positive and optimistic conceptions whereas university teachers and researchers are more sceptical. Furthermore, each merger has its own profiles and characteristics based on the cultural and historical roots of the universities merging. The data reveal that although teaching and learning was considered to be important in practice little was done in terms of educational activities as the focus had so far been on research and governance.

**Relevance for Nordic Educational research:** The structural developments of national higher education systems are taking place in other Nordic countries as well. Therefore, the experiences from various contexts will bring information to policy makers, academic staff and researchers in the field of higher education studies.

Recent trends in higher education also challenge the ideas and ideals behind active citizenship by bringing more entrepreneurial ways of organising academic work and education. Thus, the key question in the merger operations is whether to educate such future work force that has a capability to promote empowering aspects of active citizenship or is it merely a question of producing graduates to meet the needs of labour market.

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**Qualifying students for peer review in online courses**

Hult, Agneta1; Olofsson, Anders2

1Pedagogiska institutionen, Dep of Education, Umeå, Sweden; 2Utbildningsvetenskap, Dep of Educational Science, Härnösand, Sweden

In a research & development project based on socio cultural theory and research on formative assessment, peer review preceded by criteria discussions was implemented in online courses. The findings reported in the paper derive from the evaluation of two courses, one Bachelor Thesis 30 hp and one course in Developmental work and evaluation 15 hp. The courses differed in how much of the preparations that were carried out in text based web forums/ on campus meetings. In order to make the students more qualified in assessing each other’s work, they were prepared by interpreting criteria and reflecting each other’s arguments. Divided into smaller groups, the students discussed and tried to elucidate the significance of goals expressed in the Higher Education Act, learning outcomes for the course and instructions for the specific task. The students were also supervised and tutored with questions and comments while interpreting and negotiating goals and criteria. In slightly different steps between the two courses the students then reviewed each other’s work. The criteria discussion and peer review process have been evaluated through a questionnaire to students and analyses of interaction patterns and of student achievement. The results from the questionnaire show that the students at first didn’t understand and appreciate the workshops and meant that it took too much time. At the end of the course however they found it very useful for their understanding of what was expected from their performance, although they still found it very time consuming. It also created a great activity among the students, with a huge amount of postings in spite of the fact that the instruction didn’t
specify a minimum number of postings required. A tentative result also is that this kind of setup seems to benefit the underachieving students most; there were fewer students that failed the course compared to before this setup.

Between accountability and professional responsibility - (education of) teachers and nurses in a field of force
Englund, Tomas; Solbøkke, Tone Dyrdal
Örebro University, Department of Education, Örebro, Sweden

The purpose of the paper is to elaborate methods for a study of current conceptions and practice of accountability and professional responsibility in a comparative perspective. By using ‘accountability’ and ‘professional responsibility’ in a rather open, but theoretically polarized way, where ‘accountability’ tend to represent new kinds of effectiveness and standardization of work and ‘professional responsibility’ imply a deeper meaning of a moral dimension we will try to specify this field of force between ‘accountability’ and ‘professional responsibility’.

The point of departure of the discussion is that to a significant extent the quality of modern life and the policy for an inclusive society which offers equal opportunities for all people depends on various professions as providers of welfare and development. In this picture teachers and nurses are particularly interesting mass educated welfare professions. Both groups play an important role as gatekeepers of the welfare state. They administer huge public resources, interpret regulations, distribute goods and interfere in people’s lives. Against this background, it is of importance to investigate how these professional groups apply their professional competence and live out their professional responsibility in practice in rapidly changing times.

What it means to act in a professionally responsible manner in today’s context, characterized by its pluralism and contesting ideas and when concepts like “evidence-based practices”, “quality assurance”, “data-driven decision making”, and “evidence-based teaching” are increasingly intruding the language of professionalism, is a complex matter which needs to be discussed on a normative level as well as being studied in the contexts of professional preparation and work practices.

Assumingly, the neoliberal economic agenda and new public management that include competition, choice and privatisation put professional organisations as well as professional schools under a constant pressure of efficiency and a need to adapt to a more competitive world while they also are required to meet the needs of patients, students and local communities. Thus, the relative autonomy of the professions has frequently been accompanied by goals and standards of quality defined by politicians resulting in demands for greater ‘oversight’, ‘transparency’ and ‘accountability’. These circumstances thrust teachers and nurses into conflicting interests, new dilemmas and challenges. Typically, for nurses, the claims for efficient treatment of more patients may compete with the need to provide a good caring situation for the sick person. For teachers, the need to produce the best results in international comparative educational tests, like PISA and PIRLS, may conflict with the values of “inclusion” and “equivalence” and participation for all students in education.

The sources we use in order to elaborate our ideas and conceptual framework for the coming analysis in teaching and nursing, stem from a variety of perspectives. For the normative perspectives we draw on classical ideas of professionalism and responsibility and to recent
perspectives based on sociological theories as well as empirical research. For the problematising of professional responsibility in current societies, we also draw on moral philosophical perspectives and for data on professionals’ conceptions of professional responsibility we draw on recent research in varied professionals field, yet with a specific interest in the professions of teaching and nursing, while also allowing ourselves to introduce more theoretically based arguments. In the analysis on the distinctions between the concepts of responsibility and accountability we also make use of broader sociological perspectives and political science and even etymological definitions as found in newer dictionaries.

Does higher education provide a high status? The socio-economic and occupational status of higher education graduates in Finland
Vuorinen, Päivi, University of Jyväskylä, Finnish Institute for Educational Research, University of Jyväskylä, Finland

Research topic/aim: The paper discusses the Finnish higher education graduates’ placement in social and work-life hierarchy concerning dual higher education system (universities and polytechnics [universities of applied sciences]). It is worth asking whether the selection in reproduction of social statuses already occurred in student selection process of higher education or does it continue in education-to-work transition. The aim of the paper is to describe, 1) what kind of socio-economic and occupational statuses Finnish higher education graduates have three years after their graduation, 2) how the statuses differ between university and polytechnic graduates and by gender, and 3) do the statuses the graduates reached have a linkage with graduates’ family background (education of their parents, socio-economic status).

Theoretical framework: It is well known that there is evident impact of family background on young peoples’ educational goals: Highly educated parents with middle-class status dispose them to seek a university place (Vuorinen & Valkonen 2003; Berggren 2007; Nurmi 1998). The theoretical starting point of the study is the model of social reproduction (Bourdieu & Passerton 1990).

Methodology/research design: The data is collected by questionnaire to graduates of study fields of business and administration and technology (n=2154), and it is analyzed by statistical methods.

Expected conclusions/findings: The findings indicate that university graduates have ended up in higher positions than polytechnic graduates. Male graduates have reaped benefit of their gender in placement in occupational hierarchy. The university graduates come from notably more educated families than polytechnic graduates. Yet, there is no clear connection between family background itself and the statuses reached by the graduates, but the connection between parents’ educational level and the higher education sector from where the young people have graduated is very evident. Therefore, the effect of family background to graduates’ placement in working life hierarchy is seen through the level of degree they have completed.

Relevance for Nordic Educational research: In the Nordic countries, there are quite a lot of studies concerning student selection in higher education and the impact of applicants’ family/social background on it. The class and social perspective has rather rarely been investigated further on graduates’ career and in working life. The study offers some starting points for discource of the effect of social selection after gratuation in life of work.
Valid assessment in teacher education
Finnset, Torgunn, Stockholm University, Inst. för didaktik och pedagogiskt arbete, Campus Konradsberg, Stockholm, Sweden

Research topic/aim: Traditionally in a Nordic context, assessment of educational practice has endowed pedagogical margin, although both theoretical and practice activities have been included in teacher education. In higher education, students’ learning strategies are assumed to be determined by what is being assessed. Thus assessment practices in teacher education can be studied to investigate teacher educators’ priorities for teacher students’ learning, and for possible development of local assessment practices. In this respect, how can assessment practices gain valid assessment? Focusing on assessment of teacher educational practice this article highlights problematic aspects of assessing individual students’ learning abilities related to the quality of educational practice workplaces.

Theoretical framework: Research concerning assessment in higher education frequently refers to concepts as summative assessment of learning, formative assessment for learning; and educational assessment as learning. Within an activity theoretical perspective learning is, according to Lave & Wenger, conceptualized as situated learning. Teacher students’ learning in educational practice then becomes a process ranging from a novice’s legitimate peripheral participation to increasingly independent knowing and professional, fully responsible management in a specific educational practice. According to Wenger a social theory of learning integrates four characteristic components of social participation in a local community of practice, mainly learning as doing, belonging, experience and becoming. Teacher educators’ phrase about abilities, frameworks, social configurations and how learning changes who we are, can let the participants experience meaning, sustained engagement in practice, define enterprises as worth pursuing and create identity.

Methodology/research design: Teacher educators’ phrase can express intended assessment priorities for teacher students’ learning and even intended local development, as a condition for relating assessment practices to assessment validity. Teacher educators at three Nordic institutions were invited to participate in interviews, mutually discussing local assessment practices, referring to both Nordic and national teacher education contexts. Local public documentation was studied as preparation. Five hours recorded conversations and some two hundred pages of information were interpreted with an ethnomethodological approach and analyzed according to Wenger’s social theory of learning.

Expected conclusions/findings: The teacher educators referred to assessment of educational practice as learning, primarily by experiencing meaning and creating teacher identity, by means of engagement in practice, consequently defining enterprises. Assessment validity was at stake if assessment of a single student’s learning neglected the quality of the educational practice workplace. Valid assessment as learning was claimed to require assessment for development of educational practice workplaces, when necessary. This conclusion relies on how the concept individuality changed interpretation, depending on if the student was assessed as a centred, solitary individual or, according to activity theory, as a participative, collegial individual. Valid assessment would require a concept of individuality consistent with a teacher educational practice workplace as a community of practice.

Relevance for Nordic Educational research: Growing research interest in teacher education assessment may derive from current European agreements on assessment in higher education.
Nordic traditions of teacher education are based on considerations within local communities of practice, nationally somewhat differently, but struggling with similar demanding assessing educational practice.

Enhancing student employability prospects through competence development: using non-traditional methods in teaching mathematics in higher education
Nilsson, Galina1; Luchinskaya, Elena2
1University Väst, Engineering (IV), Trollhättan, Sweden; 2Lancaster University, Engineering, Lancaster, United Kingdom

Research topic/aim: This paper analyses student and academic experience in generic and subject specific competence development to evaluate the potential of using problem-based learning (PBL) and peer-assisted learning (PAL) in raising student employability prospects. The fast pace of technological advancements, interdisciplinary work organisation and globalisation of the work market are the main features of the modern knowledge-based society. Equipping students with competences that are required for their social and professional integration, successful career and personal development is becoming a key mission of the higher education sector. Fostering effective teaching and learning methods facilitates the acquisition of professional skills and competences. This paper explores the opportunities for implementing PBL and PAL in delivering mathematics on a range of programmes at the University Väst in Sweden focusing on the development of generic and subject specific competences.

Theoretical framework: This study is underpinned by the socio-cultural theory of the learning processes which was originally formulated by Vygotsky and is currently experiences a tremendous peak of its popularity. PBL encourages deeper learning via meaning construction and connecting ideas. It stimulates collaborative knowledge building process among participants and develops self-directed learning. PAL is an example of a student-to student support scheme grounded in collaborative learning. PAL is aimed to improve student performance and develop a range of study skills through creating an informal environment for learning. The introduction of both methods into the educational process independently and at the same has a broad potential.

Methodology/research design: Our study was carried out in the University Väst, Sweden in 2005-2009. The first year students on the ‘Land Surveyors’ and ‘Computer Science’ undergraduate programme participated in this study. Two pedagogical methods — PBL and a combination of PBL and PAL were incorporated into the mathematics modules delivery. The lectures were delivered in a traditional way; PBL and PAL were used throughout tutorials. The students were solving applied mathematical problems working in small groups. The problems selected were aimed to acquire a set of competences relevant to their future career. To evaluate the outcomes of this study, a questionnaire consisted of multiple choice and open-ended questions was designed where the students could comment on their learning experience. The interviews with tutors were conducted. The study has drawn a comparison between the development of particular competences and the use of PBL, PAL and traditional methods.

Expected conclusions/findings: The results showed that the students evaluated PAL and
PBL methods as useful and valuable. The students indicated that have developed problem solving skills, advanced their analytical skills and ability to apply mathematical tools. These competences are important for their future employment. The students highly rated collaboration with peers.

It was noted that the selection of the problems, the number of students enrolled on the course, the choice of peer tutors, the way how training sessions are organised, the number and timing of the sessions are crucial for the successful implementation of PAL and PBL.

**Relevance for Nordic Educational research:** Higher education systems in Europe including Scandinavia are facing new challenges in raising employability of students. The appropriate choice of teaching methods is instrumental to a successful implementation of this task.

The paper concludes with recommendations for fostering PAL and PBL as they represent a useful educational tool which encourages the development of generic and subject specific competences.

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**Collective asynchronous argumentation in distance learning**

Amhag, Lisbeth, The School of Teacher Education, Malmö University, Malmö, Sweden

The importance of developing individual and collective critical reasoning and argumentation in academic education has been highlighted in several studies and debates within distance learning and education. According to several researchers, academic education should place value and emphasis on the processes of argumentation through collective higher-order and critical thinking that enable students’ ability and attitude to cooperate. In a context of web-based environments learning usually consists of asynchronous dialogues or conversations between teachers and students, or among groups of students, concerning specific course content. The participants are expected to use the web-based environment to discuss course literature, theories and assignments, as well as to share knowledge and experience. As I see it, academic education requires a focus on how evidence is used to construct explanations and meanings; that is, to examine the data and warrants based on literature and theories, but also challenging rebuttals and shared negotiations. The competence to comprehend and follow arguments from literature and theories, I would contend, is a crucial aspect of learning and development. According to Computer Supported Collaborative Learning, CSCL perspective, people’s dialogues, interactions and interplay constitute a determining factor for the individual’s as well as the group’s learning and knowledge development; I saw a possible way to take the theoretical approach in both socio-cultural theory and Bakhtin’s theoretical framework of dialogues. The research reported in this study focuses on the distance students’ collective argumentation. My question is how students’ in a group can appropriate use arguments; evaluate the claims and provide evidence professionally in order to develop individual and collective learning in distance education? For ten weeks 32 student teachers were studying a web-based 15 credits course about the teachers’ assignment. Data were collected from five student groups asynchronous argumentation concerning 33 cases of the teachers’ leadership (N=362). To assess the quality of the collective asynchronous argumentation analytic tool were developed based on Bakhtins’ theories of dialogic interaction and Toulmins’ argument pattern. The analysis has helped to demonstrate how group work can develop collective argumentation in distance learning and education.
Our introduction will contextualize and give a brief background to the last decade’s discussion and request for pedagogically more skilled and trained university teachers. A discourse often framed by and named as Scholarship of Teaching and Training, SoTL. Teaching at university level has until recently, unlike most other educational institutions, not required any formal pedagogical education. In spite of often being skilled after years of teaching, the majority of Swedish university teachers still have less then the recommended ten weeks pedagogical training.

The purpose of the workshop is to illuminate the emerging practice SoTL. How is it framed and who and what influences and shapes the discourse? Should it be seen as an embryo to professionalize university teaching by valuing teaching excellence? Or should it be understood as a perceived need for a new kind of pedagogical competence in order to handle the consequences of the rapid expansion of higher education during the 90’s, a change from elite to mass higher education?

What actors are participating in the formulation of the need for further pedagogical training of university teachers? The teachers themselves, evaluation teams from authorities such as the Swedish National Agency for Higher Education or course giving pedagogical consultants?

What arguments are put forward to legitimize these relatively new requirements? Is it focusing on students needs or is it in relation to Scholarship of Research? What definitions of pedagogical competence are formulated?

To give answers to these questions are far beyond the scope of this workshop. However to scrutinize what seems to underpin the contemporary pedagogical discourse might be an important contribution to a critical analyze of present practice in HE.

**Relevance for Nordic Educational research:** There is a need to better understand the practice Scholarship of Teaching and Learning in Higher Education

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**Is assessment all there is? Changing assessment practices in Swedish higher education**

Lindberg-Sand, Asa, Lund University, Centre for Educational Development, Lund, Sweden

**Research topic/aim:** During the last decades researchers and educational developers have argued for a shift of assessment paradigms: From the narrow assessment OF learning to the more inclusive assessment FOR learning. Formative assessment is put forward as the good answer to the problem of the examination backwash. Assessment practices are also affected by the increasing use of Learning Management Systems, e-learning and electronic portfolios, in which a widening number of different traces of human activity might be easily filed and evaluated (Hult, 2005). The learning process may be tracked in new ways and assessment is reshaped (Jönsson, 2008). Assessment as a social practice is expanding (Lindberg-Sand,
At the same time Sweden has introduced an outcome-oriented curricular model in higher education as part of the Bologna Process. The intended learning outcomes of courses and programmes are to be assessed in a transparent way. This is at the centre of attention for the Swedish National Agency of Higher Education when they during 2009 are designing a new national quality assurance system. The aim of this presentation/round table is to relate evidence from research on changing assessment practices in Sweden to a conceptual discussion concerning the possible pitfalls of the inclusion of an assessment aspect into a wider range of educational encounters. What may be lost when most situations where students meet their teachers also are part of the assessment process?

**Theoretical framework:** The theoretical perspective is based in social practice theory (Giddens, 1991) with a socio-cultural view on learning (Wenger, 1998). Curricular models and examinations are understood as different kinds of classification systems (Bowker & Star, 1999) regulating educational communities of practice.

**Methodology/research design:** The methodology consists of a critical and conceptual analysis of research evidence of the character of change in assessment practices in Swedish higher education (Lindberg, 2005). The analysis is utilized as a base for a discussion and questioning of the rational for the ongoing shift in assessment practices.

**Expected conclusions/findings:** When assessment practices are expanded by applying a more inclusive assessment concept the possible range of control of learning also widens. When assessment of students’ activities and learning processes are made more distributed and integrated in their daily study efforts, the space for creative experimentation and for possible and important “failures” or “set backs” in the process may disappear. Do the new assessment practices support the development of students’ active citizenship as practitioners in the higher education community?

**Relevance for Nordic Educational research:** Compared to other Nordic countries Sweden has a very decentralized and modularised curricular system in higher education. Only modules are assessed and graded. There are no final exams. Resources for student assessment are included in the resources for teaching in a course. The weak regulation of assessment at the national and institutional level has left quite a lot of space for developing new and formative assessment practices. Swedish higher education therefore may be an interesting example of how summative approaches to assessment are combined with or replaced by formative ones.


Research aim: The aim is to discuss didactcal aspects concerning assessment within higher education.

Theoretical framework: The matrice discussed in the seminar is based on theories of assessment by Robert Mislevy and the model of skill acquisition formulated by Hubert Dreyfus & Stuart Dreyfus.

Methodology: Practical examples are discussed from an epistemological as well as a didactic point of view.

Relevance for Nordic Educational research: According to the Bologna Directives teaching at Swedish Colleges and Universities should be outcomes-based rather than content-based. Inspired by the assessment principles involved in setting grades for art education portfolios, professor Peter Gill at the University of Gävle has developed a model of educational assessment matrices, the purpose of which is to clarify the procedures involved in assessing educational tasks by focussing on learning outcomes. However, the implementation of this initiative has been met with certain difficulties. Intended users have lacked a common conceptual framework and have expressed a reluctance to embrace a scoring system that requires congruence between aggregated subjective judgements and Bologna grades. One reason may be that the underlying epistemological assumptions are difficult to clarify. A further reason is also postulated on the basis of epistemological collisions between different ideological positions. The following text takes as its starting point observed misunderstandings concerning the nature of intuitive authentic assessment as well as practical experience of making use of such assessment procedures. The article argues for the use of clarifying and systematizing the assessment principles in order to increase methodological transparency for students and colleagues. It is also argued that implementing such assessment strategies provides improved possibilities for pedagogical and didactical development.
This paper contains central results of a lately completed historical research project about the situation of persons categorized as “feeble-minded” in Sweden. In this hermeneutic study (Barow 2009), the case of the former province of Malmöhus constitutes the microhistorical core. Here, a boarding-school for the “feeble-minded” was established as early as in 1878. Other educational and care institutions such as schools, asylums and working homes were not established until the first half of the 20th century. The motifs behind these foundations will be discussed and the working routines in those institutions will be analyzed in terms of teaching and after-care of the inmates and their expel justified by the social constructs as “ineducable” or “moral imbecile”. This paper aims at demonstrating how close the efforts of education and care were connected to attempts of social control, e. g. the eugenically motivated introduction of a register for the persons concerned in Malmö in 1938 and the forced sterilizations with its peak in the 1940s. Thereby, the education and care history of the “feeble-minded” will be interpreted as a striking example for the contradictions of modernity. One characteristic for this undesirable group of citizens in Sweden during the era of modernization was the coincidence of social inclusion and exclusion. This outcome is of high relevance for understanding the early historical development of the Nordic welfare state.

Reference:

Research topic/aim: The idea of simulating society was a popular pedagogical idea that was spread to children’s homes and boarding schools in the first half of the 20th century. By creating a society in miniature it was argued that institutional life would become more realistic, making adaptation to life in general more easy. The idea was also connected to a strive towards self-government, most evidently exemplified with the use of courts, were the children themselves could decide on punishments for other children. The most famous examples of this pedagogy of self-government and simulation – Little Commonwealth and George Junior Republic – both gathered “problem-children” to a large extent. In the present paper a similar society will be studied. Norra Latins sommarhem (1935-1965) was a summer camp that simulated society in many ways. The pupils had their own newspaper, fire station, court, telephone, radio station and currency, and there were jobs such as policeman and male nurse. The society differed from other similar institutions in one respect. Instead of attracting “problem-children” the society was exclusively directed to male pupils in grammar schools. The aim of the paper is to describe the norms and disciplinary techniques that characterized the summer camp. What constituted a serious violation of societal norms, and how were norms upheld?
Theoretical framework: Theories of the social construction of childhood provide a starting point, or basic reference for the present project, but the main theorists used are instead classical social theorists. They are used in order to deepen the understanding for three features of the disciplinary system of the summer camp: money economy (Simmel), division of labour (Durkheim) and work ethic (Weber). By applying theories, that originally were developed to understand modern society, on a simulated society, it will be possible to discuss the nature on such societies from a more sociological perspective.

Methodology/research design: Empirically the study is based on a vast source material, such as “court protocol”, day reports, day programs, as well as interviews with former participants and leaders.

Expected conclusions/findings: Drawing on dialogues with social theorists, the conclusions will be centered around the unique features of simulated societies. One conclusion that will be drawn concerns the nature on money economy. It will be argued that the introducing of a money economy in the summer camp, in contrast to how money usually is described, had a conserving effect on the society.

Relevance for Nordic Educational research: The idea of simulating society was a part of the movement towards self-government in schools. Despite the importance of this movement in the past it has seldom been studied from empirical examples.

The trade and industry and the vocational education - same issues, same problem?
Broberg, Åsa, Pedagogic, Stockholm university, Stockholm, Sweden

Research topic/aim: Vocational education has been the responsibility of the state since the 1918 reform of education. Under the process of the reform emphasis were laid on the need for close cooperation between the trade and industry and the school. Trade and industry and school had to work together to ensure the quality of the education. The regulations stated that for each school there had to be a board constituted of both representatives from the trade and industry and from the school authority. As early as in the late 40s new criticism of the vocational education arouse. The trade and industry were not satisfied with the competence of the workers, the new times demanded new knowledge and the education required a closer connection between the school and the trade and industry. The argument sounds familiar. These arguments precede every reform that has concerned the vocational education and can be found even in the current suggestion of reform. In this paper I investigate the recurring rhetoric from the trade and industry. The aim is to focus the arguments in the discourse that precede the work of reform.

Methodology/research design: The seemingly timeless questions are not without its context. How did they reason and what ideas led to actions and official stands? What didn’t? How were these ideas connected to the context and perceptions of knowledge, the view of man and society?

This is a study with an actor’s perspective. I’m doing a discourse analysis as I set out to listen to the individual actors before they become the trade and industry collective.

Relevance for Nordic Educational research: Most of the research in history of vocational education use the material from different commission of inquiries. I intend to step down one
level in the discourse, I want to know how the actors of trade and industry understood the deficiencies in the education and what improvements they wanted to see. It is a study with an actor perspective. My starting point is to listen to the individual actors before they become the trade and industry collective.

The material I use is periodicals, the forum of different organizations which have an interest in the vocational education. I also use records from different school meetings and congresses where representatives from the trade and industry were invited and statements of referrals. In this last type of material actors are no longer individuals but small collectives within the bigger trade and industry collective. On this level the results of the discourse are beginning to show. What arguments and points of reference have been held back and which ones have been consolidated? What are the differences in arguments and reasoning within the collective?
Research topic: The aim of this paper is to question the dominance of the psycho medical paradigm in Special Need Education. And with this the assumption, that practice is informed solely by theoretical knowledge about pupil’s disabilities and by techniques or programmes with the purpose to compensate for ‘learning’ disabilities. Programmes that are supposed to be implemented in practice. The paper discusses the role theories play in teachers’ practice and argue that practice call on a diversity of knowledge. That is knowledge, insight and/or theories from ‘pedagogy’, ‘didactics’, ‘Special Need Education in a broader sense’ (inclusion) and from the ‘psycho medical paradigm’ (knowing about the diagnosis).

Methodology: The paper builds on three different empirical pedagogical field studies, which combine research in Special Need Education and research on professional practice. The focus of the studies is how teachers construct didactic and pedagogic ‘learning’ environments for pupils. The studies are based on a variety of methods: Interviews of teachers, observations of professional practice captured as research narratives and interviews of teachers with the starting point in research narratives about situations in practice.

Theoretical framework and findings: The main finding in the study is that teachers express ambivalence toward the psycho medical paradigm. This is a kind of knowledge and an understanding of professionalism, which the term ‘techne’ captures. Professionals are supposed to follow the scripted program or the model, which is developed from theories and away from the everyday life in school. Professionals are supposed to work from ‘techne’ and are” asked to adhere to scripted sequences of techniques or laid-out programmes, that have been experimentally demonstrated to accomplish a specified goal.” (Polkinghorne, 2004, p. 3) The fundamental assumption is that the model or the program treats and the professional is a tool. This is an understanding of professionalism, which the studies challenge. The empirical analysis of teacher’s self-understanding and practice indicates that the kind of professionalism, which is practiced, can be captured by the term ‘phronesis’. "Effective practices of care require that practitioner actions are decided by their situated and timely judgements.” (Polkinghorne, 2004, p. 1) and”successful practice in situations where practitioners engage others in direct face to face interactions requires a practice model that emphasizes the situated judgements of practitioners.” (Polkinghorne, 2004, p. 1-2)

Relevance for Nordic Educational research: The paper puts emphasis on the need for research in practice. The empirical field studies can make visible that practice entails more than ‘techne’; more understandings and dimensions, which are combined in complex patterns. The challenge for special need educators – and for research - is to find a balance between the need for taking into consideration the pupils’ special needs and at the same time being open to a critical reflection of the teaching and the learning environments. ‘Inclusion’ can be seen as a term that put emphasis on the need to evaluate the consequences of the learning environment. And in this respect inclusion can be seen as a critical evaluation of teaching methods, culture, concept of pupils and organisation. And the criticism must be based on theories from a broad knowledgebase including ‘pedagogy’ and ‘didactics’.
One reason to why inclusive education in the Swedish compulsory education system has been met by “tendencies of exclusion” is related to an increasing frequency of neuropsychiatric and other medical diagnoses given to pupils in difficulties, especially so since around 1990. An increase of segregated forms of special education support, like special schools and special classes, has been noticed as part of the same pattern as well. The national representative study to be presented is based on the notion that disability and academic failures are outcomes of interaction processes between individual characteristics and environmental circumstances. In the study, head teachers’ ways of understanding and handling special education support issues in Swedish primary and upper secondary schools was explored. Achieving a more inclusive approach to educating children in compulsory school is a recommended key education policy in Sweden, ensuring that all young people stay in education or training until age 19. A second purpose of the study was thus to explore how commonly accepted this inclusive ambition of special education policy actually is among head teachers. In order to gather information on such issues, Statistics Sweden was commissioned by the STOFF-project (Special education in comprehensive schools: extent, forms and effects) to conduct two questionnaire surveys. The questionnaires were distributed to the head teachers of the compulsory schools in which pupils born in 1992 and 1998 respectively, participating in the Swedish longitudinal ETF-project (Evaluation through follow up) were enrolled at the time of the investigation; which during the spring term of 2008 was Grade 9 and Grade 3 schools. The number of head teachers that for the older cohort returned a completed questionnaire was 683, or 83 percent, whilst the response rate of the head teachers for the younger was 243, or 81 percent. Even though the most common type of special support measure is that the pupil is supported by a special education teacher in her/his regular class/group, the overall picture that emerges from the study to be presented is that the “old tradition” in special education is still most common in Swedish compulsory education. The findings show that a quarter of the head teachers for pupils in grades 7-9 practice streaming or organizational differentiation and although this appears to be somewhat less frequent in grades 1-3 still the findings show that it is practised even that early. There are responses where the social context and school’s work content emerged as the key factors behind the pupils’ difficulties and thus need of special education support in school. In general, however, school problems seem still to be seen as problems with the pupils, not the school. Another main finding of the study is also the high importance given by head teachers to medical diagnosis for the allocation of special support for older as well as younger pupils.
Research topic/aim: The Scandinavian educational systems, all addressing inclusive schools and adapted teaching, have the last decades implemented several reforms to increase schools quality and pupils’ learning. The changes can be described as a turn from centralised systems to decentralization; from input to output control; by implementing the means of accountability. Along these lines, pupils’ learning outcome of special educational settings has been raised as an issue, and some reports indicate that the effects of special education can be questioned. However, the reports have to a lesser degree provided valid information of what aspects and variables to include when special education is evaluated. This paper will review some of the later Scandinavian studies in regard of pupils’ learning outcome of special education. The aim is to discuss what aspects and variables to include to provide valid information regarding learning outcome with pupils in need of special education.

Theoretical framework: The implementation of accountability has affected Scandinavian teachers in different ways. The teachers have had to extend their role as professionals, and accept more responsibility both for the processes beyond the classroom doors as well for the pupils’ learning. At the same time statistic shows that the teacher - pupil ratio has increased, and that an increasing body of pupils are in need of special education. To face these challenges political and executive voices have argued the need to reduce the resources allocated to special education. The arguments are based on metaphors emphasizing inclusive schools and adapted teaching as well as authority economic matters or arguments based on reports questioning the value of special educational services. Evidence based research on pupils’ learning outcome in respect of special education are not numerous. The few studies available have mainly focused individuals’ learning process, providing insight in the educational settings in focus. At the same time the reports show some paradoxes, indicating that small classes, the availability of teachers with special education competence and higher teacher - pupil ratio to a larger degree facilitate segregated settings. Other reports indicate that the allocation of special education is not based on objective matters, nor providing evidence for the effect of the programs.

Methodology/research design: The paper will review aspect and variables used in recent Scandinavian studies to obtain information about pupils’ learning in special educational settings.

Expected conclusions/findings: The first assumption expected is that the aspects and variables included are inconsistent. Assessing pupils’ learning regarding special education rests on complex patterns of information. To obtain the information needed, both teachers, the child itself, and parents have to be included. The second assumption is that “the hard means of accountability” (i.e. measuring learning outcome by national test) are to some degree used as dependent variable. This approach can be questioned. The variety in the individuals’, their learning objects and goals, will hardly be accessed through general assessment procedures. Significant information about the individual pupil may be lost in the eager to mainstream the assessment; consequently the use of general procedures will provide low validity.

Relevance for Nordic Educational research: The object of the paper is to emphasise the links between the individual pupil’s needs, the learning goals and objects, and the assessment of the individual. This chain of evidence may expand our understanding in how to assess and promote pupils’ learning in general as well as in pupils with special educational needs.
**The historic development of the inclusive education in the Nordic welfare state**  
Korenaga, Kanako, Kochi University, Faculty of Education, Kochi, Japan

In this study, I examine social policies and education policies symbolized by the formation of the Nordic welfare state. I particularly examine regular educational reform and connection of the inclusive education formation historically. Nordic welfare state is social democracy regime which Esping-Andersen,G.(1990) points out and in this study I am focusing on Sweden, Denmark, Norway, Finland. I analyze education policies and the formation process of the inclusive education so that I make the historic development of the inclusive education clear in each country. I pay attention to the Merkmal like as the start of the compulsory education system, the setting of special schools, the separation of special classes, intention of the integration, and switch to the inclusive education to analyze the historic development of the inclusive education.

In this abstract, I describe the start of the compulsory education system and the characteristic point in each country. In Norway, the compulsory education system was begun very early. That because the law of the compulsory education system in 1739 was affected by the law to oblige “confirmation” for it to be recognized as a person of adult Christianity in 1736. There were few parishes where compulsory education was realized immediately, but the law was important to make Norwegian education orientation. In Denmark, there were divergent school systems by region and hierarchy. The compulsory education system was spread in the urban region earlier. But “a school for all” was stated for the law that it established compulsory education in 1814. There were Danish features to demand unification as the whole country level and diversified equal education as local level. In Sweden “the minimum course” was prescribed in the law of the compulsory education system in 1842. That meant, the children who were in poverty or feeble-minded learned “minimum knowledge” was enough for them. “The minimum course” became the legal grounds to exclude the children. It led to movement to demand “a school for all” because the Swedish school system began as an incomplete system. In Finland, the compulsory education system was not accomplished until 1921. It was affected by the independence from Russia in 1917. As I mentioned above, the establishment of the compulsory education system was affected by social factors and the stability of the country. The difference by the country lead to “a school for all” and inclusive education are important in analysis(392 words).

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**The place, form, focus and purpose of special educational consultation in primary schools in Swedish-speaking schools in Finland**  
Sundvist, Christel, Abo Akademi University, Department of special education, Vasa, Finland

Research topic/aim: Inclusive education is a way to improve democracy and more active citizenship for SEN pupils. The cooperation between special education teachers and classroom teachers is important in the inclusion process. In Finland special education teachers mostly work as remedial teachers and give direct support individually or in small groups to the pupils with special educational need. In the name of inclusion and democracy we should find other special educational ways of working in order to support SEN pupils. One indirect way to
support the pupils is the consulting teacher model. The consulting teacher model is a form of indirect special teacher service in which a special education teacher serves as a consultant for a classroom teacher. This study is about developing special educational consultation in Swedish-speaking primary schools in Finland.

**Theoretical framework:** There are a number of different models of consultation. The models are grounded in different theories. According to Larney (2003) the key models are: a) mental health consultation, b) behavioural consultation and c) process and organizational consultation. In the theoretical background of this study three different “paths” of consultation are described. In the Nordic countries the mental health model is the most common (Skagen 2007) whereas for example in the USA and UK the behavioural model has been popular (Larney 2003).

**Aim and central questions:** The aim of the study is to deepen the knowledge of how special education teachers and classroom teachers describe the phenomenon of special educational consultation. Central questions are:
- How do teachers describe conditions for implementing the consult teacher model in school?
- How do teachers describe the focus and purpose of special educational consultation?
- How can the interaction between the actors in the consulting process be described?

**Research design:** In the first stage of the study questionnaires were sent to almost 250 special education teachers working in primary school. The primary aim of the questionnaire was to identify teachers to interview. The main focus in the study will be on interviews with special teachers and classroom teachers, as well as on observations of consultation situations in school. The study uses a hermeneutic approach. In the data analysis I will work according to principal of abductive research attitude.

**Expected findings:** One aim of this study is to identify circumstances that promote implementations of the consult teacher model in schools. I will interview special teachers and classroom teachers with the hope that the result can expand the knowledge about special educational consulting models that are efficient in school.

**Relevance for Nordic Educational research:** This study will be relevant to the field of democratic education and to the field of research concerning the role of the special education teacher in the inclusive school. The consult teacher model is quite a new way of working and very little research has been done on special educational consultation in Scandinavia (Bladini 2004). In Finland the lack of research in this field is obvious, while a couple of studies have been done in Sweden in recent years (for example; Bladini 2004, Sahlin 2005).

**From teacher to expert - The changing role of the special needs education teacher in Finland**

Ström, Kristina, Åbo Akademi university, Special Education, Vasa, Finland

**Background and motive:** The work of the finnish special needs education teachers, as well as in the upper grades of the comprehensive school has had a focus on teaching and supporting pupils with different kinds of disabilities and barriers to learning. Compared to Sweden the special needs education teachers in Finland have not had a clear mandate to support their colleagues by offering for example consultation and reflection. The work has
been oriented towards the individual learner and his or hers individual educational needs and in a much lesser extent towards the class and the school organization. However, the increasing number of pupils with disabilities included in ordinary classrooms requires a different orientation in the work of special needs education teachers. New national educational legislation also reinforce the need for a change in the role of special needs education teachers from a teacher of pupils with special educational needs towards a highly qualified teacher as a member of a multiprofessional team in the school.

**Aim of the project:** The aim of the project is to investigate coming changes in the role of special needs education teachers in Finland.

**Theoretical framework:** The theoretical starting points of the research project are related to the body of research on teaching as a profession and professional development and change. The concept of transformative profession by Sachs is a central concept in the theoretical framework.

**Methodology:** A multi-method approach will be used in the study. The data collection procedures include questionnaires, interviews and document analyses.

**Expected findings:** The findings will reveal that there are challenges in implementing the new role of special needs education teachers on many different levels throughout the school system; in teacher education, in school organization and culture, in the work of both special needs education teachers and class - and subject teachers and in attitudes. The findings will also help in answering the question - shall we have special needs education teachers in the future, which is their role and what are the qualifications needed?

**Relevance for Nordic Educational Research:** The Nordic countries are facing continuing challenges in implementing inclusive education. Although the policy guidelines are clearly in favor of inclusive education the implemententation is varying across municipalities and schools. The findings will also have relevance for the development of the special needs education in the nordic countries and offer possibilities for comparisons between the different systems and priorities in the Nordic countries.

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**What communication says - an engineering study on the role of special educators and knowledging dialogues**

von Ahlefeld Nisser, Désirée

Akademi Hälsa och Samhälle, Högskolan Dalarna, Falun, Sweden

**Research topic/aim:** The aim of this paper is to describe the conditions that create possibilities for deliberative communication between special educators, parents, students and colleagues in (pre)school. My overarching is to contribute to a more distinct description of special educators’ field of knowledge. From the perspective of professionalization I found it important to make clear the function and role of the special educator.

**Theoretical framework:** My theoretical framework is based on the theory of argumentation developed by Jürgen Habermas. The core of the idea of the deliberative dialogue is Habermas’ theory of communication. The main idea of deliberation in (pre)school contexts is to ask what the disagreements are, what the alternatives are and what procedures are necessary in order to come to a decision. The characteristics of deliberative dialogues are that different perspectives are made visible, everyone has the right to argue and state their opinion and everyone agrees to listen to one another. It means tolerance and that everyone strives to agreement.
Methodology/research design: I have used a social constructionist approach in my research and have also incorporated the experience that I have gained from my field of research. The project has been based in the field of action research. A method of analysis, informed by discourse analysis and Habermas’ theory of argumentation, has been created. Discourse analysis focuses on the use of language and the meanings created by the use of words. This has been important for me in describing conditions that can make deliberation possible.

Expected conclusions/findings: A precondition for deliberative dialogues in (pre)schools is to start out from a communicative perspective. This means that: 1. some theoretical conditions have been made apparent 2. knowledge about these conditions have been shown to be crucial for using an aware communicative perspective in a speech act 3. an aware communicative perspective is revealed through the procedures of knowledge. These procedures were understood by and made evident to me as a result of network meeting discussions. I have focused on dialogues and the role of special educators and found that one important condition for creating deliberative dialogues is the role of the facilitator. A facilitator can be the link between professionals, parents, children and other authorities in order to assist collaboration. A special educator as facilitator, a communicative perspective and procedures of knowledge are found to be crucial for collaboration using a deliberative attitude in (pre)schools.

Relevance for Nordic Educational research: When professionals, parents and children meet to discuss barriers and possibilities for learning it is important to provide room for different perspectives. By starting out with the communicative perspective, as it is defined in this paper, different perspectives can be given equal weight. In my opinion this is a way to empower individuals to participate in public life.

Interactional resources used in dialogues between pupils with profound and multiple learning difficulties and staff in the special school

Östlund, Daniel, Teachers education, Malmö Högskola, Malmö, Sweden

Research topic/aim: Much of the research on school settings for pupils with profound and multiple learning difficulties (PMLD) has focused on the pupils special needs as learners and on what special skills teachers need to work effectively with the pupils (Ware, 2005; Nind, 2007). In a Swedish context there has been some research from an interaction point of view on pupils with PMLD focusing the interaction with their parents (Wilder, 2008), some research (Anderson, 2002) with a focus on interaction between pupils and staff has been made in a training school context. In the work with my thesis the overall aim is to explore, describe and analyze the use of interactional resources in everyday life in the special school and to explore how the pedagogical praxis is constructed out of the use of the participants interactional resources. The study also tries to explore what kind of learning- and socialization processes the special school setting offers the participants.

This paper tries to explore interactional resources used by staff (teachers and assistants) and pupils with PMLD in everyday life situations in special school classrooms with a focus on what resources is used when members of the staff or pupils are trying to initiate and maintain interaction with each other.
Theoretical framework: The study draws on a theoretical framework that is influenced by ethnometodological work, where the participant’s social actions and the participant’s methodical ways of making sense in a social setting are in focus.

Methodology/research design: The design of the project is inspired by an ethnographic approach and is constructed as a classroom study. The empirical material is collected by participatory observations, by video recordings and by focus group sessions with the members of the staff. The data presented in this paper derive from video recordings that were made during spring 2009 in two special school classes and all together eight pupils (age 8-17 - two boys and six girls) and 10 members from the staff (two special teachers, music teacher, psychical education teacher and six assistants - all women) participated in the study. In this paper a small portion of the total video recordings (about 50 hours) is transcribed and analyzed. Detailed transcripts have been made out of the data from video recordings using conversation analytic notations considering both verbal and non verbal actions in the interaction between pupils and staff members. The analytic approach is inspired by Conversation Analysis (CA) and provides detailed analysis of the use of interactional resources used when the participants in the material initiates and tries to maintain interaction with each other.

Relevance for Nordic Educational research: The results in this study are supposed to be of relevance for the understanding of the pedagogical praxis in the special schools and by studying interaction between pupils and staff in the special schools this paper also intend to explore patterns in the interaction and bring new perspectives on teaching and interaction in the special school for pupils with profound and multiple learning difficulties.

Ref

Research topic/aim: The aim of this study is to describe the conditions of participation and children’s experiences of participation in linguistically complex preschool settings. In this study “linguistically complex preschool settings” are defined as settings involving children with different mother tongues as well as children with language impairment.

Theoretical framework: Participation as a concept is ambiguous and there is a lack of empirical studies concerning participation in preschools. In this study participation is regarded as an inter-subjective phenomenon that becomes visible when humans interact with one another. Language and communication are important tools in achieving participation in preschool settings.
The study is carried out within a lifeworld perspective. The preschool settings are regarded as an important arena for children’s lifeworld experiences and creation of meaning. Meetings between children as well as meetings between children and adults are meetings both in and between lifeworlds. Adults and children interplay in a mutual process of creating meaning as two parts of one phenomenon.

**Methodology/research design:** The empirical data are collected in multilingual preschool groups where there are children with language impairment as well. This implies complex conditions for communication for all children, for example when it comes to making oneself understood or to understand other people.

The study has an ethnographical approach. The data collection is carried out within the ordinary activities in the preschools over time. In this study the children’s communicative actions are in focus. Both verbal and non-verbal communication is of interest. We look upon children’s acts as expressions of their own lived experiences.

**Expected conclusions/findings:** In the study we are interested in the experiences of participation of all children, experiences made together with other children, and together with adults. We will emphasize language and communication as tools for achieving participation. Research upon multilingual children and/or children with language impairment often focus characteristics of individual children. Expected findings are descriptions of processes important for all children’s experiences of participation. The study is in an initial phase.

**Relevance for Nordic Educational research:** This research field has a potential for developing knowledge of an inclusive preschool practice. It also emphasizes basic research questions within the area of inclusive education.

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**Active citizenship for pupils with severe and profound learning disability**

Gjermestad, Anita1; Luteberget, Laila1; Ohna, Stein Erik2

1Diakonhjemmet University College Rogaland, Social Education, Sandnes, Norway; 2University of Stavanger, Institute for special education and teaching, Stavanger, Norway

Research topic/aim: The Norwegian Directorate for Education and Training has initiated and instructed evaluation of quality of learning and well-being school. Pupils, teachers and parents are participating in this national evaluation program called “Brukerundersøkelse”. Pupils with severe and profound learning disability represent a huge challenge for the educational system, especially when it comes to creating inclusive and empowering schools. This marginal group of pupils is excluded from participating in the national evaluation program, because of their lack of speech and due to their cognitive impairment. As a consequence of this, the county government council of Rogaland has decided to especially highlight the quality of education for pupils with severe and profound learning disability in high school. One of the main topics in this project is to develop a evaluation-tool that can capture and give voice to pupils with severe and profound learning disability, and highlight their significant opinions and views on learning and quality of life in high-school.

Theoretical framework: Dialogical and intersubjective views on learning (Bråten 2007, Dysthe 2001, Stern 1985, 200), is used as theoretical frame for developing an evaluating a tool which capture the pupils voice in this project. Several projects have inspired us, and supported the chosen theoretical frame; Lervig & Kirkebæk (2005), Kirkebæk (2007, 2008), Horgen (2006), Slåttå (2005).
Methodology/research design: The tool developed in this project, can also serve as a tool for describing the pupils active citizenship, inclusion and participation, and quality of education. The process of developing the tool is a result of a close relations- and partnership between researchers and 5 different schools. It’s a so-called cooperative research project. Each school is represented in a reference-group.

Relevance for Nordic Educational research: Learning and well-being in school is closely related to participation and active citizenship. Active citizenship focus especially on participation. The focus of this project is to find ways to describe how people with severe and profound learning disability take part in school, and how they are given opportunities to do so by the teachers and careers in school. The quality of the participation and interactions in school is also an important part of this discussion.

The idea schools for all - translated into practice - a study of organizing special needs education
Gerrbo, Ingemar, Ipd, University of Gothenburg, Gothenburg, Sweden

Research topic/aim: In the mid nineties The Salamanca Statement (Unesco, 1994) introduces the idea ‘inclusive schools’ on a global scale. The text calls for ordinary, mainstream schools to enhance their ability and readiness to include all children, regardless of individual differences, disadvantages and/or disabilities. To support this it also suggests a framework or some guidelines for action on special needs education (SNE). SNE should be seen as schools’ response to special educational needs (SEN), i.e. the organizing (Weick, 1979) for children who risk failing in schooling or social development. By utilizing the notions ‘translation’ (Latour, 1998) and ‘travelling ideas’ (Czarniawska, 2004) this ongoing work aims at studying the practice of SNE in some Swedish school settings.

Methodology/research design: Largely by the extension of time and space (Giddens, 1999) local ideas sometimes become global and start travel around the world. Saying this not necessarily mean things become identical from one local site to another. While things may resemble in several parts, they might as well differ in some others: things become translated into every local setting (Czarniawska & Devón, 2005). As ideas tend to move faster in urban areas, the study involved schools, located at or near the centre of a larger city of Sweden. Using an adapted version of ‘The Critical Incident Technique’ (Flanagan, 1954), classroom teachers along with special pedagogical teachers are asked to give their concrete stories from doing special needs education. Analysis of narratives being collected from practicing teachers seems to be a useful way of understanding the complexity and nuances regarding SNE.

Relevance for Nordic Educational research: Findings so far indicate that social issues rather than merely school subjects’ orientation are essential when doing SNE. Teachers tend to spend considerable amounts of time and effort to facilitate the relations and mutual understanding among children. Many of the stories being told are about somehow disadvantaged children striving for full accessibility to the community of pupils, seen as being the normality and aim which to belong. Teachers on the other hand are striving for bridging gaps among their children, partly by some kind of sensemaking process with their nearest colleagues, partly by a one-to-one dialogue vis-à-vis an individual child, but mostly by teaching and discussing the rights and values of people’s uniqueness, within and outside
the classroom settings. Unless dealt with, ensuing conflicts tend to move into the classroom unrestrained, wiping out the core of the inclusive idea and what in classroom, in this respect, is supposed to take place.

Students’ opinions about their classroom climate in inclusive settings

Tetler, Susan; Baltzer, Kirsten
DPU, Aarhus Universitetet, Institut for Læring, København NV, Denmark

Giving voice to young people with disabilities has provided many new insights about their experiences, including how they often feel deprived of influence on their own lives and living conditions. Thus, a crucial question is how to counter processes, in which dependence, passiveness and helplessness seem to get internalized in children and youth with disabilities. What, then, is the new educational challenge for educators?

Based on these reflections, this paper will report on a Danish study focused on getting a deeper understanding of the concept of participation in educational settings and the meaning held by the students involved. Many studies provide evidence that the learning environment is a central factor affecting outcomes of learning. Inspired by definitions of learning environment from these studies, one way of stating our understanding is to agree with the three main factors as did Mitchell (2008: p 102-3): 1) relationships (the extent to which people in the classroom support and help each other), 2) personal development (the extent to which personal growth and self-enhancement is facilitated), and 3) system maintenance (the extent to which the classroom is orderly, and educators are clear in their expectations, maintain control and are responsive to change). However, in a study on evidence-based teaching strategies based on existing meta-analyses (Mitchell, 2008), it is stated that it has not been possible to find studies on learning environments for learners with significant disabilities in inclusive settings.

Gaining more substantial knowledge about motives and incentives, 26 students with disabilities and their class mates have been asked what they experience as characteristics of their classroom climate. A tool was designed as a semi-structured interview with statements to be evaluated in order to highlight relationships and system maintenance, as it focuses on students’ opinions about their classroom climate. It was administered as group interviews with the students with disabilities and their classmates.

This paper will first describe the features and use of the interview guide and provide some examples of how data were summarized and analyzed both within and across settings in Denmark. For example, one analytical perspective (“within setting”) was the focus students’ response pattern compared with that of their class mates, while another analytical perspective (“across settings”) was a comparison between students included in regular classrooms and students placed in segregated settings.

Second, the paper will focus on findings related to issues of educational participation. Even though, in general, the students’ response patterns tend to be positive, the aspects of influence and active participation in own learning processes were evaluated quite negatively. As a consequence, the students’ response patterns were compared to data deriving from observations in their learning settings, mainly with a focus on patterns of students’ educational participation in classroom activities. Finally the paper will explore the role of giving voice to students with disabilities based on experiences with such group interviews.
How do teachers and personnel in preschool and school in a Swedish municipality look upon their work with children in need of special educational support?

Lindqvist, Gunilla, Dalarna University, School of Health and Social Studies, Pedagogy, Falun, Sweden

Research topic/aim: The aim of this study is to illustrate present situations and requirements that teachers describe. Perspectives and attitudes among the staff concerning work with children in need of special support are also illuminated.

Theoretical framework: A socio-cultural approach is taken. Theories are used from Vygotsky, Leontiev and Engeström in a deeper analysis. Through the analysis the researcher has the possibility to get a closer look upon contradictions and the proximal developmental zone in relation to different levels of activity systems (school and organization).

Methodology/research design: A survey is carried out in a Swedish municipality between December 2008 and February 2009. The study is part of a larger research project and describes (special) educational activities in preschools and schools. All pedagogical personnel in the municipality is involved in this study. This present paper is based upon a first analysis of a questionnaire. 983 persons answered the inquiry of the 1345 asked (73 % frequency). A follow-up-survey with the staff’s principals was also carried out May 2009. 45 out of 45 headmasters answered (100 % frequency).

Expected conclusions/findings: The result shows that the major part of the staff feels a lot of or quite a lot of support from their team colleagues concerning their work with children in need of special support. They do not express the same support from the schools’ headmasters. The result also shows that most of the participants feel that the municipality and the governmental guiding principles for working with children in need of special support are very vague or rather vague. Quite a few of the participants answer that they do not know about the guiding principles. Almost seven out of ten who answered the survey say they want to discuss how the team meets children in need and children’s need in general. Almost 30 % of the staff answers that they have rather small or very small possibilities to influence children’s educational goal achievements. More than 62 % of the personnel mentions that only a few of the children in need of special educational support get such support.

Relevance for Nordic Educational research: There is a lack of more encompassing studies which adress how teachers and personnel explain, understand and experience their work with children in need of special educational support. This research is of relevance for Nordic Educational research because of its approach to the research area. The study gives attention to the views of all people working as teachers (i.e. not only those working with children in need of special support), preschool staff and resource staff in a large Swedish municipality.
Transition to upper secondary school - Stories from students with
experiences from the individual program
Andersson, Helena, pedagogik, Lärarutbildningen, Malmö, Sweden

Research topic/aim: The voices of students who do not succeed in school are not very often heard, especially not students in upper secondary school, 16 to 20 years of age. This presentation, from an ongoing study, discusses the transition to upper secondary school for students who have participated in an individual program during one year. The research is based on ten school histories of students who have made the transition. The ten students were 17/18 years of age when the study commenced and they go to the same upper secondary school. The life history interviews took place during their first year at the national program. Giving voice to students is not an easy task; even though all the interviewees wanted to tell their stories was it difficult for them to express themselves especially about the most recent experiences. When dealing with life history interviews it is of course problematic when the respondents are not used to or good at verbalizing their experiences. Still what they actually say is as important? A way of validating the study is to let the respondents read the transcriptions and/or summaries of the interviews. The students in this study are not very interested in reading the transcriptions or summaries, which is problematic from, for instance the validating point of view. The aim is to study how the students, with experiences of the individual program, experience the transition to the upper secondary school. In the analysis of the narratives my intention is to be able to think beyond the surface and to see the results in a broader context (Kohler Riessman, 2008).

Methodology/research design: Life history/narrative theory is the theoretical framework of the study, with a social constructionist perspective. The study will also be looked upon from an inclusive education point of view and it is framed within a qualitative research tradition. Data were collected through life history interviews.

Expected conclusions/findings: So far, the findings of the study indicate that the students have experienced the transition to the national program to be successful, but nevertheless they have also experienced the previous transition to the individual program to be a failure insofar as they did not get good enough grades to qualify to the national program. The students put the blame on themselves. The ambition is to get to a deeper understanding of how the students’ transition to upper secondary school can be improved.

Relevance for Nordic Educational research: There is not much research made that focuses on students who do not succeed in upper secondary school. Neither are, many studies about inclusive education and students in upper secondary school, made. This study may contribute to develop schools ability to deal with the diversity of students. References Kohler Riessman, C. 2008 Narrative methods for the Human Sciences. London: Sage Publications.

Classroom structures and peer interaction with focus on children with speech and hearing difficulties in mainstream schooling
Garm, Ninna, Skadalen Resource Center, research and Development, Oslo, Norway

During the last decade the number of children with hearing problems who attend special provisions have dramatically decreased in Norway, and the majority now attend their neighbourhood school in a regular class. Recent Scancinavian research confirm that children
who are deaf or hard of hearing perform better in mainstream schools than in separate provisions, but still they lag academically behind their peers. This project investigates how children with hearing problems participate in peer interaction related to literacy activity under different classroom structures. In line with the study’s sociocultural theoretical emphasis on knowledge as being constructed in shared practices, we investigate how different classroom structures influence participation opportunities for the deaf or hard of hearing child. The research tools are video-observations and reflective analyses together with the classroom teachers. This is further developed in a circular process with elements of action research, where reflections lead to implementation of changes that are investigated and reflected upon. The findings so far seem to confirm our hypothesis that teachers in classrooms at each end of degree of framing and classification such as described by Bernstein, choose different measures to improve student participation to improve participation asymmetry. They increase their already existing approach to classroom structure and teaching style. The modifying actions although quite opposite in the different classroom settings, seem to improve the deaf and hard of hearing child’s participation in peer as well as student/teacher interaction.

The study combines theories from Gee in identifying and describing power relations in literacy practices and Bernstein’s concepts of framing and classification in identification of classroom structures.

Relevance: The project raises issues of great importance to the ongoing research on dilemmas of inclusion and the production of knowledge related to the categorisation of students with ‘special needs’. The study also relates to the main topic of the conference by highlighting the participative patterns in the classroom.

This session discusses work in progress conducted within the research project “Performing Knowledge. A project to improve knowledge in higher education through a double perspective; Theory and Performance” (supported by the Swedish Research Council). The aim is to examine how different kinds of knowledge appear in learning processes and student’s BA-dissertations when focus is equally on forms of representation and presentation. The project will contribute to the question of Active citizenship within educational science by analyzing experiences from four pedagogical departments and one department of Art, Culture and Communication. Three papers emphasise the importance of inclusive, cultural democratic strategies in higher education to improve active, corporative and critical learning with supplemental forms of visual and verbal texts; visual art, film, new media, visual literacy and journalism.
1. This study is situated at the Department of Visual Art Education at the University College of Arts, Crafts and Design. The research aims to investigate and develop pedagogy and methods through “double perspectives”, in which scientific research is joined with artistic practice as forms of knowledge in learning and degree projects. Studies have been made on student projects and thesis as examples of “in-between” performative knowledge. In this contribution the researchers shift focus to student’s work at schools during their VFU (practical vocational training). Empirical data from ethnographic fieldwork will be discussed where the students are investigating and negotiating identity positions, and the prevalence of aspects of cultural “rights, responsibility and freedom of speech” is noticed in this.

2. This study is constructed as a cross analyzing study at three university sites (at Dalarna, Södertörn and Örebro). The fieldwork is carried out at different teacher training programmes; Visual Art, Media Education and Education and Teaching: Media, Gender and Ethnicity. The aim is to explore what happens when the students get access to different multimodal tools to perform knowledge and new representations and presentation forms in their academic dissertations. Research questions deals with theoretical studies of knowledge construction as well as multimodal representation of knowledge. Empirical excerpts from media productions, video stripes, photos, sound tracks and dissertation parts will be discussed. The study focuses on how different knowledge appears and can be expressed and represented in student’s interactions with different media texts.

3. Educational thinking at the School of Arts and Communication, (K3), Malmö University strives towards giving students threefold competence: critic-theoretic, craftsmanship and aesthetic. A semester-long exam-project is meant to make students integrate these. The aim with the K3-study is to analyse this process, to look at the finished products, and to analyse the importance of these projects in students’ professional roles. Studying the gap between the idealised K3 educational policies and how they work in reality has brought to the forefront a problem. As the educational work at K3 has been student-centred, the role of the academic staff in this process has been obscured. This paper will discuss the cultural gap between members of staff from different disciplines, how it affects students’ exam-projects and also shows ways of bridging this gap.

Symposium title: Normalising the marginalised - resistance and identity work in special needs education in Sweden

Theoretical framework: The background of this symposium concerns the political idea of having one school for all in Sweden. This implies having an inclusive school system where every child “independent of gender, geographical residence and social and economical conditions” should “have equal access to education in the compulsory school” (Lgr 80, p. 14, my translation). Thus, schools are obliged to meet the needs of all individuals and provide a suitable and democratically organised education of high quality. However, some pupils have difficulties in adapting to life in school, and the number of these children has increased lately (Persson, Emanuelsson & Haug, 2006). This implies that schools have to develop certain institutional practices in response to such problems. In doing this categorising is an important social practice. By categorising, the staff in school knows how to handle the issue in question, and which steps are relevant to take. This implies, that through the use of categories in institutional practices, people become ‘transformed’ into entities that the organisation can recognize and process (Lipsky, 1980).
The usual educational strategy for pupils who are categorised as having ADHD or learning disabled, or who are claimed to have other problems adapting to life in school, is to compensate by arranging special teaching groups (STG) or classes with suitable educational activities (Haug, 1998). Thus, the ambition behind these arrangements with STG is that they should serve as normalising practices. This implies that the idea is to compensate for the disabilities and problems of the children, so that they later on will be able to return to a normal class. Thus, the marginalised children are normalised in order to fit into mainstream schooling. This duplicity will here be scrutinised in practice. How do pupils, teachers and parents offer resistance at the same time as they are co-creator to pupil identities within these normalising practices? There are very few, if any, studies conducted within this field and this symposium is a contribution to an increased knowledge.

Research design: In the studies within this symposium we use a micro-ethnographic approach and analyse talk and text from a whole range of special needs activities; two special teaching groups, pupil welfare conferences and discussions of progress between teacher, parents and the child when individual action plans are constructed. We will focus on how identities are negotiated and ascribed to children within these settings and what strategies of resistance towards problematic identities unfold. More specific, we will highlight strategies of resistance from the perspectives of pupils, teachers and parents, respectively. In short, following analytical questions will be highlighted: What strategies are used by the school when normalising children in special teaching groups and what strategies are used by the marginalised and/or their parents in order to keep their agency in discussions with the school representatives?

Findings:
Evaldsson and Velasques found in their study of STG for children assigned with the diagnosis ADHD, that different identity work (gendered and ADHD-identity) are at stake during the lessons.
Karlsson presents similar results and found that the pupils position themselves as either active agents and resist problem definitions or subordinates to their given problematic categories.
Hjörne founds in her study of the discussions in a pupil welfare conference (PWC) that parents resists categorising their child as having ADHD by invoking normality.
Asp-Onsjö presents an analysis of individual actions plan for pupils in need of special support and she founds that the documents are used for governing schools and pupils.
Nilholm will be the discussant of the symposium and Hjörne the chair.

The concept of ADHD, refereeing to youngsters whose behavior appears overactive and inattentive has so far generated a great deal of controversy regarding its etiology, diagnostic criteria, and approaches to treatment (see Ljungberg, 2008). ADHD has mostly been conceptualized from a bio-medical perspective, focusing solely on characteristics inherent to
the individual. As Reid & Maag (1997) note a focus on ADHD as a neurobiological disorder “ignores the fact that what defines an individual’s behavior as disordered is, at least in part, a process that is socially negotiated and socially defined”. So far few however have focused on the actual school practice in which the mentioned disorderly behavior has been conceived as a significant obstacle to these children’s social and educational success (see Hjörne, 2004). In the present study we focus on how the category ADHD is accomplished in a special teaching group, i.e. an ADHD classroom. Data draws on ethnography combined with AV-recordings in a multiethnic school setting in Sweden. Consistent with previous findings the special teaching group in foci is organized only for boys (Giota & Lundborg, 2007; Hey, Leonard, Daniels, & Smith, 1998; Nordhal, 2000). Six boys between 13-15 years diagnosed with ADHD attended the class. The selected data draws on video-records of an incident during a natural science class, involving one boy, a classroom assistant and a teacher, which escalated into a violent confrontation between the teacher and the student in foci. The ethnographically based work integrated with ethnomethodological principles for the study of identities- in-talk was critical to our analysis (Antaki & Widdicombe, 1998; Evaldsson, 2007). More specifically we analyze how identities are accomplished during the particular incident and how students and teachers position themselves vis-à-vis a normative discourse on ADHD. As will be shown, the student in foci orient to different forms of activities (reading, writing, offending a classmate, threatening the teacher, etc) which in turn have social and moral implications for the student’s identity work. Multiple identities, shifting between a student, gendered and ADHD-identity, are at stake during the incident. The student’s agentive and situated identity work highlights the limitations with a unitary definition of ADHD based on predefined characteristics of the individual. Overall our analysis demonstrates the need to attend to the social process in which categories such a as ADHD is being resisted, put up for negotiation and even solidified in everyday classroom interaction.
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‘disobeying’, ‘using bad words’, ‘not doing homework’) as well as their desired behaviours (‘calming down’, ‘sit still’, ‘obeying teachers’, ‘being nice’, ‘listening to teachers talk’).

**Theoretical framework:** The analysis combines ethnomethodological principles of detailed analysis of talk-in-interaction (conversational analysis) (CA) (Antaki & Widdicombe, 1998; Goodwin, 2006) and members’ understanding of social categories (MCA) (Sacks, 1972, see Hester & Francis, 2002).

**Methodology/research design:** Data are drawn from a one-year ethnographic study (2002-2003) combined with AV-recordings in a special education class, in Sweden.

**Expected conclusions/findings:** The detailed analysis of the regulative talk points to that the boys are described in negative terms with one-sided focus on deficits, which refers to compensatory aspects. The results also points to that the boys’ position themselves as either active agents and resist SEBD categories or subordinates to given problematic categories. When students’ position themselves as resisting problematic categories they use communicative strategies as avoiding teachers’ definitions, escalating comments and protests, downgrading ascribed problems and reformulating them. On the other hand when the boys position themselves as subordinating to the given problematic categories they conform to teachers talk using minimal responses, format tying and taking the ‘listening position’. Overall, the boys have reduced agency space and are controlled by the teachers regarding how they should behave, talk, account for themselves, act and feel. This suggests that although schools are emphasizing that students should work on their social behavior, it is paradoxically leading to students being declined agency and responsibility in relation to themselves, their behavior and feelings.

**Relevance for Nordic Educational research:** My empirical results raise questions about how schools handle students’ agency and rights in special educational groups. The present findings underscore the need for detailed analysis of children’s participation, agency and identity work in their everyday life in special needs education. My analysis demonstrates that categories are not neutral, but instead social activities in which identities, norms, social orders, moral versions, relationships and even institutions are established, resisted or subordinated.

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**“A considerable change has occurred” - pupil identity, parents’ resistance and ADHD in the Swedish school**

Hjörne, Eva, University of Gothenburg, Department of Education, Gothenburg, Sweden

Abstract to be part in the symposium: Normalising the marginalised - resistance and identity work in special needs education in Sweden

**Theoretical framework:** In this presentation a case-study of categorizing practices and their consequences that concern the uses of so-called neuropsychiatric diagnoses, notably ADHD will be reported. From a sociocultural perspective such categories play an important role in a) mediating between the interests of collectives and individuals in schools, and b) in the formation of identities of children in school. One important institutional arena in which issues of school-problems are dealt with is the so-called pupil welfare conference (PWC). Here the parents, representatives of the school and different experts participate in a process of discussing and scrutinising a child's progress and situation. Together, these parties identify problems and make decisions about what institutional options and resources are available and suitable for a child who is in a difficult situation.
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**Methodological design:** Data derives from a micro-ethnographic analysis of the interaction between the parents of a boy (about 6 years old) and various representatives of the school is reported. The meetings have been audio-recorded and transcribed.

**Findings:** It is shown that the parents and the professionals in school have different explanations of the boy’s difficulties in school. The parents, while not denying that their son causes problems at school, argue that the boy will mature and that the problems will disappear. Among the arguments they make, they claim that they both had problems of the kind ascribed to their son when they were young, and these problems disappeared with age. The parents thus refuse to have their son subjected to a psychological examination. In addition, they bring up some worrying consequences of labelling. The representatives of the school, however, try to convince the parents that a neuropsychiatric examination of the boy will be beneficial for everyone. Thus, it is shown that the meetings turn out to be a negotiation about the identity of the child where the school representatives argue for deviance and the diagnosis ADHD as an explanation, while the parents invoke normality. The findings also show that the parents argue from a perspective of parenting where they are responsible for the child’s future career in life. However, in the end the institution is successful in the negotiations and the boy is later diagnosed and placed in a special group outside the regular school.

**Documentality – documentation, self regulation and parental influence in Swedish schools**

Asp-Onsjö, Lisa, Göteborg University, Department of Education, Göteborg, Sweden

This paper relates to an analysis of findings concerning the practice involved when staffs in Swedish schools are documenting pupils, specifically children with special educational needs. The extended usage of documents in general is congruent with a new way of governing pupils and schools in the postmodern society. The documenting practices in schools are an extended activity consuming a lot of time and effort for teachers. Researchers have for some time recognised a shift from an obvious and explicit way of exercising power to milder and more obscure governance through individual choice and self regulation. From this point of departure documents could be seen as fundamental components or tools in the process of disciplining pupils in contemporary society. The aim of this paper is to explore how pupils are described in different kind of documents and how these descriptions are used in the “production of truth”. The teachers have the task of defining the actual problem. This is one of the conditions that give them an advantage in relation to the parental point of view. However, under some circumstances the definition or description as such can give parents an instrument for resisting the viewpoints from the school. In these cases, documents can be used as tools for opposing the “truth” produced by the institution. For every pupil who is assumed to have special needs, there is in Swedish schools, amongst other kind of documentations, a legal obligation to construct an Individual Education Plan (IEP). Drawing up an IEP is an institutional activity that implies classification and categorising of pupils. The purpose of an IEP is to provide the pupil with special support to enhance their chances to take part in the regular class in the comprehensive school system. This educational practice is closely connected to the political and ideological concept - “a school for all”, an educational policy that has had a crucial influence on the Swedish school system since the post-war era. Foucault developed the
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The concept of governmentality (1991) and it was used to define a certain way to exercise power that operates through the production of truth. The interference between governmentality and documentary as truth production could with the philosopher and artists Hito Steyeri (2003) be called “documentality”. As Steyeri puts it “Documentality describes the permeation of a specific documentary politics of truth with superordinated political, social and epistemological formations. Documentality is the pivotal point, where forms of documentary truth production turns into government – or vice versa” (2003, p 1-2). In this paper I will try to use Steyeris line of thoughts in the analysis of governing through the documentation of pupils with special needs. My empirical setting has been carried out in the comprehensive school. More specifically, I have collected my data by doing observations in the meetings from where these IEP documents are constructed. The meetings have been audio-recorded and later transcribed. The preliminary findings give a reason to believe that documents is of great importance in contemporary society, both for governing schools and pupils. It seems that in the discussions between the personnel, the pupil and their parents, the teachers often persuade the parents to give their consent to a specific diagnosis or a specific point of view concerning the needs of the pupil. But in some cases the parents are resisting the diagnosis and try to present an alternative standpoint, then their strategy of resistance often involve the use of the same document as the school has produced to define the problem.

The theory and practices of mediated learning experience
Sunar, Santosh, Nepal Disabled and Helpless Rehabilitation Center(NDHRC), Head Office, Kathmandu, Nepal

Research topic/aim: Mediated Learning Experience is a central organizing concept while dealing with modifiability of children in general and in the development of children with special needs in particular. All three terms-mediation, learning and experience, are important to the concept. Learning with the MLE indicates that mediation by an intentioned adult is not just a process of transmission but refers to an area of activity that becomes the content of the interaction. Experience in MLE is the reciprocal, emotional, affective and motivational aspect of the interaction that melds the activity into a meaningful and structural whole. Leading to self-awareness, structural change and cognitive development, as such mediated learning experience is an extremely powerful tool in sharing a child existence. Our goal as parents, educators and caregivers, is to help the child to learn and develop his learning potential, thereby facilitating his integration into his family and society and his functioning in the best possible way.

Theoretical framework: In most of the world people usually meditates spontaneously without awareness of the procedure and they are going through or of their behavior. Therefore in order to learn how to meditation and to understand the activity which will work as a therapy for mentally as well as psychologically distorted people in the world, there must be mediators. With this regards this concept will took attention of the concern mediators guiding them.

Methodology/research design: The research related on Mediated Learning Experience is done through different trainings, seminars, field visits to the people working in these sectors. Also different organizations helped a lot by conducting trainings and programmes in different levels of the work.
Expected conclusions/findings: Our team has found out the improvement of Disabled children and people in the world. There are identified aspects of mediated learning experience:

- Mediation of the Feeling of belonging
- Mediation for Intentionality and Reciprocity
- Mediation for Transcendence
- Mediation of Meaning
- Mediation of Feeling of Competence
- Mediation of Regulation and Control of Behavior
- Mediation of Sharing Behavior
- Mediation of Individuation and Psychological Differentiation
- Mediation of Goal Seeking, Goal Setting and Goal Achieving Behavior
- Mediation of Challenge: The Search of Novelty and Complexity
- Mediation of an Awareness of the Human Being as a Changing Entity
- Mediation of the Search for an Optimistic Alternative

Mediated learning experience is a social activity which can occur only in a social environment. As we human beings live in groups such as families or clans, we learn in groups and mediate to each other and to our children. The classroom is another place where children learn and develop skills and values and, as such, it is a central place of mediated learning activities.

Relevance for Nordic Educational research: Our research and special education methodology seems to be so much useful in Nordic Education Research and most of the European countries. Those children and people who are CP, Mental retarded, Developmental Delay, and other disability can be highly benefited and can be the active citizen of the country, they can add their support for the nation building and expose their inborn talent and qualities to serve the nation.

The method which is used in the above research is most benefit in Nordic educational Research as well as in the world.

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Reading and writing test, and then what? - Consequences for Special Education after municipal test

Sjunnesson, Helena, Malmö Högskola, Lärarutbildningen, Malmö, Sweden

This poster will present the outline from an ongoing study about consequences for Special Education after reading and writing test. Research topic/aim: This study deals with the assessment of knowledge with a focus on the subject of Swedish and reading comprehensive. When a municipality chooses to follow the students’ progress through tests, it leads to processes which may have consequences for education and progress of the students. The purpose of this study is to study the process which follows the implementation of a reading and writing test for all students in grade 4 in one municipality. Assessment instrument used is DLS (Diagnostic literacy test). I want to study which consequences the results of these tests may have on education and how it affects the education and the progress for the individual students with special educational needs. The process will be followed from the autumn term, when the students are in grade 4 and until the national tests are made when the students are in grade 5 the spring term. To be able to follow the process during that time, I get into an already ongoing process.
Methodology/research design: This study will have a qualitative approach. The methodology of this study is case study. The focus is the whole organization, i.e. a study of the entire administration. The case for the study is the municipality’s handling of the test, i.e. a study of the processes which start. The methods which are used to meet the objective of this study, is document analysis of pre-written documents; analysis of the results from every school, with suggestions for measures at organizational, group and individual level, existing individual educational plans (IEPs) for children with special educational needs. Interviews with teachers will also be used; class teacher and / or special education teachers.

Relevance for Nordic Educational research: In school, continuous assessments are made. Sweden participates in various international surveys (e.g. PISA, PIRLS and TIMSS) in which students’ knowledge are measured. The results can be used to study changes over time and to make comparisons between students in different countries. The results may have implications for the national level. According to the Swedish National Agency for Education, students’ progress, performance and skills will increasingly be identified and evaluated. At the National Test, which in Sweden is carried out in grade 3, 5 and 9, the students’ progress and skills are assessed. The assessment is based on goals to achieve for each subject in the curriculum. In many Swedish municipalities additional knowledge assessments are being used, to assess and to survey the students’ progress. In an assessment, it is something that it is valued. Regardless of what is valued, information about students is created. What kind of information is created and how will it be used? There is a need for studies about assessments and its consequences for the education.
Developing an understanding of radical transparency as a key concept in a wikipedagogy

Baltzersen, Rolf K, Ostfold University College, Faculty of Education, Halden, Norway

On the internet today we see the emergence of totally new collaborative cultures which are built upon free and open sharing of information. The wiki is perhaps the most important innovation. Still, educators have only to a small degree started using this technology. The development of a wikipedagogy is in its infancy. Most of the educational research on wikis is also orientated towards the use of wikis with limited admission. There is substantially less research on how students can contribute in open radically transparent wikicommunities such as Wikipedia and Wikibooks. The purpose of this article is to establish radical transparency as the key concept in a wikipedagogy. I try to explain how open global wikicommunities can provide a new kind of structure and support in students learning processes. The data collection includes teacher student reflections on assessed group projects where they produced a student written, collaboratively edited textbook on Wikibooks. Radically transparent learning environments challenge traditional pedagogy and our ordinary perceptions of what a class and working assignment is. Student perceptions in this study indicate that students are positive to these radically different learning environments if the didactical design is carefully planned. In the conclusion I try to relate radical transparency to digital literacy as a concept.

(Keywords: collaborative learning, Web 2.0, wiki, wikibooks, wikipedagogy, wikipedia, radical transparency, teacher education, digital literacy).

ICT as a tool for learning or amusement among 13 years old Swedish children

Samuelsson, Ulli
Högskolan för lärande och kommunikation, Högskolan Jönköping, Jönköping, Sweden

Research topic/aim: The aim with this study is to give an empirical understanding of 13 years old Swedish pupils attitudes and user patterns of ICT during school and everyday life. The findings will also be discussed in relation to the lack of national ICT strategies for the educational system in Sweden.

Theoretical framework: The children we meet in school today belong to the so called digital generation. In the concept digital generation lies a lot of theoretical assumptions, but few empirical facts. The idea of a homogeneous cohort with specific demands on the educational system has been questioned and empirical understanding of children and youth’s use of and attitudes to ICT has been asked for. Sweden constitute an interesting research context in this area. National and international reports has drawn attention to Sweden as a highly developed ICT culture. On the other hand there is a lack in Swedish national ICT strategies for the educational system. ICT strategies and the use of ICT as a tool for learning and education becomes a local concern. There has also been reported a critical attitude to ICT as a tool for learning and education among Swedish teachers. But a lack of national strategies and guidelines, or supportive teachers, does not restrain children from using ICT. With a high penetration of computers and access to the Internet in the Swedish households, a majority
of the Swedish children have opportunities to develop their own skills and attitudes to ICT irrespective from educational goals and teachers guiding. This context opens for differentiated user patterns and skills among the young Swedish ICT users.

**Methodology/research design:** Through a survey among all 13-years old (N=276) children in a Swedish municipality, with a response rate at 92.7%, data have been collected about the children’s attitudes and user patterns of ICT during school and every day life.

**Expected conclusions/findings:** The findings reveals a heterogeneous group of ICT users with a lack in ICT skills. It is also concluded that ICT primarily is a tool for amusement, not for learning and education.

**Relevance for Nordic Educational research:** To be able to develop educational systems that meet the needs among today’s children and youth, there is a need for empirical based descriptions of young ICT users.

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**Digital video production in foreign language learning**

Dal, Michael, Iceland University, School of Education, Reykjavik, Iceland

In this paper data from a European project about digital video streaming and multilingualism will be reported. In the fall of 2008 and in the spring term of 2009 a study was performed as a volunteer survey distributed through a website, institutions, organizations and Language Teachers Association in 10 different countries in Europe. The survey has been answered by 398 language teachers distributed over 10 different countries. The paper discusses the results of the study with special reference to methodology, didactic problems concerning foreign language learning and video productions as an instrument for the students to develop cultural awareness. Also it will be discussed how language teachers can implement video work in the classroom.

Over the last few decades modern language teaching has undergone a series of stages characterized by ever-changing theories, learning strategies and methods. By going from a rigid grammatical to a more dynamic communicative approach the foreign language learner today uses and activates communicative strategies. Spoken language in the classroom is far more visible today than it was twenty years ago.

Digital video production as an active tool is an effective way for the foreign language learner to practice his or hers usage of the target language. In that way it can be an important e-tool for observing the language learners’ interlanguage and be a tool of training the students’ productive abilities in the target language. Also the use of digital video production can help to create a successful learning experience and be an efficient tool to provide the teaching with a wide range of activities to develop listening, speaking and writing skills. One can say that digital video productions can be used as a catalyst to trigger a range of useful and enjoyable activities with the value of being as much in the process as the end product.

The main goal of the present research is to take the pulse on what opinion language teachers have on using digital video active in their language classes. Theoretical assumptions indicates that though it is getting more and more easy to implement video technology in the classroom, the active use of video is not as wide spread as it could be due to different difficulties including lack of resources, lack of expertise, lack of interest etc. Also some teachers are supposed to think of language activities involving active use of video as waste of time, and some teachers perhaps do not see how it can be fitted into the curriculum. Taking into consideration the aims
of the study and the methodology of making video production in language classes the following research questions were put forward:

1. What kind of activities do language teachers in Europe have as priority in their language classes?
2. What kind of activities do language teachers think is most successful in their language classes?
3. How many would claim that they have some experience with video production?
4. Has the active use of video in language classes something to do with the age of the teacher?
5. Are teachers interested in being trained in use of video production in language classes?

The collected data indicate among other things that a surprisingly big group of teachers fail to see the pedagogical advantage in using digital video as an active tool in language teachers.

The collected data also suggest that language teachers regard exercises that activate the productive skills as most successful in their language classes.

The survey reflects that there is an immediate need for relevant guidelines for using digital video production in language class.

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**Preschool children’s use of Mathematics in their play with computer games**

Beveryr, Mats, Linköpings universitet, Pedagogiskt arbete, Norrköping, Sweden

Research topic/aim: The aim of this paper is to give a broader understanding of what could constitute mathematics in preschool, and how it can emerge in 3-5 years old children’s play with computer games.

Theoretical framework: The study is placed within a socio-cultural framework and mathematics will be seen as cultural and social constructed as well as an activity in situ. Allan Bishop’s (1991) six fundamental mathematical activities - counting, locating, measuring, designing, playing and explaining - will be an analytic point of departure.

Methodology/research design: The research design involves video observations of children’s play combined with participant interviews with children playing computer games.

Expected conclusions/findings: The findings so far derives from a minor pilot study and indicates that children use mathematics in their play with computer games in ways that are partly contextspecific. For example digital spatial perception is often used and also strategic thinking related to the gaming.

Relevance for Nordic Educational research: In the new view of Swedish preschool’s commissions and in the political discourse concerning preschool education, learning and knowledge of Mathematics is pointed out as more crucial then ever. Refereeing to Persson (2008) there also seems to be a lack of Swedish (and Nordic) Educational research on subject matter didactics in activities involving younger children. By giving a broader understanding of what mathematics in preschool can be and how it can emerge in children’s play with computer games, I hope this paper can make a contribution to the research on mathematical didactics in activities involving younger children.
Strategies and organizations of multicultural schools in the perspectives of resources and success

Enö, Mariann, Teacher Education, Malmö University, Teacher Education, Malmö, Sweden

The background of the study is that a great number of resources (148 million SEK) were distributed to fifteen multicultural nine year compulsory schools and upper secondary schools in Malmö in order to raise the grades of the pupils. For the nine year compulsory schools the resources endured three years and for the upper secondary schools the resources endured two years. The task was to do an intensifying evaluation/analyze of the effects of the resources in relation to the complexity of the school organizations. One aim was to study the realization of the efforts and what effects the resources had on the pupil’s grades. Another aim was to investigate if and how contextual circumstances/conditions influence the various results of the schools. In this paper I will focus on the second aim.

The theoretical framework of Bourdieu is an important perspective since concepts such as capital, doxa and fields are useful in analyses of how society and institutions influences strategies, success, engagement and motivations in multicultural schools. Class and ethnicity are central aspects in the study. The method of the project included mapping the implementation of the resources and compilation of grade statistics, fifteen semi structured interviews with headmasters and fifteen interviews in focus groups with teachers. It also included ten dialogues with head managers of the two different school forms. The study started in August 2008 and was finished and reported in August 2009.

The results of the inquiry are that pedagogical and organizational developmental strategies characterize the schools. The strategies are contextual and prove engagement, transparency and flexibility in matter of social climate, educational methods, parental involvement and further education. They also prove that structures, culture and lack of resources constitute obstacles in communication and that the stress for higher grades tends to develop strategies in terms of selection and exclusion. A great deal of experienced not-measurable but never the less successful results appears in the organizations and the grade statistics proves fluctuation. Because of the short time for implementation and the extensive and various efforts it is difficult to prove connection between resources and results/effect. The fact that half of the resources were discontinued in the beginning of 2009 complicates the picture furthermore.

Finally – the various grade results of the schools doesn’t depend on various quality in the organizations of the schools. They first of all depend on the background of the pupils. In other words; the cultural and symbolic capital of the pupils are the main influences on successful results.
Representation in the construction of the orient - recasting pre-school teachers’ views on identity, diversity and language in a multicultural pre-school in suburban Sweden
Obondo, Margaret Akinyi
Mälardalens Högskola, School of Education, Culture and Communication, Eskilstuna, Sweden

Research topic/aim: This presentation explores how representation of identities, language and diversity permeate the discourses of teachers in a pre-school in suburban Sweden. The paper examines the data from an ethnographic study conducted for over three years in a pre-school for Somali children in Stockholm.

Theoretical framework: Drawing on post-colonial theory and the notion of Orientalism, the analysis of the interviews show how the ethnic-nationalistic ideologies or (Swedishness) articulated by the teachers constructs the children and the families as the ‘orient’ (the different other) throwing into question the notion of multicultural pre-school and diversity that was the original defining goal of the Somali pre-school.

Methodology/research design: The paper draws examples from sociolinguistic interviews with Swedish pre-school teachers in a suburb with a large number of immigrant minorities.

Expected conclusions/findings: The findings highlights the role of representation which refers to stereotypes of identity with which groups are labelled. I argue in the body of this paper that the teachers interviews reflect constant attempt to stabilize and homogenize the identities of the Somali children and the families as reflected in their views about Somali language, Swedish languages, the pre-school traditions vis a vis Somali traditions, Swedish discourse patterns and views about the success (or lack thereof) of the Somali children in the Swedish educational system.

Relevance for Nordic Educational research: The homogenizing representations explored in this study exemplify and contribute to Nordic Educational Research studies on how schools categorize and position students with diverse cultural and linguistic identities and these representations are more likely to be reflected and reproduced in the broader society.

Conceptions about multicultural competence in language minority schools in Finland from the teachers’ point of view
Mansikka, Jan-Erik; Holm, Gunilla; Mansikka, Jan-Erik
University of Helsinki, Department of Education, Helsinki, Finland

Multicultural education has a visible role in the educational discussion in Finland. There is a normative discourse on the necessity of multicultural competencies that ought to permeate the Finnish school on different levels. It is, however, usually not very clear what these competencies mean on a more practical level. In this paper we are focusing on teachers’ conceptions of what multicultural competences consist of as well as their views of their own need of education or training to attain such competences.

We examine the educational research literature for different conceptions about multicultural competences. These theories constitute our pre-understanding by which we analyze our empirical material that consists of interviews with Swedish-speaking teachers in both the Helsinki metropolitan region in southern Finland and rural Swedish-speaking schools in
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Ostrobothnia. It is somewhat surprising that many rural Swedish-speaking schools are more culturally diverse than Swedish-speaking schools in the metropolitan Helsinki region. In this paper we create an overview of what is important in multicultural education in language minority schools in Finland from the teachers’ point of view. We are particularly interested in the relationship between multicultural ideals and discourses, on the one hand, and multicultural practice, on the other hand. Of interest here is also how the teachers merge the demands of multicultural education with the demands of the school to preserve and advance the language minority culture.

Passive tolerance or active respect? - about informal talks between staff and refugee parents in kindergartens

In this paper I want to present some findings from a research project concerning cooperation between kindergarten teachers and minority language parents. The project is part of the project “The multicultural kindergarten in rural areas in Norway” funded by The Research Council of Norway. A hypothesis is that in rural districts with few minorities, the assimilation pressure upon the children is harder and a compensatory way of thinking would easily influence the educational practice in kindergarten. Different fundamental conditions have to be addressed in order to provide an optimal learning environment to the childrens development in view of identity and language. The aim of the project is to create an inclusive cooperation in kindergarten with all groups of parents. “The framework plan for the content and tasks in kindergartens” underlines the importance of collaboration with the homes of the children. Parents are responsible for their children’s upbringing and kindergarten shall assist the homes in the upbringing and care. Dealing with this group of parents requires respect, sensitivity and understanding, and the parents’ points of view concerning the development of the child are important. Further the Ministry points out that the characteristic of a multicultural kindergarten is that “..the staff look upon cultural and linguistic diversity as a resource.” However, research show that teachers and groups of minority language parents do not share the same conceptions and ideas about a good childhood and children’s learning and development. The theoretical approach is based on a socialcultural educational perspective. Theories about socialization and identity show the importance of mutual respect between home and kindergarten. The aim of the project is to create an inclusive cooperation in kindergarten with all groups of parents. Some of the theoretical concepts used in the analyses and discussion are empowerment (Cummins, Baker), tolerance and recognition (Honneth), deficit discourse (Gitz-Johansen). Methodology are observations, interviews/group interviews, parenthal ethnotheories, logbooks and survey. In this paper I want to present data from 50 logbooks that describe situations of informal talks between parents from language minorities (refugee background) and the staff in two kindergartens in the period of about four months. The staff was asked to write down/describe the situation and reflect on it when they had contact with the parents, mostly when the parents brough the children to the kindergarten in the morning and when they collected the children in the afternoon. I have analyzed the material and investigated what the talk is about and what kind of reflections the staff makes with regard to these situations. Expected conclusions/findings are to investigate in what way do this kind of
informal talk contribute to the empowerment of the parents and include them as equal partners and “upbringers” in the kindergarten? Relevance for Nordic Educational research is to present findings and about refugee children and parents in kindergartens in rural areas, and to discuss whether they are included or not.

**Research topic/aim:** In the three-year period from 2008 to 2011 a group of researchers at Hedmark University College is conducting a major study funded by The Norwegian Research Council, with the overall aim to increase the general knowledge on how linguistic minority children are approached and manage in Norwegian kindergarten.

**Theoretical framework:** The study includes four sub-projects focusing on different aspects of the multicultural kindergarten. Two sub-projects take a certain interest in the linguistic milieu, one sub-project examines the way institution-parent-cooperation is carried out, and one focuses on play as a multicultural arena. All sub-projects are embedded within a framework of multicultural theory, theory on bilingualism, linguistic and identity development.

**Methodology/research design:** Both qualitative and quantitative data are collected, in addition to action research being conducted, within a case study approach applying observations, interviews and document studies. In the first phase of the project which will be discussed in the paper, the researchers carry out in-depth studies of six different kindergartens. Papers discussing preliminary results from three of the sub-projects are submitted to the NERA 2010 conference by the researchers individually. In a sixth subproject, based on a national survey administered in the autumn of 2009, more than a thousand kindergartens in seven Norwegian counties were invited to answer two supplementary questionnaires. On the one hand, the pre-school teachers where asked questions concerning the linguistic milieu, institution-parent-cooperation, and play as a multicultural arena. On the other hand, the survey also addressed research questions like:
- How is work organized in kindergarten with regard to linguistic minority children
- Which strategies of integration or inclusion may be identified?
- To what a degree are pre-school teachers qualified for the challenges of diversity, and how is their subjective feeling of preparedness
- To what extent are bilingual teachers or assistants integrated and efficient members of the staff?

**Expected conclusions/findings:** In the paper, some preliminary results from the survey not yet analyzed, will be presented, discussed and related to results from the in-depth studies and to the Kindergarten national curriculum.

**Relevance for Nordic Educational research:** How linguistic minority children are approached and manage in Norwegian kindergarten, should be of relevance also to Educational research in the other Nordoc countries, not least as there will be a special focus on densely populated areas, where the proportion of linguistic minority children is relatively low and where preschool teachers are probably less used to culturally diverse groups of children as well as multicultural strategies of caring and teaching.
Can Sweden learn something from the riots in France in 2005? A short analysis of the citizenship stated in French national curriculum and its discrepancy with the integration of minority youth in suburbs
Brossard Børhaug, Frédérique, NLA Høgskolen, Pedagogikk, Pb 74 Sandviken, Bergen, Norway

In September 2009 it was shown on Norwegian TV how suburbs in Gothenburg were heavily concerned with growing issues about minority youth attacking firemen, policemen, burning cars and having other violent behaviours towards members from the inner community and towards outside members. As one youth expressed it, “they [the police] should not come here and try to decide. Here, it is up to us to decide, they decide on their own members […] the police have nothing to do here” (http://www1.nrk.no/nett-tv/indeks/184292). These violent behaviours are raising many questions in the Swedish population along with quite a lot of incomprehension and it is striking to see a parallel between the violence in Swedish suburbs and the riots in France in 2005. In both countries the population is caught by surprise by the state of disorder in areas where there is a huge concentration of social problems and an overrepresentation of minority groups. Another similarity is the lack of a clear structured message from the youth population living in these areas.
Can Sweden learn something from the riots in France in 2005 and the still ongoing problems of violence in suburbs next to big cities such as Paris? In this paper I will first shortly present some common characteristics between the Swedish and French situations. Based on my PhD dissertation (2008) I will then describe how French national curriculum is providing an understanding of citizenship which is not suitable for reducing discrimination in the French society. Formal equality is not sufficient in order to resolve negative social differences and the strong discourse about the French republic in French curriculum leads to an invisibility of the minority groups in the multicultural French society. Finally I will present some remarks about how to build together a stronger intercultural citizenship including all members and assuring better social and cultural integration. This paper is therefore an attempt to discuss how to strengthen an active citizenship in a comparative perspective.

Conceptions of citizenship in Norwegian civic education
Solhaug, Trond, Program for teacher education, Norwegian university of science and technology, Trondheim, Norway

Theoretical framework: The paper uses theory of democracy as an overarching framework. In particular there is debate on a liberal conception versus on the one hand versus a form of participatory democracy on the other. This framework provides a background for theorizing conceptions of citizenship. In particular debates on liberal, versus a communitarian and republican conceptions are focused. The liberal highlights a neutral state which ensures citizens abilities to choose, pursue and potentially revise their conceptions of the good. Citizenship is a status rather than a practice. A republican conception focuses on citizenship as an activity rather than a status. Communitarians on the other hand criticises the liberal conception for focusing on the political right rather that the common good. Furthermore Robert Putnam advances synthesis of a communitarian and a liberal conception of citizenship.
**Methodology/research design:** These conceptions will be used as an analytical framework in the analysis of policy intentions and the goals in civic education in Norway. As for methodology, first the different conceptions of citizenship need to be operationalized. This is a conceptual challenge since we are dealing with broad and to some extent contestable categories. Second the major policy documents will be identified. As for the goals in civic education, these are defined in curricula as well as policy documents. The operationalization of the conceptions of citizenship will be used to identify the major emphasis in policy and in the goals for education.

**Expected conclusions/findings:** In the analysis I will most likely find elements of all different conceptions of citizenship. This is so because the Norwegian society, its political culture, democracy as well as civil society is influenced, to various extent by what may be termed liberal, republican and communitarian ideologies. A major challenge is therefore to analyse and discuss what are the most decisive elements, and above all what are the dominating conception of citizenship?

There are arguments that liberal ideas are gaining momentum and lead to a more liberal conception. On the other hand, the Norwegian society is characterized by participation at all levels of society. Participatory ideas have long been part of educational policy and civic education.

**Relevance for Nordic Educational research:** First of all the theme of the NERA conference this year is “active citizenship. The paper thus focuses on this theme. Second, debate over immigration has lead to debates over social inclusion and integration. Conceptions of citizenship in school as a major arena for the integration of new and young immigrants, may have consequences for schools preparation for democratic citizenship. Furthermore a major challenge to all increasingly pluralistic societies is to build trust and social inclusion despite cultural differences.

The analysis in this paper will later lead to a comparative approach including the Nordic countries.

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**Identity and social exclusion: Exclusionary and stigmatizing experiences of urban youth in education**

Möller, Åsa, University of Gothenburg, Department of Education, Gothenburg, Sweden

**Research topic/aim:** The research topic presented here concerns issues of identity and social exclusion of urban youth.

**Theoretical framework:** In this study, critical social theory and critical pedagogy are used to examine exclusionary and stigmatizing practices that occur in activities that are intended to improve integration.

**Methodology/research design:** The present paper is based on ethnographic research about approaches and strategies toward social and cultural diversity in the last year of compulsory education in Sweden.

**Expected conclusions/findings:** Based on the findings of the investigation the paper demonstrates that students with immigrant backgrounds and students of color experience discrimination and racism during their education that are also shared with or observed by their teachers whose intentions are to try to alleviate students’ feelings of exclusion and inferiority
through activities aimed at integration within the mainstream Swedish society. However, teachers’ attempts at integration through exchange programs and excursions frequently reaffirm social exclusion, social disparities and blatant discrimination. Exchange programs on international and local levels tend to enhance rather than diminish social disparities and stereotypes of urban youth.

**Relevance for Nordic Educational research:** It provides empirical examples and a critical social theory perspective on the challenges and difficulties educators face in multi-ethnic urban area whose intentions are to prepare immigrant students and students of color for active participation in society at large within a Scandinavian context.

**Young people’s self-identities and life values in multicultural societies**

Finnbogason, Gunnar1; Ragnarsdottir, Hanna2; Gunnarsson, Gunnar1; Jonsdottir, Halla1; Jonsdottir, Elsa Sigridur2

1University of Iceland, School of Education, Faculty of Teacher Education, Reykjavik, Iceland; 2University of Iceland, School of Education, Faculty of Education Studies, Reykjavik, Iceland

The main aim of the project introduced in this paper is to study young people’s self-identity and life values in a multicultural society with a special focus on their views of life. The project is located within a broad theoretical framework and uses interdisciplinary approaches (religious studies/religious education, multicultural studies/anthropology, history, history of ideas, pedagogy, psychology) (e.g. Anderson, 1983; Beck, Giddens and Lash, 1994; Giddens, 1991; Gundara, 2000; Parekh, 2006; Ziehe, 1993). The project attempts to broaden the perspectives on young people’s views of life and life values in modern multicultural societies by applying interdisciplinary theoretical frameworks and research and by providing international comparison. Knowledge in this area is useful for further discussions on young peoples’ self understanding and social and moral competence, for example in school context and in connection with subjects like Life Skills, Citizenship Education, Intercultural Education and Religious Education. The main research questions are the following: 1. How do young people experience their self identity and life values within a multicultural society and at a time of globalization? 2. What factors do they see as most important in shaping and affecting the development of their self identity, such as religions, values and nationalism? 3. How do the young people’s experiences of self identities differ and how do they explain these differences? The project covers three different parts of the world (Northern Europe, United States and the Middle East) in times of globalization. Its originality lies in comparing young people’s self identities, views of life and life values in these three parts of the world and six countries, i.e. Iceland, Sweden, Finland, Greenland, United States, Egypt. The project is based on qualitative research methods. Focus groups and semi-structured interviews are used for data collection and IT (information technology) to connect the groups. In focus group studies, a number of groups of individuals sharing common experiences or knowledge on particular issues are formed. Their views and experiences are discussed in a number of sessions in order to attain a diverse and natural discussion among the members of the groups and thus acquire knowledge on the issues discussed (Bender, 2003). Semi-structured interviews are chosen to elicit the views of the participants as clearly and accurately as possible (Flick, 2006; Kvale, 1996). Semi-structured interviews allow the researcher to organize the contents of the interviews, while simultaneously...
giving the participants the opportunities to discuss the chosen contents openly. A comparable framework of questions and topics will be used in all countries. Data analysis will take place in each country individually and through comparison between the six countries. In Iceland, four focus groups of young people (age 16-22) are chosen in 4 upper secondary schools (6-8 young people in each). Each group is mixed in terms of backgrounds. One of the groups is located outside the Reykjavik area, while three are in the Reykjavik area. Each researcher (or two researchers) supervises one focus group. Focus groups, at least one in each country of the international collaborators will be chosen, i.e. U.S.A., Egypt, Finland, Greenland and Sweden, thus comparing young people’s self-identity and life values in some Nordic countries with countries in other parts of the world. The paper introduces the project generally and the results from the first focus group sessions in Iceland while also drawing on former related research of the Icelandic research group on f. ex. the experiences of immigrant families and their children and teenagers’ life values and views of life (Finnbogason and Gunnarsson, 2006; Gunnarsson, 2008; Jónsdóttir, 2007; Ragnarsdóttir, 2008).

School success - an area for intersectional research?
Elmeroth, Elisabeth, University of Kalmar, School of Human Sciences, Kalmar, Sweden

Research topic/aim: The purpose of the study was to describe and analyze school success from an intersectional perspective. transform into inequalities in school in regard to school performance.

Theoretical framework: The results are analyzed from an intersectional perspective i.e. categorizations based on gender, class and ethnicity and on theories of normalizing processes.

Methodology/research design: The study is based on data from a national assessment in Sweden, where 6788 students in ninth grade participated. Students’ overall grade points are compared on the basis of gender, class and ethnicity. Class is operationalized here with the help of the parents’ educational background, while ethnicity is rated based on the parents’ country of birth.

Expected conclusions/findings: The three background variables interact and form different patterns of inequality. Although parents’ educational level has considerable importance for school performance, it interacts with gender and ethnicity in different ways. Boys as well as girls are disadvantaged by a low level of education in the home, while it is mainly girls who are disadvantaged by a foreign background. The differences interact, create and strengthen each other in both normalizing processes and the exercise of power.

Relevance for Nordic Educational research: The results show the necessity of multi-dimensional analyses.

The aspects of social integration process of russian speaking students in a multicultural environment of Riga Technical University
Antra, Roskosa, Riga Technical university, Institute of Languages, Riga, Latvia

Research topic/aim: The cultural diversity of the society is widespread all around the world. Several ethnic groups also coexist with each other in Latvia like in other countries. The most important and largest ethnic groups living in Latvia are Latvians and Russians or more
precisely, Russian speaking people - people who belong not only to Russian nationality but also to Ukrainian, Byelorussian, Polish and other nationalities. Unfortunately, there are many difficulties obstructing intercultural communication in Latvia. Working as a lecturer, the author has observed that communication between Latvians and Russian speaking students is insufficient. Separation of students negatively influences the process of studying, especially in English classes when cooperative learning is used. To favour the process of integration of Russian speaking students in the learning and social environment of the university with teaching/learning in Latvian the author of the paper decided to do a research and make an experiment working out and realizing the integration guidance model in English classes. Thus, the aim of the research - to work out and realize the integration guidance model in English classes to favour the inclusion of Russian speaking students in the learning and social environment of the university. The hypothesis of the research - using different teaching/learning methods, contents, forms, means in English classes favouring students’ cooperation it is possible to promote the integration process of Russian speaking students in the learning and social environment of the university.

Theoretical framework: To understand better the process of social integration in a multicultural society the author has analysed different approaches and theories of Latvian, Russian and other foreign authors doing a research on this subject. The viewpoints of such Latvian researchers as Anita Aizsila, Ilga Apine, Jâzeps Broliðs, Laima Poga, Eiþens Vçbers have been analysed. The theories of Russian scientists, for example, Natalia Kasatkina, Vladislav Volkov, A. Susokolov have been described as well. And concepts of other foreign authors, for example, David Lockwood, Michael Fullan, J.W.Berry, Allport have also been characterized.

Methodology/research design: The most important method of research was questionnairing of students. They were questionnaired twice - before the experiment and after the experiment. Then the data were compared with a help of data processing programme SPSS (Statistical Package for Social Sciences). The results of questionnaire have been analysed in the paper. In the process of research also the English language teachers of university were questioned, interviews with the representatives of administration were organized, discussions with students and English teachers were held, analysis of documents and literature was done.

Expected conclusions/findings: According to the data results the hypothesis of the research has been proven and the conclusions of the research may help to guide the integration process of Russian speaking students in institutions of higher education with teaching/learning in Latvian more successfully, thus, favouring the intercultural communication and process of social integration of Russian speaking inhabitants in Latvia in a more effective way as well.

Relevance for Nordic Educational research: The cultural diversity of the society is well-known also in the Nordic countries and experience of Latvia and the ways how problems of social integration are being solved in educational establishments of Latvia may give some ideas and methods how to escape from these problems also in the Nordic countries. The author has already visited Norway and is planning to go to Iceland to share the experience and information on teaching/learning in a multicultural class.
The research topic explores how we as educators give students the opportunities to become active learners and develop connections and respect for both place and citizenship while seeing the real world value of education.

This paper (work in progress) uses critical pedagogy and place-based pedagogy as theoretical frameworks to look at the core issues of place, ethnicity, race, and creativity as a means of empowering and transforming students (McLaren, 2003) to acknowledge the love of learning, self, community, and place. Education has become a very specialized, fragmented, and alienated world where the interconnectedness of the body environment and education has been forgotten (Gruenewald, 2003c; Haas & Nachigal, 1998). Brooke (2003) states that “place conscious education requires active learners” (p. 21) that help students immerse in a deeper knowledge of local place and thus develop a “place conscious citizenry” (Brooke, 2003, p. 119). Critical pedagogy explores the “politics of understanding and action, an act of knowing that attempts to situate everyday life in a larger geo-political context, with the goal of fostering regional collective self-responsibility” (McLaren, 2003, p. 7). Furthermore, Giroux (1992) states that critical pedagogy “functions as a cultural practice to produce rather than merely transmit knowledge within the asymmetrical relations of power that structure teacher-student relations” (Giroux, 1992, p. 98).

Using a critical pedagogical lens in place-based pedagogy “politicizes the notion of knowledge” (Freire, 1973, p. 51) and thus questions how students, by constructing and deconstructing knowledge, critically will be able to better understand the existing relationships between society, environment, notions of place, and how social, environmental, and cultural structures influence our worldviews, stories, interaction patterns, and sense of place. Gruenewald (2003b) explores how the traditions of critical pedagogy and place-based education each make contributions to a “critical pedagogy of place” (p. 4).

The research project uses case study methodology to explore how multicultural literature is being used among teachers who use various types of creativity (narratives and drawing) and multiple intelligences to promote a joy for learning across the curriculum.

The expected findings in the project are that by teaching in place-based context using a place-based critical pedagogy (Gruenewald, 2003c) students can learn how place impacts their culture, life, way of living, and memories. Through narratives and counter-narratives students are able to examine their connectedness or disconnectedness to the place in which they live and become active citizens.

Relevance to NERA context: This research project examines how active citizenship can be exercised in practice in schools and higher education. It is imperative that individuals learn how multicultural literature and places are able to teach them about how the world works. Furthermore, this research looks at how to promote democracy and community involvement by learning from the local to create connections and respect for place and others. that is socially and ecologically critical to the institutional and societal hegemonic practices.
Research topic/aim: Language minority pupils represent an increasing part of the school population in Swedish schools, and the hitherto domineering monolingual norm is challenged by a bi- or multilingual reality. In urban schools 75%-100% of the pupils may have another first language than Swedish and today Arabic is one of the largest minority languages. Minority language pupils are faced with the challenge to develop a second language and simultaneously have to use this language as a vehicle for knowledge acquisition. In order for schools to meet this changing reality and to adapt to the needs of multilingual pupils, several schools are offering an increasing part of the education in the pupils’ first language. Different models of bilingual teaching are being developed based on what is considered possible and feasible within the prerequisites, conditions and resources of each school. In a longitudinal research project, the implementation of different organizational models of bilingual education in Swedish and Arabic in three urban school contexts has been followed. Consequences of developing bilingual education for the schools, the staff and for classroom teaching, as well as consequences for the pupils’ knowledge acquisition and language development in both languages, is being considered in an interdisciplinary study within an educational and societal context.

Theoretical framework: The project is framed by Bronfenbrenner’s bio-ecological systems theory complemented primarily by theories of language development and second language acquisition and learning in school settings, but also by theories of school change and development. Information is collected on a societal, organizational, classroom and individual level. In this paper the parents’ views on bilingual education in general and on the bilingual teaching their children are being subjected to in particular is focused. Parents’ attitudes and activities are of fundamental importance not only for the language development of the children but also for their school achievements. A well functioning cooperation between home and school is also considered crucial for school success. In order for a bilingual approach to be successful the school needs the approval and support of the parents.

Methodology/research design: Results from a questionnaire study directed to the parents of the children in the project are presented. The questionnaires were translated to the parents’ first language and were answered by a vast majority of the parents addressed.

Expected conclusions/findings: The data presented encompasses information about the parents’ background, language use, views on school, on bilingual education and on the bilingual teaching model used in their children’s school and some differences between different groups of parents are discussed.

Relevance for Nordic Educational research: The political discussion of the school situation of minority language pupils in urban schools in Sweden is generally dominated by a deficiency discourse often underpinning the lack of resources and engagement among the parent group. When the parents are given the opportunity to express their opinions even through questionnaires only, a different picture emerges that may contribute to a more nuanced view.
Science for citizenship? How do teachers and students in mono- and multi-cultural schools handle work with complex issues?
Ideland, Malin1; Malmberg, Claes1; Winberg, Mikael2
1School of teachers’ education, Malmö University, Department of Nature, Environment and Society, Malmö, Sweden; 2Umeå University, Department of Mathematics Technology and Science Education, Umeå, Sweden

Theoretical framework: Socio-scientific issues (SSI) are said to be vehicles for raising students’ interest in science, but also for strengthening generic skills as team-work, problem-solving and media literacy. At the same time these skills are prerequisites for successful work with SSI. How well equipped are students from homes with foreign background and low socio-economic status for working with SSI? They often have lower grades in science subjects. Authentic media texts may constrict bilingual students and it is pointed out that students from families with low socio-economic status are advantaged by strict framing, which is less pronounced in SSI:s.

Research topic/aim: The purpose with this paper is to analyze experiences from multi- and monoethnic classrooms when working with SSI. First we will explore what differences and similarities between the two groups that emerge in a quantitative study. The next step is to explore how these emerging aspects can be understood from a qualitative perspective and discuss how the results relate to each other? Do people do what they say that they do, or more exactly do people’s utterances in questionnaires correspond with their actions in the classrooms when it comes to experiences concerning work with SSI?

Methodology/research design: Data from a quantitative and a qualitative study is presented and compared in the paper. Secondary school classes (school year 6-9) have worked with SSI-tasks, produced by researchers, during minimum 5 hours. The quantitative study involves 1614 students from 70 classes. The data consists of questionnaires. The qualitative study involves two classes from different schools. The qualitative data consist of classroom observations (12 lessons, six from each school, and 32 recorded discussions from 8 different groups).

Expected conclusions/findings: The results show that despite information from the researchers on aims and workforms for SSI, the teachers observed in the qualitative study tended to fall into old habits, e.g. science content is the primary learning goal and their roles are dispensers of knowledge and supervisors. A normative approach to health issues in the multicultural school is also noteworthy. We can also notice that students are ill-prepared to work autonomous. Students from mono-cultural schools in a higher degree express that they feel comfortable with autonomous work. But observations at school B revealed that also these students needed better framing. We interpret these differences between the studies as a matter of understanding cultural school codes. In the questionnaires the biggest difference between mono- and multi-cultural schools was the use of internet. But the observations show that all students are ill-prepared to use other sources than textbooks in science. They have limited skills in information retrieval and critical thinking. Instead they judge information as reliable if it comes from the teacher or is similar to textbooks. Students, regardless ethnic background, have difficulties with these parts of the work. They are not suitable equipped for the workform.

Relevance for Nordic Educational research: In this changing society multiculturalism ned to be studied from different perspectives. In this paper we we look into multicultural science education from a new angle, how to understand clashes between different discourses in school.
The project introduced in this paper is a three year project in Iceland (2010-2012) and simultaneously a part of a larger international research network of comparable longitudinal projects including researchers who all have conducted similar research. The project focuses on diverse teachers and diverse learners from critical multicultural perspectives and critical pedagogy (Banks, 2007; Freire, 2007; Nieto, 1999) as well as perspectives of communities of practice and situated learning (Lave and Wenger, 1991). Many writers agree that in modern multicultural societies teachers at all levels should have knowledge about the basic issues concerning and developments of multicultural societies as well as basic ideologies and values necessary for teaching diverse groups of students (Banks, 2007; Nieto, 1999). Furthermore, many writers have maintained and research has indicated that diverse groups of teachers have better understanding of the needs of diverse groups of students than homogeneous groups of teachers. The rationale given is that diverse groups of teachers have multiple and diverse experiences that are important and even essential for understanding and relating to diverse student groups (Gundara, 2000; Howard, 1999; Ladson-Billings, 1994, 2001; Lassen, 2007; Lumby and Coleman, 2007; Ragnarsdóttir and Blöndal, 2007). The main overall aim of the Icelandic project introduced in this paper is to explore how diverse students benefit from diverse teachers and how the human resources embedded in a variety of experiences, knowledge, cultures, languages and religions among teachers are built on in Icelandic schools. The main research questions across the international context are: In what way do diverse teachers benefit diverse students? And How does the teaching force benefit from diversification as well? In Iceland surveys among diverse teachers and surveys on learners’ experiences with diverse teachers across contexts will be conducted in early 2010. Simultaneously, policy documents regarding teachers’ certificates and teacher education will be analyzed as well as policy documents regarding diversity and multicultural educational issues on state, municipal and school level. Further research questions will be developed in Iceland in the preparation period of 2010 building on case studies already conducted in all the countries in the network. In the Icelandic context four qualitative case studies at different school levels will be developed and conducted on teacher and student diversity, including preschool settings, classroom settings in basic schools, school cultures, leadership, school policies and diversity and language issues. Methods used will be semi-structured interviews (Kvale, 1996) and focus group interviews (Morgan, 1997) as well as participant observation (Flick, 2006). While introducing the project generally, the paper mainly discusses preliminary findings from the surveys developed and conducted in Iceland and comparison with results of comparative surveys in the other countries in the research network. It also discusses the results from the document analysis. The paper will also draw on former research among diverse teachers and student teachers in Iceland (Ragnarsdóttir, in press; Ragnarsdóttir and Blöndal, 2007; Ragnarsdóttir and Blöndal, in press). The paper draws attention to some main considerations concerning education in multicultural societies, such as the importance of a diverse work force in schools at all levels and the importance of recognizing and drawing on diversity in teacher education as well as in education of children and adults at all school levels. The project is highly relevant for Nordic educational research generally as it brings attention to common Nordic as well as international educational issues, while also providing important international comparison.
Revisiting the past: student teachers, national minorities and intercultural learning processes
Rodell Olgac, Christina
School of Culture and Communication, Södertörn University, Huddinge, Sweden

Research topic/aim: At the beginning of the year 2000, Sweden ratified the Framework Convention for the Protection of National Minorities. These minorities included the Samis, Tornedalers, Swedish Finns, Roma and Jews (SOU 1997:193). The second ratification of the status of minorities is the European Charter for Regional or Minority Languages that recognises the Sami, Finnish, Meän kieli, Romani chib and Jiddish languages (SOU 1997:192). The aim of this paper is to discuss how intercultural learning processes develop in a course for student teachers when the students revisit the past and discover the hidden and silenced history of the five historical national minorities.

Theoretical framework: The first theoretical perspective that informs this study draws from Municio (1993) who identifies two discourses in relation to minorities and immigrants in state policy documents concerning education; the discourse of ‘national self-awareness’ that refers to the idea of Sweden as a monolingual and monocultural nation-state, the hegemonic discourse during the first half of the 20th century. The second discourse discussed by Municio (1993) is the discourse of a ‘democratic credo’ that is inclusive and based on people’s equal rights and developed during the second half of the last century challenging the first one. The second theoretical perspective is based on issues of intercultural education, where intercultural learning processes involves self-reflection and deconstruction, processes that sometimes can be painful and take time (Lahdenperä, 2004; Lorentz & Bergstedt, 2006). Gundara also emphasises the importance for intercultural education to take cognisance of the complexities of the “past as well as the contemporary aspects of social diversity” (Gundara, 200: 105).

Methodology/research design: The study took place in a five-week course in the fourth term of a teacher education programme in spring 2008. 85 student teachers, many of whom were multilingual, divided into four seminar groups participated. The course focused on the experiences of the five historical national minorities especially in relation to language and education as well as the discrimination that they have suffered historically (cf. Catomeris, 2004; Hagerman, 2006). At the end of the course, the students in small project groups presented their work on one national minority to the rest of their fellow students. The students were also asked to fill in a questionnaire with questions concerning their previous knowledge about the national minorities and their views at the end of this course. The students’ answers from the questionnaire are the main source used for the analysis in this study.

Expected conclusions/findings: The answers from questionnaire show that the teacher students generally hardly held any knowledge about the minorities their historical experiences and current situation previous to the course. Many of the students explained that what they knew before about the minorities were only stereotyped ideas and prejudices, especially about the Roma. The discourse of national self-awareness was still very much predominant among them. In the conclusion I will further discuss the reactions of the students when confronted with the history and experiences of the national minorities. The study indicates that through revisiting the past of the historical national minorities, intercultural learning processes and an inclusive discourse of a ‘democratic credo’ developed among the student teachers.
Relevance for Nordic Educational research: The study can contribute to the Nordic self-understanding as the Nordic countries are closely interrelated also historically and share some of the minorities, but also differ in policies and practice.

Learning in two languages. Consequences for lexical development in Swedish and Arabic
Salameh, Eva-Kristina, University Hospital MAS, Speech Language Clinic, Malmö, Sweden

Research topic/aim: A project in Malmö, Sweden, Different models for bilingual education in Arabic and Swedish, has focused on the impact of different organisational models of bilingual education in Swedish and Arabic, its impact on language development in both languages within an educational and societal context.

Bilingual children are often faced with the challenge to simultaneously develop a new language and manage their school work mediated through the new language. As a result the children may develop a second language lexicon with lacking proficiency in basic vocabulary. A limited vocabulary is not the only reason for lacking academic success in bilingual children, however, insufficient lexical knowledge regarding relations between words also plays an important role.

In order to monitor the language development in both Swedish and Arabic, an annual assessment of the children’s language development in both languages was made regarding phonological, grammatical and lexical skills. Tests that generate comparable results in both Swedish and Arabic were used. In the 4th grade lexical skills regarding lexical size and organisation were used. The aim of the present study is to investigate the possible effects of bilingual education on lexical size and organisation in both Swedish and Arabic.

Theoretical framework: Lexical abilities can be described according to different parameters, and in this study a model will be used where both size and organisation are fundamental parameters. Lexical competence may be explained not only by size, but also by knowledge of internal relations between words. Within the lexicon one or several meanings are attached to every word, but also phonological, grammatical and semantic traits. Lexical abilities can be described according to different parameters, and in this study a model presented by Meara (1996) will be used. Size is a fundamental parameter in his model, but dimensions regarding organisation increase in importance, as the size of the lexicon is increasing.

Methodology/research design: For measuring lexical skills a comprehension test regarding lexical size, PPVT-III, translated into Swedish and Arabic. Earlier results on Swedish mono- and bilingual children are available. For Arabic monolingual children in Syria were tested. For the association test, measuring maturity of organization, the Kent-Rosanoff-list with 100 common words was used, translated into Swedish and Arabic. Earlier mono- and bilingual Swedish results are available.

Expected conclusions/findings: The 16 children who had learned reading skills also in Arabic, showed a more mature organisation of the lexicon in both languages with more paradigmatic responses. The 33 children in the control group displayed a slightly larger lexicon in Swedish, but an immature organisation of their lexicon in both languages. The children in the project group had transferred the ability to organize their lexicon in a more mature way to their second language, Swedish, while the children in the control group had not made the syntagmatic-paradigmatic shift in either language. No detrimental effects on their Swedish development
among the children in the project could thus be seen, rather on the contrary.

Relevance for Nordic Educational research: Most Scandinavian countries have changed their demographic structure significantly over the last decades through immigration. This is of course reflected in the number of bilingual pupils. This project shows the necessity of a bilingual approach in education, where the children’s mother tongue is involved and not seen as an obstacle.
This paper is the first of two interconnected papers dealing with multiliteracies in literacy pedagogy.

Ten years ago the Multiliteracies Project (Cope & Kalantzis, 2000) reflected on the changing semiotic landscape of literacy teaching and learning and asked the question how these changes could be taken into account in designing literacy pedagogies. The notion of Multiliteracies combined a focus on the multiplicity of representational modes (multimodal literacies) and on the increasing linguistic diversity (multilingual literacies) in the communicational environment. The plural form of the term literacies highlighted the hybridity of literacy practices in different sites.

This paper and a following paper address the challenge of dealing with the two ‘multi’ dimensions of literacies in a Nordic educational context ten years after the introduction of the concept of multiliteracies. In this paper we especially focus on the multilingual dimension. It draws on an ongoing research study Signs of language. The overall purpose of the study is to examine the children’s explorations of the written language as a meaning-making tool and to examine and develop literacy practices in multilingual classrooms. Further, it aims to contribute to a broadening and reconceptualizing of literacy pedagogy in multilingual settings. The research project is a longitudinal study (2008-2014) and involves five classes, which are followed from preschool class until sixth grade. In each class a number of focal children are picked out, and the literacy use and development of these children will receive special attention. All classes and schools are characterized by a considerable degree of linguistic diversity among the pupils and in the surrounding community. In each of the five classrooms, research assistants collaborate with teachers and other relevant pedagogical professionals in order to develop and analyze the children’s literacy acquisition and forms of pedagogical practice in relation to literacy teaching in multilingual classrooms. It applies a social semiotic approach to literacy learning and teaching in multimodal and multilingual contexts (Kenner et al 2004, Hodge & Kress 1988, Kress 2001). This approach focuses on the acquisition of sign systems as a process, whereby children make meaning from the information available to them in their social environment.

In this paper, we discuss the relevance of a multiliteracies approach to literacy pedagogy and present some preliminary observations and considerations from our research study with special attention to the challenge of multilingualism. Our observations show multilingual literacy events and practices in which language and languages occur in complex interactions and combinations – a complexity which raises new challenges to teaching and learning in multilingual classrooms and to the theories and concepts used to describe them.
This paper is the second of two interconnected papers dealing with multiliteracies in literacy pedagogy. Ten years ago the Multiliteracies Project (Cope & Kalantzis, 2000) reflected on the changing semiotic landscape of literacy teaching and learning and asked the question how these changes could be taken into account in designing literacy pedagogies. The notion of Multiliteracies combined a focus on the multiplicity of representational modes (multimodal literacies) and on the increasing linguistic diversity (multilingual literacies) in the communicational environment. The plural form of the term literacies highlighted the hybridity of literacy practices in different sites.

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In this paper, we discuss the relevance of a multiliteracies approach to literacy pedagogy and present some preliminary observations and considerations from our research study with special attention to the challenge of multimodality. Among other things we are concerned with the children’s multimodal constructions in relation to the materiality of the literacy artefacts in use.
The starting-point in this presentation is a current interview study with 50 future teachers, 50 professional pre-school and primary school teachers and 10 principals. The purpose of this study is to illustrate what a group of future teachers and professional teachers think they would need to know about their children/students in order for them to be successful in their literacy development.

Surprisingly, many of the interviewees talk about children’s background as scanty and understimulated. On several occasions children are being talked about in general and sweeping statements as, for instance in a certain housing area, static categories without taking into consideration gender, culture or language.

This brings up a discussion about what is included and what is left out in the concept of “a child’s background”. Is there a risk that researchers, politicians, teachers and media interpret and connect low reading and writing ability with a scanty home environment? The Australian researcher Barbara Comber says so (1998). At the same time there is often little knowledge about what experiences and knowledge children carry with them. Several studies show that homes which are believed to be poor regarding the use of books, not necessarily are so in relation to other texts. Therefore children may have rich experiences of texts but these experiences do not fit into the practice, the expectations, and values of a school’s instructional settings.

**Research topic/aim:** The aim of this doctoral study is to perform an analysis of teachers’ experiences and knowledge in teaching students with reading and writing difficulties.

**Theoretical framework:** Reading is an unnatural process and most children need instruction in reading and writing (Blachman, 2000). There is considerable evidence that competent teaching will alleviate or reduce the severity and consequences of reading failure (Blachman, Schatschneider, Fletcher, Francis, Clonan, & Shaywitz 2004; Foorman & Moats, 2006). Investigators have begun to pay increasing attention to the role of the teachers’ domain-specific knowledge in the area of reading (Cunningham, Perry, Stanovich, & Stanovich, 2004; Moats, 1996; 2003; 2009).

**Methodology/research design:** As an introduction an interview study was conducted with teachers in grades 1-2. This study pointed out that the identification of students that have reading and writing difficulties differ among schools. Among other things, it depends on the gathered knowledge about reading and writing that the teachers at the school posses. Further, a questionnaire study with 300 Swedish teachers in the grades 1-3 is in progress. The questionnaire contents partly the teachers’ implementations, attitudes and conditions in their
practical teaching. Partly it is a survey of teachers’ knowledge about and attitudes towards reading instruction and students’ further development in reading and writing. There is also a test on teachers’ knowledge about linguistic awareness, general orthographic rules and spelling conventions as well as abilities to identify students’ writing difficulties. The research questions are defined as follows:

- How do teachers state that they identify students that have reading and writing difficulties?
- How are teachers reasoning about their experiences, knowledge and conditions in other respects, with relevance for the opportunity to give these students support?
- Which concrete support do teachers consider that they give students that have reading and writing difficulties?
- Which knowledge do teachers have in basic reading and writing instruction?
- Which criterions do schools have for students that have reading and writing difficulties in order to give them special education?

**Expected conclusions/findings:** As in research done in USA, even this study shows that teachers achieve relatively low results on parts in the test. While the research has been going on, one comprehensive question has made a starting point, but also been clear in both the interview and questionnaire studies: Who should teach students that have reading and writing difficulties? Is it the class teacher or the special educator or both of them? It is significant that students that have some kind of difficulties in reading and writing are identified early and given opportunities to get support to develop and to get improved. Consequently in this dissertation, it is important to investigate and problematize the teachers’ opportunities and conditions to meet that kind of demands.

**Relevance for Nordic Educational research:** Students’ reading and writing skills are significant in a lifelong perspective and for the democratic society. In USA a good deal of research on teachers’ knowledge in the reading area is being done. Apparently, there is also a need for this kind of studies made in a Nordic context.

### How do teachers develop students` reading comprehension in grades 4-6?

**Eckerholm, Lena**

*Education and Didactics, Faculty of Education, University of Gothenburg, Göteborg, Sweden*

**Research topic/aim:** The aim with this study is to examine how and why teachers teach as they do when they teach about reading comprehension. Which factors decides what teachers considers to be possible to carry out within the class’s framework both for individual students and the group and how influences the school’s organization the conditions for the teachers? What focuses the teachers on in their education about reading comprehension strategies, methods and different reading activities in order to improve and to develop the students’ ability to comprehend?

**Theoretical framework:** The study’s direction bases on earlier research about how the individual develops reading comprehension through making sense on the basis of a text. To use different strategies in order to reach a detailed understanding of a text and how the ability to be developed through aware selected education. References to: Michael Pressley (2002), Judith Langer, (2005), John Guthrie (2004).
Methodology/research design: In an interview study of teacher’s education about reading comprehension among students in grades 4-6, concern discussions with teachers about those intentions, ideas and knowledge that constitute the basis for how teachers formulate their education. 

Expected conclusions/findings: In this paper is presented subtotals from interviews with teachers about how they teach about reading comprehension, what they consider to be the most important aspects, with those frameworks and conditions that stand to offers’ within the school organization. Many teachers speak about the lack of time and resources, for example detailed discussions with students in small groups are difficult to accomplish, a conflict between vision and possibility.

Relevance for Nordic national research: To develop all individuals’ reading comprehension is one of the most important concerns for the whole of the education society. Nordic research and perspectives on reading comprehension is also important with regard for our cultural background.

Research topic/aim: The aim of this paper is to discuss the early literacy education in a perspective of “citizenship”, that is in the intersection between the child’s personal needs (the child/student as an individual) and the society’s public needs (children/students reaching the national targets in reading and writing). How is the “child” constituted in relation to early literacy education? What underlying assumptions can be seen concerning early literacy education in international and national policy documents?

Theoretical framework: Theoretically, the paper is drawing on James Paul Gee’s (1989) notion that primary discourses can never really be liberating literacies, for a literacy to be liberating it requires at least one secondary discourse. The key point about secondary discourses, like preschools and schools, “…is that they involve by definition interaction with people with whom one is either not ‘intimate,’ with whom one cannot assume lots of shared knowledge and experience, or they involve interactions where one is being ‘formal,’ that is taking on an identity that transcends the family or primary socializing group” (Gee 1990/2008 p. 175). Seyla Benhabib discusses this relation between primary and secondary discourses in terms of the concrete and the generalized other. Influenced by feminist theory and communicative ethics, Benhabib argues for going beyond the dichotomy between autonomy and caring, dependence and independence etc. by recognizing human relations as dependent, shared and reciprocal. The first question in the paper is problematized mainly in relation to Gee’s and Benhabib’s concepts sketched out above. The second question is problematized also in relation to Thomas Popkewitz’ (2008) notion on “the double gestures of inclusion and exclusion” within a perspective of cosmopolitanism. School reforms, like reforms aiming at gaining “basic knowledge in reading and writing”, are to provide an inclusive society where “all children learn” and no child is left behind. Pedagogical narratives of cosmopolitanism embody the hope and fear simultaneously; the hope of making all children the same and the fears of the child who does not “fit” in the images and narratives of the school reforms.
Methodology/research design: The research design is text analyses of educational policy documents on three levels: OECD policy documents, EU policy documents and Swedish policy documents concerning literacy education; also paying attention to connections and differences among the three policy levels.

Expected conclusions/findings: The desired citizen is a competent (world) citizen, therefore all three levels have initiated policies to lift the quality of student learning. This emphasis includes more focus on preschool didactics and on literacy didactics and specified goals in the early school years. The conception of the child as the competent child/student is dominant, built on the presupposition that with “right” education no child is left behind.

Relevance for Nordic Educational research: The Nordic countries take part in the policy works of the OECD and the EU, with literacy as a key concept, but literacy research is for the time being primarily related to different educational contexts rather than to literacy as a policy concept with its specific implications.

Excellent literacy teachers in early school-years, a comparative study
Nielsen, Cecilia
University West, Department of Social and Behavioural Studies, Trollhättan, Sweden

Research topic/aim: This paper presents a comparative study of two different teachers through school-year 1 and 2 in the Swedish compulsory school. Both of them are considered to be highly competent teachers. Focus is on how literacy teaching is organized with regard to the whole group and, at the same time, to every single child. Issues of special interest are e.g. how literacy-at-school is connected to what happens outside school; what themes literacy-at-school is embedded in and how these themes are chosen; what influence children are allowed to exert on their literacy learning, both regarding what should be learnt and how; how cooperation between children is organized; and how and by whom the children’s literacy learning is evaluated. The teachers’ pedagogical theories as well as their planning and assessment of their teaching are also examined.

Theoretical framework: The study is guided by a phenomenological life-world perspective, relying on Heidegger and Merleau-Ponty, thus highlighting the fundamental conditions for our being-in-the-world. Schütz’ characterization of the social world also is part of the theoretical framework as well as Dewey’s progressivism and his discussion on the logical resp. the psychological curriculum. A contextualized ontology is elaborated, in which the special aspects of the total life-world ontology that guide this study are made explicit.

Methodology/research design: Classroom studies with the two teachers and their groups of children have been accomplished, during two academic years with one of the teachers and during 18 months with the other one. (The study is not completed yet.) Observations and conversations with the teachers and the pupils have been carried out twice a month during the research period, and longer interviews have been made at several occasions. The pupils’ literacy learning and development has been continuously mapped. The contextualized ontology is used to guide the data production as well as the interpretation and discussion of the findings.

Expected conclusions/findings: I will compare and discuss the differences between these two competent teachers in relation to their didactic theories on literacy and on learning and also in relation to the differing learning environments in their classrooms. I will also discuss how the
pupils respond to their respective teachers’ intensions and endeavors, what they learn about literacy and how, and what they learn about themselves.

Relevance for Nordic Educational research: In days of PISA and PIRLS studies of highly competent literacy teachers are of great relevance on the Nordic arena.

**Research topic/aim:** The focus of the research project is on the process of learning and teaching of reading and writing among students in the two first years of primary school (six and seven years old children). The goal is to explore what characterizes the children’s reading and writing skills when they start school, how these skills develop and demonstrates in the process of learning to read and write and how this influence the teaching in reading and writing.

**Theoretical framework:** The research theoretical framework reacts on perspectives concerning the socio cultural theory in learning and interaction to the learner and the developmental psycholinguistics view of the language development. The learner is seen as an active and willful participant in engaged learning of construction of knowledge. These perspectives are seen through the proficiency of learning and teaching of reading and writing, where both processes are multidimensional in their character. The research is based on three main research questions which concern the development of the reading and writing process and the teaching of reading and writing to aim that process.

**Methodology/research design:** The methodology of the research is of mixed design. It has a qualitative tradition through elements of ethnography and a case study and a quantitative tradition through elements of correlation. The sample consists of beginners and their teacher in primary school in Reykjavik, Iceland. The data consist of varied material gained from twenty children in the class throughout a period of 2 years (2006-2008). Examples of included data are; different tests, several interviews with the children and the teacher through video-and tape recordings, varied examples of drawings and writings from the children’s developing writing process. Field notes and video-recordings from the class work throughout two years. The researcher visited the classroom regularly to observe throughout the research period.

**Expected conclusions/findings:** The presentation at the NERA congress will focus on the first main research question. That is on what children manage in their reading and writing process when starting primary school and how that influences the teaching of reading and writing the first year in school.

**Relevance for Nordic Educational research:** The research will add to understanding of the process of learning and teaching to read and write. The pedagogical value relates on young children’s perception and demonstration in the developing process of reading and writing skills and how it influence the teaching of reading and writing.
Evaluation of language and literacy have been given a high priority in the governmental educational policy in the Nordic countries and internationally in recent years (Holm, 2007, Menken, 2008, Nichols & Berliner, 2007). This makes it highly relevant for educational researchers to investigate, analyse and discuss among other things evaluation purpose(s), evaluations formats and evaluation practices.

Based on a Foucault-inspired understanding of evaluation practices in education as social technologies transforming institutional practices, development in evaluation practices might be seen as a struggle over value systems in education revealing which student qualities are valued by the educational system. This is due to the fact that tests always and inevitably value certain forms of knowledge and skills, whereas other forms of knowledge and skills are less rewarded or entirely neglected. Thus, evaluations are not only about pupils, but also about what forms of knowledge and proficiency are appreciated. In this regard, a test represents an ideological construction with a certain view on knowledge, learning, the individual and society that might have been different. This makes it important not to reduce the academic discourse of evaluation to issues about functionality or to questions about how children achieve success or fail to do so, but to widen the discourse to include reflections on the theoretical foundations and underlying assumptions of the evaluation and on the institutional practices specific evaluation formats create. Drawing on this theoretical understanding, a theoretical framework for analysing evaluation practices in language and literacy is elaborated and presented in the first part of this paper. Three interrelated levels of analysis are identified. First, the test in itself and its view on language and literacy, assessment and knowledge. Second, the institutional use of the test and the concrete practices around the test, and third, the long-term effect on individuals, institutions, and society, turning the attention to the power dimensions of the tests.

In the second part of the paper, the framework is applied to an analysis of evaluation practices of language and literacy in kindergartens and schools. This opens up a discussion covering broader pedagogical issues and the purpose(s) of the evaluations.

The paper is a presentation and discussion of central findings from two ethnographic research projects conducted in 2008-2009 in Denmark.
Reading, well-being in school, perspectives on the future and experiences of school work among 8th grade students in a Swedish municipality

Eklund, Monica1; Fredriksson, Ulf2; Taube, Karin3

1Halmstad University, School of Teacher Education, Halmstad, Sweden; 2Department of Education in Languages and Language Development, Stockholm University, Stockholm, Sweden; 3Umeå University, Department of Swedish and Social Sciences, Umeå, Sweden

Research topic/aim: To analyse how young people read, their well-being in school, what they think about their future education, how they experience school work and relate this to the students background.

Theoretical framework: Reading is one of the most important skills that students develop in school. Reading skills are of significance for how they will succeed in future education and in the world of work. The ability to read is also of crucial importance for every citizen’s possibilities to use their rights in a democratic society. Well-being in school and how students experience work in school are aspects of how students experience their situations as students. These experiences may influence the students’ motivation and perseverance in connection with work at school. Not the least when facing challenging learning tasks. Students with positive experiences of school will most probably show more motivation and try harder than students with the opposite experiences of school. Students’ expectations on further education are aspects of how students regard their future and are based on their academic self-concepts and expectations from parents and teachers. By looking at reading skills, well-being, experience of school work and expectations on further education at the same time it will be possible to achieve a deeper understanding of how young people are prepared for their life as citizens.

Methodology/research design: In 2005 and 2006 surveys were organised in the municipality of Härnösand in Sweden. All students in 8th grade in the municipality participated in the surveys. In total 697 students participated. The surveys included a reading test and a student questionnaire. The students’ questionnaire contained a number of questions dealing with among other issues students’ gender, first language, parents’ education, books at home, reading habits, reading interest, well-being in school, plans about future education and how students experienced their school work. The data collected in the test and in the questionnaire will be used to analyse the relations between different variables.

Expected conclusions/findings: Based on the data it will be possible to further analyse how reading skills, well-being in school, plans for future education and experiences of school work are related. It will also be possible to see whether there are differences in respect of gender, social background and language background comparing students related to the skills, experiences and expectations mentioned above.

Relevance for Nordic Educational research: How young people read and their reasons for reading are probably presently changing in the Nordic countries. It is of interest to see how reading relates to students’ well-being, expectations of future education and how they experience work in school.
History textbooks, according to Sam Wineburg (2001), eliminate “metadiscourse”, rarely cite the documentary record and speak in the omniscient third-person. They give the “notion that the way things are told is simply the way things were“. In short, they foster an uncritical mind. In this is a valid description of the general situation, it is against the spirit of Nordic curricula and the will of Nordic history teachers. According to Nordic official curricula, critical thinking is highly valued as a goal for history education. In a recent Nordic opinion poll, history teachers rank “stimulating independent thinking” as second only to “giving historical overview” as a desirable aim of textbooks and educational materials in history. How is this to be accomplished? In the survey, teachers rank “presenting controversial issues from different angles” as the best way to attain this goal. When asked to evaluate a chosen textbook with the same criteria, the result is quite different from the teachers’ preferences. The main results of the Nordic history teacher poll will presented in the lecture. Producing history textbooks which foster the critical mind is possible and the ways to do it will be presented in the lecture. This, however, is not enough for critical teaching. Critical reading of textbooks, whether they are made for this end or not, is the sine qua non for attaining this goal. Then we are back to reading and literacy which is linked to the content of the subjects taught at school. In all cases, everything depends on the teacher who can be helped or hindered by the textbooks and other teaching materials.
Publicity, education and space of reasons - towards a reconstruction of Kant’s idea of public use of reason and education
Kivelä, Ari, University of Oulu, Faculty of Education, Oulu, Finland

Research topic/aim: The pedagogical discourse of modernity considered the aim of education as active autonomous person within the framework of social life. In this sense, the notion of active citizenship can be understood as a form of constant reformulation of one of the basic ideas anchored by the traditional educational philosophy, which was a crucial part of European enlightenment. Active citizenship sustains the firm belief of the tradition, which can be called the pedagogy of enlightenment.

Theoretical framework: In the contemporary writings some educational philosophers have been constantly arguing, the modern concept of education was biased towards individualistic notion of subject. Accordingly, the aim of education was an educated man as a rational autonomous subject. However, this educated subject or person (Gelehrte) was not considered as the solitude subject living in autarchy but moreover as individual, which lives on the public sphere among the other individual beings, who - let us say in accordance to Brandom - “(...) live, and move and have their being in the normative space” (of reasons). The Project of Enlightenment was not an individualistic one. The use of reason was considered as public use of reason. In this very sense reason is possible only in the social context where our attitudes to norms, beliefs, and standards of our life form are basically under the constant pressure to become not only justified but also contested by the individuals themselves. In many ways, the whole discourse universe of the modern pedagogues could be labelled the Kantian one. Kant insisted on the other hand, that sphere of publicity allows us as individuals to use our reason in a critical way. On the other hand, he was aware of the fact, that public sphere must be evoked by the social actors themselves. Being a counterfactual concept, it only gives us the critical idea what it means to use our reason. It does not guarantee – as such – that we factually use reason. Furthermore, intentional activity called education is the way to secure the constitution of the public sphere and thus the use of reason. The concepts of public use of reason and education are interrelated together.

Expected conclusions/findings: In this paper will be claimed that Kant’s ideas concerning education and public use of reason can be fruitful, when we try to understand, what we basically mean with the vague concept of education. Education in the terms of Bildung can be understood the public use of reason. Processes of Bildung take their place in the social practises, which allow the use of reason and eventually autonomy and freedom of individual level. Education - in the sense of Erziehung and being thus a set of diverse activities - has its aim in the constant opening of the possibilities for collective use of reason.

Relevance for Nordic Educational research: Furthermore I will try to elaborate and reanimate some ideas concerning concept of education developed by the so called continental philosophy of education and make them more approachable for the Nordic educational Philosophy.
The critical re-evaluation of classical republican idea of citizen in the discourse of modernity produced basically two different conceptions of modern citizenship. These were the liberalistic interpretation made by e.g. John Locke and J.S. Mill and “modern-republican” interpretation of citizen made first by Jean-Jacques Rousseau and after him e.g. Immanuel Kant. The basic difference between these formulations can be understood as a disagreement of the way to understand the relationship between sovereignty and personal freedom (or the state and society). For liberal thinkers, opposite e.g. to Rousseau these were incompatible. Philosophically speaking, this difference is a fundamental difference between the definitions of the concepts of freedom and reason. Liberalistic tradition is based in this respect on Hobbes. Freedom is thus understood as “the silence of the law” and reason as a self-calculating reason. Modern republicanism is based rather on Rousseau’s definition of freedom as autonomy, so the reason is defined as a self-legislating reason and thus the origin of the laws.

In my presentation I will examine the theme of citizenship in Rousseau’s pedagogical thinking. The examination is based on the interpretation of the concept of freedom and reason in Rousseau’s thought. The following aspects are considered:

1) In order to understand the rationalization process of individual (or man in Rousseau’s words), it is analyzed as an interplay between natural man’s private will and citizen’s general will. The question is not understood as a matter of choosing but instead as a reciprocal and reflective relationship between private and general will.

2) From this follows two “theories of education” depending to what Rousseau’s writing is interpreted. The idea of public education introduced in Economie politique (1755) is based on the idea that the general will is manifested through laws, i.e. the society has a common good as its object and can be the starting point of education (educational responsibility can arise from social praxis). Although the Contrat social (1762) does not explicitly speak about education, the idea of public education can be applied in the context of it. (Considérations sur le gouvernement de Pologne is problematic here because it cannot be seen as “direct application” of these ideas)

3) In Émile the starting point is different. Because the corrupted (bourgeois) society has lost its moral security i.e. the society has not the common good as its object, education cannot take the society as a starting point (because laws are not defined as educative). From this follows that the education must be natural, but this does not, in the end, mean the rejection of those responsibilities that are connected to the idea citizenship.

Research topic/aim: This contribution is a presentation of my recently finished dissertation (Autonomie und Erziehung, 2009), which investigates the normative relation between autonomy and moral education, as it is established within the modern legitimacy paradigm of
moral education, but challenged by concepts of autonomy which understand autonomy, not as opposed to dependence, but within dependencies of various kinds. This task contains two interrelated questions: Can the legitimacy of moral education be based on autonomy as an educational goal? And in what sense is autonomy a legitimate educational goal?

**Theoretical framework:** Within a modern legitimacy paradigm of moral education, autonomy has traditionally been ascribed a legitimating function in relation to moral education. Moral education is thought to be legitimate as long as it is conceptualized and practised as aiming towards autonomy. The normative relation arising between autonomy and moral education is thereby expressed in the pedagogical paradox, based on a pedagogical principle which assumes that freedom restraining pedagogical actions can facilitate autonomy as an aspect of moral maturity. Ethically, the pedagogical paradox is expressed by an understanding of temporal restrictions of freedom as justified by an overarching goal of autonomy. Hence, beyond the assumption of a causal pedagogical relation, there is also a statement of a normative relation between autonomy and moral education.

**Methodology/research design:** A clarification of the premises of the modern legitimacy paradigm of moral education renders its basic assumption of compensating opposition as problematic. Following a characterisation of autonomy as an extensive and blurred pedagogical goal and a description of moral education as situations characterized by mutual dependencies, a coherence oriented justification model is suggested. It advocates legitimacy as constituted in an orientation towards a coherent relation between pedagogically articulated claims and philosophically articulated ideals of moral education.

**(Expected) conclusions/findings:** Moral education is described from an ethical perspective in terms of two constituting claims: asymmetry and direction. These two claims are, based on findings from childhood research, further identified as adequate claims, insofar as they are understood, in turn, as dialectic and risky. The claims of dialectic asymmetry and risky direction are then related to various concepts of autonomy. This results in a concept of autonomy as a competent way of dealing with inter-subjective and intra-subjective dependence. Aspects, such as mutual respect and cooperation, search for meaning and trust, and a balance between slowness and spontaneity, are identified as essential for a concept of autonomy coherent with adequate claims of moral education. The application of a coherence oriented justification model turns autonomy as an educational goal into an ideal within which moral education is taking place, rather than a remote goal towards which education is striving. While the pedagogical paradox is depicted as an irrelevant basis for a legitimate normative relation between autonomy and moral education, any pedagogical claims concerning autonomy as an educational ideal must be very modest.

**Relevance for Nordic Educational Research:** The argumentation on the legitimacy of autonomy as a goal for education is illustrated by several currently discussed school issues in Sweden, such as the use of absenteeism-sms, contract signing in individual study plans, cameras, hijab (niqab) at school. The dissertation highlights the need of a thorough discourse of the function of schools with regard to citizenship education. An important conclusion in this regard is that increased control of pupils in schools expresses a trivialized perspective on the educational challenge which schools are facing.
Education and the liminality of tolerance
Langmann, Elisabet
Mälardalen University, School of Education, Culture and Communication, Eskilstuna, Sweden

This paper explores the concept of tolerance as a way of living in the presence of others in a world of difference. In an increasingly mobile and globalized world, we seem to be destined to come into contact with one another and to “reconcile ourselves”, as Immanuel Kant once put it, “to exist side by side” (Perpetual Peace, 1972[1795]:138). Nevertheless, despite cosmopolitan overtones of openness to difference and tolerance of diversity, most teachers find themselves having to draw a difficult line between welcoming the “right” kind of difference and excluding the “wrong” kind of difference. Contemporary discourses of tolerance, for example, all trade on a welcome and openness to diversity, while, at the same time, being unwelcoming to those whose differences are seen as antithetical or problematic, such as the “racist” or the “intolerant”.

By exploring the ethical rather than political aspects of tolerance, the paper unfolds in three parts. In the first part I discuss how tolerance can be seen as an “inclusive exclusion”, that is, tolerance is neither total acceptance or inclusion of the other, nor total rejection or exclusion, but something in-between. This leaves us with a “liminal” space or temporal transition characterised by ambiguity and indeterminacy which I explore in the second part of the paper by turning to Jacques Derrida’s writings on the experience of aporias and Emmanuel Levinas’s ethics as infinite responsibility. In this part, special attention is given to individuals living at the threshold between tolerance and intolerance, acceptance and rejection. By way of conclusion, I discuss how the presence of liminal or ambivalent spaces between self and other may in fact open up new ways of encountering otherness in a world of difference, and consider what implications this has for advocating personal transformation and social justice in education. I argue that what is at stake in tolerance education is not primarily whether or how to tolerate, protect, or reject those who are not the same as “us”, but the possibility of keeping open the question of who the other is.

Possibilities of radical democracy in teaching
Storfors, Tom, School of Education, Culture and Communication, Mälardalen University College, Eskilstuna, Sweden

Within the research tradition Education for Sustainable Development, there’s an ongoing discussion about how to apply postmodern and qualitative research to different studies, especially in regard to power and democracy. The aim of this paper is to analyse possibilities and limitations of radical democracy, and opportunities of creating equality in teaching, as well in a general sense, as in a more specific one, in Education for Sustainable Development. Some aspects of Jacques Rancière’s philosophy will be explained by using a vignette of teaching. By focusing on aspects as “the part that has no parts”, “creating equality”, and “worlds within a world”, limitations and possibilities of democracy caused by the vignette will be extracted. My inquiry of democracy will then be placed within a larger context/framework using Todd May’s distinction of passive and active equality. This framework, among others also using Rancière, connects passive equality to distribution theories of democracy. It also ties active equality to a more radical view of democracy. Examples of distortion from the vignette will be analysed.
to find out to what extent it’s possible for radical democracy to appear within a hegemonic order of education. This paper ends with, as well some implications of radical democracy and teaching in general, as with some specific implications concerning radical democracy and education for sustainable development. The critical perspective in this paper could be considered as contribution to both the ongoing discussion within ESD, and to the discussion of democratic teaching and learning in education in general.

**Educating the citizen: the end of emancipation and the beginning of freedom**

Säfström, Carl Anders  
School of Education Culture and Communication, Mälardalen University, Eskilstuna, Sweden

In this paper I suggest that concepts such as “emancipation” and “freedom” are essential for any education. That is to be more than simply socializing the citizen in accordance with the current social order (Rancière). Here I discuss freedom as a condition for living an emancipated life in the social order as opposed to an achievement that can be attained through this order. The first part of the paper examines three different models of freedom: the political, the ethical and the aesthetical. In his essay “Emancipations(s)” from 1992 Ernesto Laclau ends with a sentence that seems to collapse his argument in favour of emancipation: “We can perhaps say that today we are at the end of emancipation and at the beginning of freedom.” In a note from a reprint he adds that freedom has to be understood as a difficult freedom, which in a democratic society always is bound to un-freedom. Laclau argues for an ambiguous space in which the possibility of freedom is always an “absent present”. A difficult freedom is in Emmanuel Levinas’s ethical phenomenology a consequence of the fact that the existence of my freedom is always tied to another. Such a fact carries with it ethical significance and makes freedom a (difficult) condition for ethical existence. In Jacques Rancière’s political thinking in which equality is the starting point rather than an end, freedom is located within the poetic condition of all spoken language. For all three of them freedom is a place in language through which we live our lives, or more specifically is a condition for language/life itself. With Rancière, though, I suggest freedom is inherently an aesthetic ‘event’ which has political significance for education.

I will argue in the rest of the paper that it is in aesthetical aspects of teaching, rather than starting in politics or the ethical, where we can find the beginnings of freedom in educating the emancipated citizen. Such teaching is necessarily at odds with a social structure that according to Rancière, is always unequal. Therefore, I suggest in a concluding section, that expressions of aesthetics of freedom are always political and emerge through dissensus.

**Generalisability and validity in pedagogic theory and research**

Fritzell, Christer, Växjö University, Dept of Education, Växjö, Sweden

For a long time strict requirements for quantitatively based conclusions were adopted in educational research in order to seek strong explanations and predictions as well as effective practical steering and control. With the present ascendancy of qualitative approaches in
Swedish pedagogics and education science questions of generalisability have been played down, but without much discussion of either methodological consequences or possibilities of evidence-based practice. Deeper reflection on the part of the practitioner is often taken as the main road to application. However, neither statistical-technological nor qualitative-naturalistic models have been very successful. With the linguistic, communicative and discursive turns new approaches appear, in which validity claims as to basic relationships between theory and practice may be considered with regard to both situated conditions and wider socio-historical contexts. With reference to Habermasian discourse ethics it is argued that a model of reconstructive validity may succeed to safeguard the legitimate interests of everyone concerned in ways that highlights also moral validity claims in pedagogic theory and research. The aim is to discuss an important issue in theory and research. Theoretical framework is speech pragmatics, discourse theory, Habermasian discourse ethics. Methodology is methodological analysis. Findings are new perspectives on generalisation in pedagogic theory and research. Relevance is high in critical qualitative studies and theory building.

The question of validity claims in educational research after the linguistic turn
Sundberg, Daniel
Linneaus university, Department of Education, Växjö, Sweden

The purpose of the conference paper is to address the question of validity claims in educational research after the so called linguistic turn. Questions of generalisability and validity, it is argued, are not merely questions of methods and technical procedures that are used within different methodological camps. It concerns what kind of knowledge educational research can and ought to claim in political policymaking and professional practices. After the contextual and linguistic turn the last decades in educational theory/research strong claims of explanation have I many respects been pushed aside by softer, more pragmatic claims of understanding. In the paper I examine if there are philosophical and methodological possibilities to raise and claim explanatory knowledge in educational research after the linguistic/discursive and interpretative turn. If so, how and on what grounds? In the first section of the paper I discuss the representational model for generalisation and discuss what role is has played in the methodology of educational research historically and the ongoing evidence-movement. This model has been radically undermined by postmodern theory and in the second section questions of deconstruction and validity claims are addressed. In the third and final section implications of a concept of validity claims based on a reconstructive model are drawn. How could knowledge claims be constructed from this point of departure? Is it possible to justify objectivity and explanations on this ground? By conclusion of the paper a proposal on criteria for assessing validity claims that not dismiss representational knowledge altogether, but frame it within socio-historical discourse communities is brought forth for discussion. Raising the general question of validity claims in educational research, it is argued, are crucial for making constructive claims of explanation, understanding and change in educational policymaking and educational practices.
The hermeneutics of suspicion in the context of educational research
Mansikka, Jan-Erik
University of Helsinki, Department of Education, Helsinki, Finland

A hermeneutical methodological approach is about interpretation. One important tenet in this tradition is the interrelatedness and circular relationship between parts and the whole in understanding. When we approach a text or human speech we are always guided by some sort of pre-understanding, an expectation of meaning that arises from a preceding context. The movement of understanding is therefore going from the whole to the part and back to the whole. In this respect hermeneutics is conscious of how a certain perspective always gives our cognitive framework a direction.

In modern human and social sciences there is a tradition of trying to unmask a false consciousness and thereby release a more authentic and true understanding. Paul Ricoeur speaks of a hermeneutics of suspicion by referring to the heritage of Marx, Nietzsche and Freud. Their position give rise to a special dichotomy where we, on the one hand, have a belief in the integrity and the intelligibility of what is said and, on the other hand, a suspicion which lead to unmask the pretentions hidden behind what is said. Hermeneutics of suspicion is thus animated by a double motivation: willingness to listen and willingness to suspect.

In this paper I will discuss the double motivation of hermeneutics and relate it to educational research. According to Ricoeur there is a possibility to proceed from hermeneutics of suspicion to a realm of recovery – a “second naiveté” where new possibilities of meaning opens up. What does it take to develop a hermeneutics of recovery in educational research where we neither are too trusting or too suspicious? I relate my discussion of hermeneutics to the field of both history of ideas and critical multicultural education.

Crises and the development of critical individual
Koskela, Jani
University of Oulu, Department of Educational Sciences and, Teacher Education, Oulu, Finland

Research topic/aim: My aim is to revise the concepts of crisis and criticism in Otto-Friedrich Bollnow’s existential theory of human education and formation.

Theoretical framework: What is the meaning of crises for an individual? German educational philosopher Otto-Friedrich Bollnow (1903-1991) considers crises as essential triggers of human formation, or Bildung. Crises cause fundamental disruptions to the flow of everyday life. Crises are existential moments. They lead to self-reflection: one has to weigh one’s life again, assess what is really important and what is not. In Martin Heidegger’s terms, crises cause a subject (or Dasein) to throw away everything inauthentic and focus on the authenticity of one’s existence. Crises teach us something and makes therefore changes in our ways of being-in-the-world, cultivating our individual way of life. This gives potentiality for being critical about oneself and the world. Criticism therefore, can be seen as a product of series of crises. This criticism is part of authentic way of acting in one’s society.

Crises show in an elaborate way the discontinuity of human development. Bollnow describes crises as critical moments and as possibility for change in the way of perception between the individual and his world. In this dichotomy can the meaning of crises be seen for human
formation: crises help the progression of our individual process towards autonomy and culture-historical cultivation, Bildung. Crises always suggest the possibility of threat and danger. Still, crises are something we cannot avoid. They are essential and necessary part of our lives, which Bollnow clearly states in his existential philosophy of education. Crises can happen in the society, and they can even be ideological: a political or religious crisis. Societal or ideological crises assess the values and positions of both the individual and the society around him/her. These crises could include collision between societies. Crisis, according to Bollnow, has a relationship with criticism, which involves taking a stand towards reality, and authentic choice. It involves taking an independent look at the course of events and asserting the validity of people’s statements. In criticism, true is separated from false, genuine from fake. Through criticism, the individual raises himself above the mass and becomes free and responsible. However, according to Bollnow it is not possible for a person to become critical without hardship. Critical awareness seems to be gained through crisis. This criticism does not mean negativity towards society. It is about the assessment of the tension between an individual and his society. Without adequate amount of criticism, the individual is in an inauthentic state. This inauthenticity is of being an everyman, not following one’s own volition but acting upon everyone else’s motives. This inauthenticity does not help the society to move forward. A society of inauthentic individuals looses its plasticity towards other societies and global world.

Methodology/research design: Philosophical concept analysis.

Expected conclusions/findings: To assess and cultivate one’s own culture and society, self-reflection on the existential notion of oneself is required. This is also possible through the looking-glass of other societies or cultures than of one’s own. Being authentic is not about cultural relativism however, but of understanding the penetration of existential aspects of life through any cultures or societies. This can be seen as the fundamental motivation for actively concerning one’s societal settings.

Relevance for Nordic Educational research: Bollnow’s educational philosophy is not necessarily widely known in the Nordic educational discourse. My presentation will offer some of his core concepts to contemporary Nordic debate.

Research topic/aim: “What most threatens reading is this: the reader’s reality, his personality, his immodesty, his stubborn insistence upon remaining himself in the face of what he reads – a man who knows in general how to read.” This is how the literary critic and philosopher Maurice Blanchot (The space of literature, 1982, p 198) captures the problems of the readers encounter with literature. He holds that communication of a work of, say, poetry, lies not in the fact that it has become communicable, through reading, to a reader: Rather, the work is itself communication. - Why is this of interst for education? One aspect, as we see it, is that the text itself bears meaning even though it need not be the meaning the reader finds in it. - Blanchot’s remark is not only valid for poems, it addresses a much wider scope of problems related to communication and encounters. The paper examines the encounter between the
reader and the text, and it focuses some of the problematic and obscure aspects of it. Inspired by Blanchot, we understand the encounter as a space that can lodge tensions between power and impossibility. This space is investigated from ‘the inside’ as well as from ‘the outside’.

**Theoretical framework:** The paper frames its’ problem in an educational context of ‘bildung’. In addition to The space of literature (Univ. of Nebraska Press 1982) by Blanchot, the paper draws upon the thoughts of the philosophers Iris Murdoch (Existentialists and mystics: writings on philosophy and literature, Penguin 1997) and Simone Weil (An Anthology, Penguin Modern Classics 2005).

**Methodology/research design:** The paper is a philosophical inquiry within the field of philosophy of education.

**Expected conclusions/findings:** The space of reading fiction and poetry – so we will argue – need not only be a place for seductive and pleasurable entertainment. It can “touch something that lies deeper than rationality” (Murdoch 1997, p 218), it may be highly upsetting, or it may create an emotional and engaging experience that reaches out towards a world of activity (hence even towards “active citizenship”) for good or worse. What, then, about the situation outside of the space of reading? Simone Weil speaks of the power of words and says that outside, “when empty words are given capital letters , then, on the slightest pretext, men will begin shedding blood for them and piling up ruin in their name...” (Weil 2005, p 241)

**Relevance for Nordic Educational research:** There is a long and widespread history and tradition of ‘folkbildning’ and of reading and writing fiction in the Nordic countries. However, the art of reading; play and love in relation to reading; texts and the power of words etc may not be the most salient topics of educational research today, yet the reading of fiction (still?) has a place in ordinary life and in education at all levels.

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**The counter language of bildung - towards a discursive understanding of bildung**

Nordin, Andreas. School of Education, Departement of Education, Växjö, Sweden

Within a policy context, Europe is often described as a knowledge based economy, knowledge understood as fundamental for the European self-identity. The number of companies who regard themselves as knowledge producers has also increased and the role of the universities as leading knowledge producers has changed and they have become increasingly combined with the surrounding society. Altogether a new and complex landscape where knowledge serves many different and diverse purposes. Against this background the aim of this paper is to discuss the continental concept of bildung in terms of counter language. This is done both as a reaction towards global knowledge reductionism and as a definition of how to understand the concept itself. The paper takes its methodological point of departure in the critical discourse analysis (CDA) understanding bildung as a discursive practice. As a reconstructive methodology CDA provides a language to elaborate how people are shaped within discourses and reproduces them in different ways as well as how they can be part of their transformation. Traditionally theories of bildung have drawn on either Kant or Hegel but in this paper the angle is slightly different, although they still remain in the back. A theoretical framework is presented on how to understand bildung in everyday conversations as well as in more
formal scientific practices taking pedagogy as an example. Bildung is not seen as an empty concept although it is not the content itself but rather the way it is approached that defines if a communicative practice is cultivating or not, or to what extent it might be regarded as cultivating. Bildung is discussed as a reciprocal approach where everyone must be prepared to revaluation of his or her previous understanding as well as engaged in the cultivation of others by using the possibility of counter language. Bildung has a long Nordic history within the popular education tradition although it has been pushed aside by more instrumental and labour market oriented discourses. This paper tries to infuse fresh life into the Nordic discussion on how to understand and use the concept as a point of departure for an in-depth knowledge discussion on contemporary pedagogy.

**Self-knowledge and self-awareness in professions**

Andrén, Ulla. IPD, Department of Education, Gothenburg, Sweden

Recent research has shown how personal identity has an impact on how professionals perform at work. Self-knowledge and self-awareness has to do with identity and being aware of personal beliefs, values and intentions. They may influence judgements, interpretations of meanings, and making of choices in life as well as in work situations. The degree of commitment, psychological presence and personal integrity has also been highlighted as important in research about teaching profession. It is also important to be able to integrate feelings at work and to have the ability to take care and build trust in relations. One of the four prioritised areas in the Swedish proposition for developing a new program for sustainable teacher education, concern developing relational competences in the teacher profession.

In my researchproject I intend to explore what participants learn in education of personal development with psychosyntesis as method. The idea to enter the discipline of therapies and personal development is motivated by their long tradition where professionals are supposed to develop self-knowledge as part of their professionalism. Could self-knowledge as it is developed in most personal development educations inspire further development of reflection in other professional educations as it gives substance to what to reflect on and how to reflect? Perhaps knowledge of the self could be considered as a link between theory and practice? Or could it be considered to develop professional knowledge? In this paper I am going to focus on the concept of self in relation to self- knowledge by turning to the phenomenological life world theory. I will turn to theories of Heidegger and Husserl to develop the theoretical frame in my project. I want to find a theory which conceptualise questions like what is the self, what is it that selves can learn about themselves and what does phenomenological theory say about transformation of the self. This understandings will then be used in analyzing the empirical material of the researchprojet which consist of selfassesments and interviues by paricipants in the psychosynthesis program.
The relation between thought and action in the theory of Plato, Aristotle, Hannah Arendt and John Dewey
Rømer, Thomas Aastrup. The Danish School of University - University of Aarhus, Department of Education, Aarhus, Denmark

The idea of this presentation is to draw a line from the philosophy of Plato and Aristotle and from some forgotten parts of John Dewey’s educational philosophy to the thought of Hannah Arendt. I argue that the basic relationship between thought and action in all these cases are the same. It is also argued, however, that this basic thought-action idea is increasingly decentralised. In Plato there is one and only one relationship between thought and action, and this relationship structures the whole world. In Aristotle the same relationship is connected to Polis and citizenship, and therefore it works within a political context of plurality. When it comes to John Dewey, thought is considered as a web of intelligence, spread around all our habits. Arendt seem to lie somewhere between Aristotle and Dewey. Thought is decentralised in the same way, but action upholds a kind of courageous existential statement, which is lacking in Dewey’s philosophy.

Knowledge and justification in education for democracy and active citizenship
Backman, Ylva. Luleå University of Technology, Education, Luleå, Sweden

Primary schools, as well as universities, are avenues for learning. The gaining of new knowledge is significant to both of these educational institutions, no matter whether it regards spelling out a new word or recognizing how many percent of the universe that consists of dark matter. In this paper I discuss the relationship between issues in epistemology and learning. In Plato’s dialogue Teaitetos he presents what is often called the “classical analysis of knowledge”. According to this analysis, to have knowledge of a proposition is to have a true, justified belief about that proposition. This analysis has been criticised by for instance Gettier (1963) and restated in different versions. For instance, some versions excludes the truth condition, while the justification condition is often considered necessary for knowledge. In this paper I wish to remain fairly neutral regarding what constitutes sufficient conditions for knowledge, but I do focus on the relevance of justification in knowledge, learning and education for democracy and active citizenship.

According to Kurfiss (1988), critical thinking, which is relevant to Swedish school curricula, is defined in terms of justification. Hence, justification seems relevant also to critical thinking and critical dialogue, which in turn is relevant to school. According to Longino (1990), a relevant property of a transformative critical dialogue (in scientific practice) is that it is not authoritarian. Hence, the status of a presented argument ideally does not depend on age or title of the person uttering an argument, but rather on the strength of the argument. I argue that this kind of critical dialogue is also relevant for learning democracy and active citizenship, as well as for the attaining of propositional knowledge in ordinary educational settings.
Research topic/aim: Along the last twenty years in Italy as in the rest of the world, a renewed attention for the matter of education to citizenship has emerged. Such awareness has been urged by several factors. First of all the ever-increasing happening and subsequent reportage of distressing events which have been enlightening the lack of a public consciousness. On the other hand the social changes: multiculturalism as well as ethnic and religious pluralism, which are due to the phenomenon of migration that in the past has interested both our Country and Europe as a whole, and still continues to grow. Finally, the attention for the matter has been urged by globalization. Among such a context, the expression “education to citizenship” necessarily implies multiple meanings and it is thus sometimes disconnected from the “ethic values” and from the whole educational process that every single citizen has the right and the duty to realize. This paper finds its starting point in the meditation upon the above-mentioned reality, and upon the pluralism that characterizes the contemporary culture. It intends to answer to the widespread need for a substantial democracy by proposing a model of education aimed to encourage the ability to live responsibly as an active and conscious protagonist of the community, and to establish with the whole “human family” relationships based upon solidarity and co-responsibility. […] Citizenship as a process of active participation in the community orientates to specify the acquisition and the employment of the competences that make real and effective the acting as a citizen. The idea of an educational system that has to educate citizens capable to participate in the construction of a wider and composite collectivity, either national, European, or world is affirmed within the school politics. School plays a strategic role in the education to the citizenship and the democratic participation, being an educational community in which different languages and a relational conviviality are experimented, capable to promote the sharing of the values in reference to which the members of the society perceive themselves as part of a real community. The school is qualified as a possibility of access and share to the culture and not only as mere preparation in view of the culture itself. […]In this perspective education to citizenship and democratic participation means to valorize this sharing as the opportunity to experiment the competences and the construction of personal identity. The action of sharing has its own origin and point of semantic departure in the expression “taking part.” It deals with an expression that represents, in the perspective of citizenship, a right to share and to contribute to the management of life in community, in the social structures in general as well as in the collectivities particularly constituted. In this sense, the concept of sharing becomes a tool of the processes of decision and formation of the will. […]The active and participated role of the teachers becomes prominent for the construction of a research community, as a place in which strategies are traced to improve and to experiment the tools through which is possible to reach the established objectives. […]The technical function of the sharing sets to the center of the action the production directed toward the effectiveness and the performance. It places itself within to logic of technical and rational professional training, fit to handle to productive relationship with to specific and transforming reality. The intent is that to widen the possibilities of intervention of the teachers themselves, the ability of the group to resolve the problems that rise in the common educational practice, the amplification of the awareness and the amelioration of the quality of their intervention.
Why are people so trusting in the Nordic countries? What could have been the educational contribution? A study in progress

Kristiansen, Aslaug. University of Agder, Departement of Education, Kristiansand, Norway

Theoretical framework: Various surveys show that the Nordic countries score high in term of so-called generalized trust: Trust in strangers, trust in professions, justice, political institutions and the authorities (World Value Survey 2007, SoCap project 2007). At the same time the Nordic countries are placed at the top when it comes to economical progress and as regards to a good place to live and to stay (Human Development Report 2009, Nordisk Råd/Nordisk Ministerråd 2005). According to Francis Fukuyama, there is a correlation between trust and economic growth. But trust will depend on a community where you share some common values that create expectations of regular and honest work (Fukuyama 1996). Tingaard Haase Svendsen and Svendsen (2006) suggest in their book Social Kapital – en introduction that one reason for this is that in these countries there has for generations been built a large stock of trust, common norms and virtues that contribute to making society smoothly and effectively. Trust is a rich and complex concept that tell something about connections and the quality of such connections or relationships between people and between people systems and intuitions. In the literature, there is no unifying definition of trust. The definitions are influence by the perspective and the context in which they are included in.

Research design: For this reason it may be more relevant to work with different models of trust (Kristiansen 2005). On the basis of a selection of models and what these tell about developing trust, I want to discuss what could be the school’s role in the development of such a high score. Focus will especially be on the Norwegian schools, but educational experiences from other Nordic countries will be included.

Expected conclusions: My general assumption so far is that schools in some aspects have played an important role for the development of a general trust but that this could be changed in the future. The work is in progress and the conclusions have not yet been drawn.

Relevance: A theme that involves a particular Nordic characteristica.

Dialogue as a figure of thought in some twentieth century thinkers

Englund, Boel. Stockholm University, Department of Education, Stockholm, Sweden

This paper is one of four contributions from the project “Dialogue” as guiding figure of thought and as a phenomenon in school and working life, financed by the Swedish Research Council. The background of the project as a whole is the wide impact of the concept in Sweden and other Nordic countries.

Here, the substudy focussing on what the concept of dialogue has stood for in a philosophical and historical context and some of its preliminary results are presented. The aim of the study is to deepen our understandings of the concept as used in the work of some prominent XX:ith century thinkers, its different forms and the ideas connected to it. This is done partly by analysing earlier research on the subject, partly by analysing primary sources, i.e. texts by the philosophers in question. In the paper, emphasis is on Mikhail Bakhtin and to some extent Jürgen Habermas and Hans-Georg Gadamer.
Four different lines or forms are provisionally distinguished as to the concept of dialogue: dialogue as something very like the simpler “interchange”, but often with an undertone of the (ethically) good (cf Socrates, or Gadamer); as expression of a non-objectivating attitude towards the other (cf Bakhtin, Martin Buber), as designation and expression of a dialectical form of thought (cf Bakhtin); as a new way of approaching the problems of control in a democratic society.

- Main questions put to the texts are: What ideas are attached to the concept of dialogue in the philosopher in question? - How complex is the figure in each case? – Are the ideas value-laden?; how? – Could they be connected to a surrounding reality?; which, or what?

In Bakhtin the idea of non-coincidence with oneself, in the human being and in human culture, seems fundamental (e.g. Bakhtin 1991; cf ”the other of the self” in Nikulin 2006). Another important idea, connected to the concept in several thinkers, is the idea of uncompletedness. Finally, it seems reasonable to link the concept of dialogue to a striving to lay the foundations of a non-instrumental reason. That is, a reason different from a cartesian one where an independent I observes the world, thus introducing an instrumental reason. The strivings of Habermas to found a reason that grows up between people, in discussion and argumentation, and because of this has a normative force by right, clearly falls into this category (Englund & Ledin 2003; cf Rasmussen 1990.). This last feature should be seen in relation to the distrust of instrumental reason observed in European societies in the last part of the XXieth century.

The concept of ‘culture’ in immanuel Kant’s philosophy
Huggler, Jørgen. Danish School of Education, Aarhus University, Department of Education, Copenhagen, Denmark

In the presentation, the importance of Immanuel Kant’s philosophical understanding of culture will be examined as a decisive background for his pedagogical thinking.

Kant understands culture, not as a break with nature, but as the development of man’s specific nature. The driving force behind this is human asocial sociality. With this motor are developed cultural institutions, and in particular the politically organised communities ruled by law. However, inequality and domination are among the effects of the development. Nevertheless, Kant accepts these effects as a cost which necessarily must be paid by the project aiming at the development of humanity as a species. On the other hand, culture may develop the individual towards a harmony between inclinations and morality. Morality is constitutive for the notion of human beings as ends in themselves. Thus, Kant’s thoughts on culture allows a reflection on man as the end to which nature as a whole might be seen as a mean. In addition they provide a conscious direction of human efforts to cultivate and create an enlightened society.
The aim of the presentation is to direct the focus on automatized knowledge processes and intuitive knowledge products in order to deepen the understanding of and conditions for knowledge formation. Processes of knowledge are often considered as being conscious and in the control of the learner. In this regard one could distinguish between experiential learning, resulting in everyday folk theories of a sort, and reflected learning, whose product is scientific knowledge. However, in education the effects of automatic and unconscious learning processes resulting in intuitive knowledge have been heavily underestimated. Just as the individual’s knowledge formation vis-à-vis the world cannot be understood without considering automatized and unconscious processes, neither can the impact taking place in a group be explained without considering such processes. Even though not everybody explicitly discusses whether the impact is conscious or unconscious, it would be unreasonable in the light of what others say and do to claim that we consciously and normally distort our views. With reference to Uljens the three forms of knowledge processes are related to the idea of man going through several births (to the world, to culture and to freedom).

The complexity demonstrates, however, that further deepening and theory development are necessary. One regards the problem of separating knowledge products since they often have the same appearance regardless of their history of origin. Another concerns to what extent the language as a cultural artefact controls our way of looking upon the world. A third aspect is what distinguishes theoretical from practical knowledge. One essential difference may be that acquiring the latter depends more on an automatized knowledge process. A fourth aspect is concerned with issues related to individual and social constructivism. Can the distinction between knowledge product and knowledge process explain or even reconcile some of the opposition between individual and social constructivism? A fifth aspect concerns to what extent we are consistently affected by automatized knowledge processes and what is more precisely meant by learning taking place unconsciously. In connection with this the question arises how unconsciously and automatized learning can be studied empirically.

Research topic/aim: All technological revolutions have created a hope for a new pedagogy. So was the case with the VCR, that created the dream of the perfect distance education. So was the case with the research on Artificial Intelligence. This time the dream was about creating the perfect teacher by aid of software. Now, there is fuzz about the new emerging web, web 2.0, that is supposed to be social and interactive. This time, the dream is that the so called digital generation will be its own best teacher. The topic of the article is a theoretical understanding of this new learning phenomenon, known as web 2.0

Theoretical framework: The article aims to illuminate the character of web 2.0 as a learning phenomenon.
phenomenon out of a reading of Martin Heidegger, primarily his earlier work.  

**Methodology/research design:** The study is built upon theorectical application of the ontological grounds on which Heidegger described being-in-world and the worldliness, on the phenomenon of web 2.0. The explicit methodology of research could thus be describes as a logical analysis.  

**Expected conclusions/findings:** The article states that web 2.0 could both be considered to be a thing (in Heideggerian terms), and not, a fact that could have massive impact upon learning. A thing, according to the character of equipment, to the feature of self-sameness and by the fact that it is organized in equipmental nexus which makes it recognizable as a thing from different perspectives. This is properties that education has been built upon forever. However, it does also seem to have unthingly features because of its lack of spatio-temporal fixation, the fact that there is no original and no copies of it, and that it lacks timely orientation. This insight could have huge impact upon building strategies for learning within a formal educational system.  

**Relevance for Nordic Educational research:** The article discusses the way the world reveals itself while using web 2.0, and is proposing a new term for this kind of revelation: a stretched world, with both similarities with and differences from a simulated world. The conditions for learning in this stretched world seem to be changed in a number of ways that are elaborated in the article. It finally discusses web 2.0 as a place for dwelling, and the epistemological consequences of these features of web 2.0 as a learning phenomenon.

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**The mind is no compartment box: John Dewey and the biology of consciousness**  
Sundsdal, Einar. University of Oslo, Institute for Educational Research, Oslo, Norway  

In this paper I discuss John Dewey’s theory of mind. Theories of mind have direct bearing upon educational issues, e.g. the debate between those who advocate specialized learning modules vs. those who believe in more general learning capacities. I examine Dewey’s claim that ‘the mind is no compartment box’ by juxtaposing it to other conceptions of mind. I narrow my focus to the issue of consciousness. First, the view taken by most philosophers of mind today is that we must search for an explanation of consciousness and experience in terms of the mental states themselves (Braddon-Mitchell, Jackson). Next, the prevalent view that consciousness is a neuroscientific phenomenon, i.e. consciousness is an effect of neural processes in the brain (Dennet, Searle). Finally, the perspective of biology, holding that to get an account of consciousness we need to consider not only the brain, but take into consideration the joint operation of brain, body, and environment (Noë, Thompson). Following a deweyan line of thought, I here argue that consciousness is not something that takes place inside us, but rather that it is something that we do and perform in our actual lives.
The broken dialogue
Rehn, Helena. Faculty of natural sciences, Department of education in arts and profession, Stockholm university, Stockholm, Sweden

This paper is one of four contributions from the project “Dialogue” as a guiding figure of thought and as a phenomenon in school and working life, finances by the Swedish Research Council. The background of the project as a whole is the wide impact of the concept in Sweden and other Nordic countries.

Here, the substudy focussing on the broken dialogue. A central content in the new dialogue politics within the health-care sector is that doctors and other medical staff not only are supposed to talk to but also with their patients. To give care involves discussions about different alternatives like as showing respect for the patients wish and life situation. The importance of communication in the health-care sector confirms for example by an increasing number of complaints from patients to the Patients Advisory Committee in Stockholm about lack of communication and compliance/attention.

Research topic/aim: The aim with the study is to capture ideas about the requested dialogue. The intention is to identify what is taken for granted about “dialogue” in the complaints? What significance is given to dialogue in the patient-doctor-relation? How is the dialogue valued? What patterns and characteristics can be seen?

Theoretical framework: Norman Faircloughs critical discourse analysis is used as a theoretical framework in the substudy.

Methodology/research design: In the substudie “the broken dialogue”, the material consists of 228 complaints to the Patients Advisory Committee in Stockholm from year 2008.

Expected conclusions/findings: Preliminary results show that a majority of the complaints from patients deals the fact that they don’t feel listened to by the doctor or other healthcare personnel.

Talk about dialog - analyses of educational political text’s
Sandström, Birgitta. Department of Education, Stockholm University, Stockholm, Sweden

This paper is one of four contributions from the project “Dialogue” as guiding figure of thought and as a phenomenon in school and working life, financed by the Swedish Research Council. The background of the project as a whole is the wide impact of the concept in Sweden and other Nordic countries.

The dialog is a red thread in central documents for school the last decades of the twentieth century. The aim of this study is to discern and analyse the occurrence of dialogical expressions in educational policy and political text. The material is curriculum and educational policy texts for upper secondary schools and compulsory schools from the last decades of the twentieth century. The approach is genealogic so the analyses start in the present. Most of the material is collected from The National Board of Education and The National Board for school development but educational political investigations will also been use. Both texts as general talks about dialog and “conversation” and texts which concern with the subjects mathematic and swedish have been chosen out. The questions for the analysis are for example: How are dialog/”conversations” legitimated? What meanings are taken up and perhaps reformulates over time? Are there influences from other texts? and Could you derive meanings from earlier established meanings?
Preliminary results show that three categories can construct as an answer how dialog/”conversations” are legitimated. One category is about school development in different levels and one category which pointed out the dialog as a toll for pupils learning process and one which talk about what pupils should learn.

The dialogical body in the doctor’s encounter with the patient
Drakos, Georg. ERG (Ethnology) Stockholm University, Dept. of Ethnology, Stockholm, Sweden

This paper is one of four contributions from the project “Dialogue” as a guiding figure of thought and as a phenomenon in school and working life, financed by the Swedish Research Council. Here the focus is on the concrete forms taken by dialogues in health care. My central question is: How is the dialogue between doctor and patient shaped in their encounter at a health centre, which is usually the type of clinic we turn to first in the event of disease or ill health? My empirical examples are based on video recordings of patient encounters at four health centres in the Stockholm area. The method involved recording the doctors’ encounters with patients and then asking each doctor to view the recording and comment on it; this too was recorded. As a consequence of the method I myself have participated in dialogues in several interfaces.

The doctor’s encounter with the patient can be said to consist of establishing an understanding of the patient’s situation, based both on an empathy for the patient’s personal understanding and on a medical understanding of disease. As the heading suggests, I will devote particular attention to the central role given to the body in the dialogue between doctor and patient, for example, as a consequence of the observations that the doctor makes in connection with a physical examination. My analytical strategy is to problematize the multifaceted relation between the body, narration and narratives in the clinical encounter. The body that the patient shows and tells about is not necessarily identical with the body as the doctor reads it and then expresses in his own narratives. My theoretical foundation comes from the phenomenological understanding of the lived body and narration (e.g. Csordas, Embodiment and experience: The existential ground of culture and self, 1994; Young, Presence in the flesh: The body in medicine, 1997, Jeppsson Grassman & Hydén, eds. Kropp, livslopp och åldrande, 2005).

One conclusion is that the body, or rather the different bodies that appear in the clinical encounter, is fundamental for the dialogue between doctor and patient alongside linguistic elements. This findings concern the dialogue as a phenomenon in several fields, which may implicate relevance for Nordic Educational research. Focusing the dialogical body can shed light on the desired and expected meaning of dialogue in a number of ways. One example of the stated expectations in the medical field can be found in the policy document “Care in dialogue: Strengthening the position of the patient” (Stockholms läns landsting, 2000), that with the key words “reception”, “patient influence”, “information”, “accessibility”, “patient choice” as well as “organization and methods” bring the main concerns into focus. The desired and aimed meaning is based on the assumed needs of the patient. On the contrary the meaning of the dialogue in the clinical context can be viewed as well from the doctor’s point of view.
Research topic/aim: Many students in Sweden are not qualified to apply to national gymnasium programs. They have not achieved the goals school year nine in the subjects Swedish, Mathematics and/or English. The aim is to describe and discuss some results from a study concerning students’ conceptions of compulsory school in Malmö 2008. The focus is on the school subject physical education and health (PEH) and physical activity among students who do not reach the goals in compulsory school.

Methodology/research design: 76% of 389 students in Malmö at 35 individual gymnasium programs (IV) were studied and asked about their conceptions from compulsory school and reasons for their school failures. A questionnaire was answered by 147 boys and 146 girls; 21 boys and 19 girls were interviewed.

Expected conclusions/findings: The results show that 62% were born in Sweden, but only 26% of their parents. Most of the students, 71%, started school in Sweden when they were 6-7 years old, but 10% have gone to school in Sweden only for 1-2 years. There were no significant differences between students born and not born in Sweden in their marks in Swedish and Mathematics. Students who were born in Sweden had significantly better marks in English than those who were not. Almost one third, 29%, of the students did not reach the goals in PEH and 9% got the highest mark MVG. There were no significant differences between boys’ and girls’ marks in PEH, although 14% of the boys and only 4% of the girls had the mark MVG. There is a significant correlation between being physically active and taking part in PEH lessons and marks in PEH as well as marks in Swedish, Mathematics, English and the summary of marks totally. Less than one half of the students took part and were physically active in PEH lessons school year nine and quite many, 14%, never took part in the PEH lessons. Almost one half of the students were physically active in, or not in, a sports club, but 45% were not physically active at all. Boys were significantly more physically active both in PEH lessons and during their spare time, which is in line with other studies. According to several students they would have got better marks if they had been healthier. When they stay out of PEH lessons they also miss when health aspects are discussed.

Relevance for Nordic Educational research: There is a need for more studies about what motivates students to be physically active and take part in PEH lessons. There is also need for more knowledge about how to improve physical self esteem, especially among girls. Key words: IV-students, national gymnasium programs, physical activity, physical education and health, school marks.
This paper explores some theoretical challenges in the relation between gender and movement. Within mainstream gender theory, the concept of gender is defined as “those perceptions, ideas and actions that taken together shape peoples’ gender identity (Swe: sociala kön) (Nationalencyklopedin; genus). Such a definition often lead to a research focus on what is thought about gender, rather than how gender is felt, or experienced. This is a crucial problem within physical education and sport pedagogy research, since recent studies (Larsson, Redelius & Fagrell 2007; Rønholt 2002) show that gender is experienced, or rather performed, in movement, without necessarily being reflected by either students or teachers. Hence gender patterns are maintained through students’ and teachers’ actions without being acknowledged as the result of power relations. My work is informed by feminist poststructural theorising by the American philosophers Judith Butler and Karen Barad (Barad 1996, 2003; Butler 1990, 1993). Both reject the conventional dualist view of matter as unaffected by social regulation (power), but at the same time they highlight the necessity of matter to make gender intelligible. The same conventional dualism occurs when scrutinizing the concept of movement, which is defined by the standard dictionary as “a physical concept meaning that the spatial position of an object is changing” (Nationalencyklopedin; rörelse). The aim of the paper is to move beyond the theoretical boundaries of dualisms when it comes to the relation between gender and movement. My ambition is to make movement matter in order to understand gender patterns in physical education and sport.

References
Parents and trainers expressions of engagement during boys and girls soccer games
Marcus, Samuelsson
Linköpings University, Department of Behavioural Sciences and Learning, Linköping, Sweden

This presentation describe a small, recently conducted research project that investigated how parents and trainers expressed their engagement during boys and girls soccer games as part of an large soccer tournament in summer 2009. The main idea was to search answers to questions such as: what sorts of verbal expressions are used by parents and trainers before, during, and in between the soccer games, are parents and trainers influence by each other during the soccer games, are parents and/or trainers influenced by the opponents parents and/or trainers, are parents and/or trainers influenced by the results of the ongoing or recent finished soccer game?

In order to understand these results I tried to used different sorts of social psychology theories. The research project was accomplished as an ethnographic field study. That meant that I as an informed participant observer walked around, wrote fieldnotes, toke photos and taperecorded the audience at some soccer games. It also ment that I was part of the tournament in sum four days, from early morning and then during the days.

The results were able to analyse at different levels, game level and content level. The game level analysis showed that the way the parents and the trainers expressed engagement during these soccer games could be described as disparat or congruent.

The content level analysis showed that the parents as well as trainers expressed engagement during these soccer games could be understood as directions or support.

This research has relevance for Nordic Educational research because it investigate an earlier minor investigated phenomena of major interest for how youth are brought up to soccer players, soccer audience as well as members of or community. A certain aspect of relevance from the conducted research is found while discussing the results in relation to the 2008 annual year report from the Children’s ombudsman (2009) that shows how youth feeling being less respected during sparetime activities then during school or at home.

Conceptualizations of leisure time in relation to pupils’ choices of thematic study programs in Swedish schools
Persson, Mariann¹; Gill, Peter Edward²
¹University College Kristianstad, Teacher Training, Kristianstad, Sweden; ²University College Gävle, Education, Gävle, Sweden

One thread of active citizenship is found in participation in voluntary associations. Voluntary communal involvement is predicated by how we understand and use leisure time. This in turn means that understanding and organizing schoolchildren’s leisure time partly depends on how children themselves conceive of leisure and their own free-time. In a school environment where schools compete for pupils, subject-area and thematic study programs, are offered in the hope that presumptive attendees will find that a school’s chosen thematic area matches their leisure-time interests. In an earlier study (Gill & Persson, 2008) we have used concept-mapping to explore Swedish schoolchildren’s conceptualizations of leisure. Gender and school
grade (5th & 9th) were shown to significantly influence how subjects think about leisure. Most importantly, concept-mapping was shown to be a valid research tool for exploring how school-children think. This study has been extended to samples of pupils attending schools and classes organized by thematic areas. The goal was to explore possible relationships between chosen thematic area, in this case, music, sport or art, and conceptualizations of leisure-time. Boys (n=67) and girls (n=72) at 5th and 9th grade, enrolled in art (n= 43), sport (n= 52) and music (n= 44) programs were presented with otherwise blank A4 pages with the generic concept “leisure-time” written and encircled in the centre. Subjects were then asked to draw spontaneous concept-maps. Earlier results have shown that a single page was sufficient to generate a wide range of conceptualisations. These maps are analysed using numerical and content analysis. Concept maps are described by their range of and hierarchical organisation of descriptive terms, or nodes. Numerical analyses allows for testing of statistical differences by school-grade, gender and thematic area. Content analysis is used to show ranges of different conceptualisations. Results have implications for how Swedish schools organise thematic studies as well as for how we contextualize leisure in our understanding of how children enter voluntary organisations as active participants. The viability of using concept-maps as a research tool as well as methodological issues in their analysis is also explored.

Investigating learning in physical education - a transactional approach
Quennerstedt, Mikael1; Öhman, Johan2; Öhman, Marie1
1Örebro University, School of Health and Medical Sciences, Örebro, Sweden;
2Örebro University, HumES, Örebro, Sweden

Learning is a complex phenomenon and to study which involves several general methodological problems connected to the assumptions different theories of learning imply (Hodkinson, Biesta & James 2007). Within physical education (PE) research, several scholars have specifically tried to better understand issues of learning using constructivist, situated or didactic perspectives (see Kirk et al, 2006). These studies have used different theories of learning to reach a deeper knowledge about, for example, teaching, curricular models, teacher learning and students perceptions of their learning. However, as Rovegno (2006) highlights, ‘few studies have examined student learning’ (p. 266).

In light of recent trends within PE, worldwide as well as in the Nordic countries, to redirect the subject content towards handling an alleged obesity epidemic in terms of becoming healthy citizens, more studies is needed where student learning and learning processes is investigated in relation to the cultural and institutional context of PE practice. In relation to research in PE a main problem is that theories of learning often are cognitively focussed, concentrating on, for example, development of concepts or mental structures. In PE however, learning to a great extent is embodied and also closely linked to the cultural and institutional context of different sport-, health-, and PE practices and traditions. The overall objective of this presentation is instead to suggest and describe a methodological approach for studies of student learning within school PE in order to investigate and clarify issues of learning in an embodied practice.

When studying learning we need to, as Hodkinson et al (2007) state, “… integrate both sides of three common dualisms. They are: the mind-body dualism, the division between the individual
and the social, and the split between structure and agency” (p. 417). In order to overcome such dualisms there are a number of methodological challenges that an appropriate approach for studies of learning in PE should be able to handle, for example, (i) the dilemma of observing learning; (ii) restrictions to cognitive learning and knowledge in terms of mental structure; (iii) to avoid replacing dualism with another troublesome metaphysical standpoint such as holism; (iv) to be able to handle the individual (agency) and the social (structure) as simultaneous and mutual; and (v) to be able to handle the relation between continuity and change in students’ learning in PE. To deal with these challenges, we suggest a way of investigating learning in PE, which radically takes action in an ongoing activity as point of departure. The suggested methodological approach builds on John Dewey’s pragmatic philosophy and his concept of transaction (Dewey & Bentley 1949) suggesting an analytical focus on meaning making, actions, events and participators in meaning making processes.

In the presentation, the transactional approach will be illustrated with results from a video analysis of PE lessons in terms of how an analytical focus on meaning making, actions, events and participators in meaning making processes can help us overcome methodological problems connected to dualist and cognitivist approaches as well as reach a deeper knowledge about issues of student learning within PE practice.

The dominance of team-ballgames in physical education in Swedish secondary schools
Londos, Mikael
School of education, Sport Sciences, Malmo, Sweden

Research topic/aim: The aim of the study is to explore how experiences of club-organized competitive sports, teacher’s verbalization of conducted practice in physical education and health course A (PEH), and content, objectives and assessment addressed in PEH in secondary school can be interpreted in a relational perspective.

Theoretical framework: A theoretically informed methodology was designed to deploy how theories and concepts of Bourdieu in a context can be given importance and construct possible consequences from the empirical material.

Methodology/research design: A selection process resulted in including all secondary schools in a city in southern Sweden. Sixteen teachers, with formal education as Physical education (PE) teachers and long on-the-job experience volunteered to participate in the study. The empirical material was collected through in-depth interviews. The interviews were conducted with an inspirational quality, drawn from ethnographic interviews to describe a culture, access and unveil a hidden agenda, and to understand it’s dominant features.

Conclusions/findings: Education is designed with the aim of encouraging physical activity and can be characterized in three ways. Firstly, PE teachers make use of some students as messengers to create interest in classes. Messengers are usually involved in team-ballgames and are often football players. Secondly, PE teachers try to create social contact with students. Finally the PE teachers are trying to create enthusiasm among students who are not already engaged in competitive sports, and do not have access to the sporting language. The relations with club sports appear to be important. PE teachers who have been professional athletes seem to have a high bodily capital. This capital and appetite for sports is reflected in the design of
activities in PEH. The messenger creates activities where competition is used as a driving force for participation. The students chose based on their experience of club-sports and their gains in participating in the activity. It is clear that competition is used to create participation in PEH among the majority of PE teachers. Roughly the grading system is based on participation and performance. Thus this implies that those students who want a good grade do not have a choice but to accept the logic of competition, participate and perform in team-ballgames.

Relevance for Nordic Educational research: The ambition of the study is to add new knowledge to the field. Firstly by highlighting problems and critically interpret the relations between the sport field and the PE subject in the education field. Secondly, to examine the implications for PE embedded in this relation. Thirdly, to develop a theoretical model that can facilitate and aid in the continuation of research of the sport field and the PE subject, both independently and in relation to each other. Teachers and students have certain roles and responsibilities to society and the environment, although those members may have different roles in the education field compared to the sport field. Active citizenship can be seen as an articulation of the debate over rights versus responsibilities and can thus be seen as the ability to consider differing perspectives and divergent values for participation and performance in physical education rather than to accept the logic of competition within the sport field.

Sport didactics - a different approach
Schenker, Katarina
Department of Sport Sciences, Malmö University, Malmö, Sweden

The Swedish school subject of Physical Education and Health (PE) on the one hand and Competition Sport on the other may at first glance seem to be identical. Students / adepts attend the lesson / the training practice in workout clothes - the teacher / coach gives instructions and the pupils / youths are expected to follow the instructions without questioning. There is, however, an important difference between the purpose of PE and that of competition sport. The former is driven by the national curriculum while the latter is determined by the competition practice.

Research topic/aim: This text discusses the academic profession of PE-teacher based on three aspects 1) purpose of the school subject Physical Education and Health in Sweden, 2) the didactic reflection and 3) core concepts of sport didactics.

Theoretical framework: A framework of sport didactics as a scientific and professional concept is discussed. Inspired by the German “didaktik” tradition a theoretical model for Physical education in school and competitive sports training is constructed. One part of the framework includes the anatomy of didactic models; another part consists of the didactic reflection and its relationship to various fields of knowledge. These two parts are however intertwined and not separable in practice.

Methodology/Research design: Using the theoretical framework the Swedish sport didactic field is then analysed. The concept “Sport didactic” is framed in the light of other subject didactic disciplines and also different general didactic approaches.

Expected conclusions/findings: From the analyses following conclusions can be drawn: The existing social sport science research could provide a theoretical base for the sport didactic knowledge field. Despite this the sport didactic tradition in Sweden is unclear. Furthermore,
the sport didactic as a concept seems to be connected to the school practice. The term sport pedagogy is used instead when talked about training, upbringing and learning related to the competitive sport practice. This distinction is done despite the fact that it is theoretically difficult to trace. Finally, I claim that it is impossible to just adopt other countries’ didactical models. Instead we need to identify the social sport science core concepts related to the sport didactic knowledge field. Reported problems related to PE (for example, boys have higher scores, competitive sporting is rewarded, ball games are common, some teachers do not follow the national curriculum and many - especially boys - find the situation within the locker room difficult), the subject content seems to relate mainly to a homogeneous (masculine) student group, who are into sports in their leisure time, are physically well developed and love sports. To renegotiate the practice heterogeneity must be the point of departure. A pre-condition is that the language of sport practice is replaced with a scientific language when talking about and reflecting upon sport didactic issues. Then it would become easier to distinguish between the terms of the subject PE practice and the practice of competitive sport.

**Relevance for Nordic Educational research:** In the Nordic countries there are different didactic traditions. The case is similar within the tradition of sport didactics. The theoretical framework of sport didactics as a scientific and professional concept also can be useful in other Nordic countries. It can there be seen as tool for understanding sport didactic as a concept, even though it needs to be framed by each countries specific societal and historical situation.
Assessment of teacher competencies in the practicum of teacher education
Mattsson, Mattson1; Jönsson, Anders2
1Stockholms universitet, Lärarutbildningen, Regionalt utvecklingscenter, Stockholm, Sweden; 2Malmö högskola, Lärarutbildningen, Malmö, Sweden

Aim: Scoring rubrics are instruments increasingly used to assess the performance of student teachers during their practicum. This is done in order to make the assessment more valid and reliable, but also to communicate criteria and expectations to the students, in this way supporting the participation of students in the assessment and learning process. The effects of rubrics on either of the purposes stated above have been documented for a variety of contexts, but almost exclusively on writing performance. The aim of the proposed project is thus to investigate the use of rubrics in a workplace environment, where students’ performances have to be assessed in vivo. The project will focus on how the rubrics are designed and used at two teacher-education institutions, and how the use of rubrics might affect student learning during their practicum.

Framework: In opposition to the “technical rationality” view on teaching and learning, where knowledge obtained through formal education can easily be transferred from one situation to another (e.g. from campus to practicum), the role of participation in “communities of practice” has received attention in the recent decades as the primary route to professional learning. In this view, the novice starts out as a peripheral participant, who slowly advances towards a more central position. In line with this argument, the best way to educate professional teachers would be to let them participate in the current “community of practice”. There are, however, problems associated with this perspective. For instance, apprenticeship and informal learning is typically more time-consuming than formal education. Another, and perhaps more serious, problem is that students are socialized into an out-dated or unwanted practice – something that has been shown to be troublesome in teacher education. This does not mean that the practicum should be abandoned altogether, but it high-lights some of the problems associated with informal learning and the passing on of tacit knowledge through mere participation. Because even if a large portion of teachers’ knowledge base is tacit, or at least difficult to articulate as a set of simple rules, it might still be possible to formulate what is regarded as indicators of high-quality teaching. Furthermore, if these indicators, or criteria, were communicated to the students, the students would not need to discover them all by themselves, which means that the criteria could help the students to focus on relevant details in their education. In the proposed project, we would like to investigate this situation, that is: How the use of explicit criteria affects the assessment of student teachers during their practicum, both regarding valid and reliable assessment of student performance, as well as student learning.

Research design: The rubrics designed to assess students’ performances during the practicum, at two of the major teacher-education institutions in Sweden (Stockholm and Malmö), will be analyzed with regard to both their technical quality as well as their actual use. Data collected can be categorized as document data, interview data, and observational data. Document data are the rubrics and the documentation on student performance, together with course and program specifications. Interview data are interviews with students, supervisors, and tutors on the use of rubrics. The use of the rubrics, for instance in the discussion involving all three actors (students, supervisors, and tutors), will be documented (observational data).
**Expected findings:** The expected findings of the project are:

- the technical quality of the rubrics,
- the competencies and indicators of quality that are expressed in the rubrics,
- how the rubrics are used to assess student performance,
- how the students perceive the assessment during the practicum,
- how the different actors are involved

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**How do students relate theory/knowledge and understanding in practicum?**

Emsheimer, Peter.
Stockholm University, Dep Didactic Science and Early Childhood Education, Stockholm, Sweden

This study examines how students’ negotiate the relation between theory/knowledge and practicum in teacher education. The multiple theoretical frameworks use in this study to understand how teacher candidates negotiate between theory/knowledge and practicum. First, the study uses the Aristotelian concepts of techne, episteme and phronesis to understand the way in which teacher candidates frame relevant knowledge and dispose of them. The second is a more ho-listic way of describing the relationship between teacher students’ cognition, life experiences and reflections at different levels in their teacher education; Dewey (1933) states that perplex-ity leads to reflection. Kolb’s circle of reflection shows how the act of thinking passes through different phases: through experiences, forming abstract concepts and testing them in a con-tinuous process. Edward-Groves shows how teachers gain understanding by studying the interplay between their actions and pupils’ reactions. Drawing upon these theoretical concepts the study pre-dominantly analyses how students negotiate theory/ knowledge and practice. Using a phenomenologi-cal approach this study aims to bring into the surface how students reflect, negotiate and finally link or not link their theoretical understanding to experience in practice and vice versa.

Focus group interviews with teacher students in their later part of teacher education are carried-out. The outcome of the research is that students’ theoretical knowledge is thin and limited, and they have difficulties in relating theoretical knowledge critically into practice. That means students in the sample show little evidence of their capacity to use different theoretical approaches to enhance or critically evaluate their own practice. Students’ demonstrate only basic knowledge of the major pedagogical theories and are characterised by commonsense arguments. Most of the theoretical understandings referred to are theories of didactic character i.e., how to teach certain subjects. When referring to “theories” the name of the theoretician come up more than a significant concept of the theory in itself. They also stated that reading different theories have broadened their perspectives – more skilled, and enhance their capacity to understand pupils’ from different viewpoints. Most of their reflections on practicum are about their personal thinking and acting and not so much about trying to understand the interplay between role of teacher and pupil. According to the students understanding a particular theory is more feasible when theories are taught, taking examples from the field. That means the teacher trainer present the connection between practi-cum and theories with clarity. The character of “tacit” knowledge makes it difficult for them to use different theoretical perspective in order to understand specific situations. When puzzled in practicum
they do not seek or reflect on theories to solve a problem. That means students in the sample show little evidence of their capacity to use different theoretical approaches to enhance or critically evaluate their own practice. This shows the necessity to go deeper into the issue how teacher education can work with praxis in close connection to campus based education and handle all the conflicts which occur between ideas, conceptions and learning in those different fields.


There is a growing consensus that teachers are among the most significant factors in children’s learning. Nevertheless, why and how they matter or how they should be prepared to take challenges in diverse learning situations, and dilemmas teachers face in such situations remain under researched. Despite dramatic changes in the school population, discussions about teachers’ core knowledge mainly focus on subject matter and didactics. The effective teaching practice needs to consist of subject matter; pedagogic content knowledge; knowledge of effective practice in teaching in diverse settings and the development of a critical consciousness. The primary objective of the research proposed here seeks to examine the dilemmas teachers may face when applying inclusive and exclusive practices into their teaching praxis, and the second highlight how teachers deal with dilemmas in their institutional, cultural and social context in which teaching taking place. In order to fulfil these objectives this research project examines the inclusive and exclusive practices within the educational context in selected schools in three municipalities in Sweden.

Different theoretical perspectives raise the question of how inclusive praxis and inclusive praxis within the educational context could be researched. This research project primarily integrates the critical theory of Habermas and Bourdieu. The intention is not to advocate for a particular critical theory but to call attention to the differences within the same genre of theories and to explain inclusive and exclusive practices within classroom communication and interaction. The study will use a multi-stage, qualitative research method that intertwines with action research approach. The integral part of this approach includes the critical discourse analysis which centers on teachers own narratives on their role in classroom activity and the persona they adopt in the classroom in relation to inclusive and exclusive practices and dilemmas and the ambiguities they face in the process. Critical discourse analysis situates in a post structuralist and post-Marxist domain; it aims to contribute to social change in favour of the emancipation of marginalised groups or to reveal structures which serve to maintain asymmetric relation of power. The result of this research will contribute to insights and strategies intended to improve educational praxis at many levels. The research may have an impact on classrooms, schools, the faculty of teachers’ education, and policy as well as the interaction and the relation between
these levels. Thus result from this research is a commitment to the development of forms of inquiry in which educational research and the professional development of teachers could be more readily integrated and provide much needed tools to integrate inclusive practice in new ways.

This presentation will focus on some of the main findings made in a study with the point of departure in the discussion about theory and practice relationships in the 2001 Teacher Education Reform Act. In this reform a clear point was made concerning the connections between teacher education to research on the one hand and the teaching profession on the other, through an emphasised relationship between theoretical knowledge and practical experience. The main aim of the study was therefore to investigate how the theory and practice relationship appeared within teacher education in educational conversations between students and between students and teacher educators. An aim was also to analyse the content of these conversations in relation to formal policy texts, the content and organisation of the education and to try to understand more about how students in pre-service teacher education constructed knowledge about their coming profession and what role conversations of the kinds focussed play in this process.

A combination of policy ethnography (Ball & Bowe, 1989; Beach, 1991, 1995, 1997) and critical discourse analysis (Fairclough, 1992, 1995, 2003) was used as a theoretical and methodological framework. Data production was founded upon participant observation, interviews, field interviews in a teacher education programme for pre-school and early school years teachers, and an analysis of policy and other texts about higher education in general and teacher education in particular. In my presentation, as well as in my paper, I will focus on the students’ conversations about preconditions for construction of professional knowledge based on theoretical knowledge and practical experience. A dilemma highlighted by the students in relation to this was absence of practical experience, which was pointed out as important for connecting theory and practice and seemed to be a precondition for students when they tried to professionally ground literature and lecture content. This will also be presented and discussed in relation to the teacher educators teaching strategies, the emphasised relationship between theoretical knowledge and practical experience expressed in the 2001 Teacher Education Reform Act as well as in relation to the content in the coming Teacher Education reform 2009/2010.
Motives to become teachers, academic self-determination, academic self-efficacy, and academic efforts among first-year students in teacher education

Jungert, Tomas; Thornberg, Robert; Alm, Fredrik
Linköping University, Department of Behavioural Sciences and Learning, Linköping, Sweden

Research topic/aim: The overall aim is to explore the motives for teacher students to become teachers, their self-determination, self-efficacy and expectations of their studies and their workload. An additional aim is to explore if there are differences in these variables between female and male students and between primary school teacher students and secondary school teacher students.

Theoretical framework: The current study is conducted within the theoretical frameworks of self-determination theory (SDT) and self-efficacy theory (SET). SDT is an approach to human motivation that differentiates several distinct types of motivation (intrinsic motivation, grades of extrinsic motivation and amotivation). SET relates people’s motivation and achievements in a particular activity to their self-efficacy for the particular activity. Hence, academic self-efficacy beliefs are strongly related to academic motivation and achievement.

Methodology/research design: A total sample of 328 first-year teacher students (234 females and 94 males; 145 primary school teacher students and 175 secondary school teacher students) filled in a questionnaire containing items measuring motives to become a teacher, self-determination (motivation) as students, academic self-efficacy, academic achievement expectations, academic efforts, and background variables.

Expected conclusions/findings: The results located three different types of motives for becoming a teacher: altruistic motives, intrinsic motives and extrinsic motives. Students were in general highly intrinsically and altruistically motivated to become teachers. Furthermore, female students had more altruistic motives to become teachers and indicated a higher grade of academic efforts than the male students, who were more self-determined when studying. Students studying to become primary school teachers had higher altruistic motives to become teachers and displayed a higher grade of academic efforts than secondary school teacher students, while secondary school teacher students had higher academic self-efficacy beliefs. Finally, when students were categorised in three groups based on their working hours per week, students who worked less than 20 hours per week were less self-determined than students in the groups who worked more per week.

Relevance for Nordic Educational research: This research project is highly relevant for Nordic Educational research and contributes to the development of the scientific knowledge base of teacher education, by investigating first-year student teachers’ beliefs regarding their motives to become teachers, academic self-determination and academic self-efficacy, and put these concepts in relation to gender, types of student teacher (primary school teacher students vs. secondary school teacher students), and academic efforts.
Teacher students as partners in school development
Eilertsen, Tor Vidar; Moksnes Furu, Eli; Rønnes, Karin
University of Tromsø, Dept. of Education, Tromsø, Norway

Research topic/aim: School development, learning schools and teachers as researchers has been reoccurring catchwords both in educational policy documents and in professional literature over the last 3-4 decades. In Norway, developmental competence has been, and still is, one of the key competence areas in the national curriculum for teacher education. Although some advances have been made, there is still a considerable mismatch between rhetoric and practice, and the lack of preparation for professional development in initial teacher training has been one of the explanations given. Based on preliminary experiences from an action research project at the university of Tromsø that is part of a broader, national R&D program aiming to strengthen the practicum part of teacher education (PIL), the presentation will discuss how students can become partners in and contributors to school development as a way of fostering a more developmental professional role.

Theoretical framework: The study will draw partly on theories of situated learning and communities of practice (Wenger 1998), partly on a neo-aristotelian concept of praxis and practice architectures (Kemmis 2008) and partly on different concepts of knowledge (Løvlie 1984, Molander 1996)

Methodology/research design: The research approach is based on action research, applying a number of methodologies such as observations, interviews, practice narratives, written assignments etc.

Expected conclusions/findings: Is it hoped that the outcomes of the project can contribute both to new understandings on the way practicum in initial teacher education can make a difference in preparing for a more innovative teacher role and more generally how the interplay between theory and practice in teacher education can be improved.

Relevance for Nordic Educational research: Teacher education should be a crucial topic for nordic educational research due to the political and public interest following the international comparative studies of pupils and students’ school achievements (e.g. PISA) and national evalutions and reforms of teacher education in the Nordic countries. Further, the project presented is part of a larger Nordic and international research network focussing on practicum and practice in teacher education.

Student teachers learning through participation in action research in practicum
Ulleberg, Inger
Oslo University College, Teacher Education, Oslo, Norway

Research topic/aim: In initial teacher education, practicum is a vital learning arena. It is a challenge to connect theory and practice, and to include the students actively in this endeavour. Through participation in action research in practicum, students experienced a way of working that could enhance their learning on many levels. My research questions are: what do the student teachers say about their experiences of participating in a project of this kind? What do they say they learned on different levels? What are my impressions and reflections?
Theoretical framework: In analysing and discussing the findings I will draw on Gregory Bateson’s learning theory, identifying different levels of learning. Communities of practice and learning as situated could expand the understanding of the learning processes (Wenger 1998). I will combine this with different concepts of knowledge such as practical knowledge (Grimen 2008), knowledge in action (Molander 1996), novice knowledge (Benner 1984).

Methodology/research design: This project is within the tradition of action research (Tiller 2004, Postholm 2007), where three groups with in all eleven students and their three supervisors participated. In the project we tried out a structure and a method for learning through practice as well as collaboration between the college and the schools. The final material to be analysed consists of notes from dialogue conferences, diary notes and reflections from project leader, supervisors and students, and interviews with all the participants. This material will be analysed within a qualitative research tradition (Denzin, N. K. & Lincoln, Y. S. 1998), using thematic analysis as the main analysing method (Braun & Clarke 2006).

Expected conclusions/findings: Through analyzing how student teachers consider the learning outcome of participating in action research, we can learn what they value important and meaningful on different levels. Hopefully we can learn something about how to include students in future projects.

Relevance for Nordic Educational research: In the Nordic countries, active citizenship and citizenship education is of importance. In initial teacher education we should pay attention to ways of promoting student teachers participation, so that they can be inspired to work actively with children’s participation and citizenship. This project is part of a project at the Centre for the Study of Professions at Oslo University College: Novice teachers and how they cope (NYMY), and is also connected to the international network Pedagogy, Education and Praxis.

Literature:

Cross-cultural comparison of students teachers’ practicum experiences
Männikkö Barbutiu, Sirkku
Stockholm university, Dept of Education in Arts and Professions, Stockholm, Sweden
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Research topic/aim: In this cross-cultural, exploratory and comparative research project the processes of knowledge construction and representation in practicum is investigated from the student teacher perspective. Practicum is an important part of the teacher education
program and an important part of becoming a teacher. We believe that for us to understand the conditions and processes of practicum, a special attention needs to be drawn upon the student teachers’ own accounts of their practicum. The goal of the project is to identify critical incidents that define and explain the knowledge construction during practicum. The research questions are: What are the critical incidents in knowledge construction in the practicum? What do student teachers learn from these moments?

**Theoretical framework:** Knowledge construction is seen as a process in the individual mind in the sense that it entails interaction between previous knowledge and convictions and new ideas, theories, experiences and actions. Knowledge development is also a social practice related to individual as well as group beliefs, emotions, attitudes and identities. Knowledge development strongly depends on the quality of the interaction with others and on the tools provided by others, for its course and outcomes. Mere participation in social practices as such does not necessarily lead to knowledge development. Knowledge development is a process of transformation in activities, expressed in the growth of understanding and abilities, and changes in identity. In the case of teaching it is often suggested that the knowledge is tacit, not well articulated and very individual and private. Furthermore we understand knowledge as situated, specific to a particular situation, and context.

**Methodology/research design:** A pilot study has been conducted in a cross-cultural, comparative setting in Australia, China and Sweden. A random sample of ten student teachers in each of the three countries has been chosen to answer the following three questions after their practicum period: 1) What is the most memorable/critical moment in your practicum? (description), 2) What did you learn from this moment? (reflection), 3)How have your own socio-cultural background, your previous life and professional experiences and your university studies affected your becoming a teacher? (contextualization). The study examines authentic situations through student teachers’ own accounts of the learning processes, accounts that emerge during the practicum and are part of the student teachers’ study program where through responding to the three questions in their course assignments, they will reflect on, share and make sense of some of their experiences.

**Expected conclusions/findings:** When students enter the teacher education program they already have a long exposure to various teaching practices behind them through their educational history. During this extended apprenticeship of observation, as Lortie (1975) calls it, they have developed views of teaching that inform their pre-understandings of and affect their expectations on teacher education. The findings of the study will address the issues of student teacher beliefs, concerns and needs during their practicum and shed light on the identity work that takes place.

**Relevance for Nordic Educational research:** The results of the study will contribute to educational theory on one hand and to educational practice in higher education (teacher education) on the other. The results will extend our understandings of the socio-cultural situatedness of practicum through cross-cultural comparisons. The study will also contribute to the development of practicum as an essential part of the teacher education program.
This study investigates how stakeholders in teacher education reflect on gender equity in teacher education. The aim is to describe a variation of perspectives on needs and possible limits of gender integration in higher education. A gender diversity approach is applied with inspiration from feminist poststructural thought. The background of the study is the ongoing reconstruction of teacher education in Sweden, which embodies a variety of contradictions and dilemmas according to gender. In order to catch the spirit of the time the author conducted qualitative interviews with representatives of various subjects, thematic skill bases and areas of competence. How do stakeholders in teacher education reflect on practical approaches according to gender integration and diversity strategies? One of the expected results is that the positions of representatives for different subjects vary in relation to “gender as form” and “gender as a content” of instruction. By presenting at the NERA- conference I would like to discuss the results of my study and their relevance at an early stage with other actors in teacher education. Understanding actors’ perspectives is a necessity in order to develop adequate strategies for gender diversity and equity in teacher education.

Research topic/aim: Citizenship education is an emerging issue in educational policy in Finland. The state educational policy is promoting citizenship education; however, the educational institutions have the power to decide how this challenge will be met and realised in their curricula and teaching and learning environments. In the everyday of schooling, individual teachers can act as quite independent practitioners of citizenship education. The purpose of the study, described and discussed in this paper, is to produce research-based knowledge on teacher students’ experiences and views on citizenship, their own learning for citizenship, and citizenship education in the future. Young people studying in teacher education programmes are becoming actors or agents in the field of citizenship education. It is considered crucial to deepen understanding of citizenship and citizenship education from their point of view in order to be able to act more “student RESPONSIVELY” in developing teacher education. The study carried out for this paper is a part of the wider research project on citizenship education in class teacher education.

Theoretical framework: The research design of the study bases on qualitative methodology drawing from phenomenological-hermeneutical approaches. Accordingly, the students’ “lifeworlds”—including formal and non-formal learning contexts—and the meanings construed on the phenomenon of learning for citizenship are in the focus of research. The research materials are produced in group interviews with students, and the transcriptions of
the interview videotapes are analysed using content analysis. The main research questions are the following: 1) How do students construe citizenship and citizenship education? 2) How do they reflect on their experiences as citizens in their everyday life? 3) How do they reflect on the connections and contextual locations in which they have most influentially learned for citizenship? 3) How do students, as teachers to be, reflect on their own action in citizenship education? 4) How do they perceive their intentions and possibilities in the construction of the relevant learning environments currently and in the future?

**Expected conclusions/findings:** It is expected that the study will widen and enhance the understanding of the phenomenon of learning for citizenship as experienced and reflected by teacher students. The results may be of importance in reconsidering the construction of learning environments in teacher education and in developing new models of practice.

**Relevance for Nordic Educational research:** It might be interesting to expand the study by a cooperative research project including researchers from different Nordic countries. We would assume that there are differences in the manifestation of the phenomenon of learning for citizenship between the countries, even if there are many common and shared features in societal conditions and institutions, welfare and democracy in these countries. As such the study enriches Nordic educational research knowledge by describing, on its part, Finnish students’ way of learning for citizenship in teacher education.

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In the USA the concept of a Liberal Arts education generally implies a combination of approaches: an integration of the artistic, the scientific and the humanistic in an effort to educate the whole person. The curriculum imparts general knowledge and develops the student’s rational thought and intellectual capabilities (in contrast to vocational, technical curricula emphasizing specialization). The contemporary liberal arts comprises general education (a core curriculum), including literature, languages, philosophy, history, mathematics and science. This approach incorporates meaning that can be likened to the European concept of “Bildung”, to citizenship education, and also to goals advocated by the Bologna Process.

Important questions addressed in this paper center on the questions: How do liberal arts address the issues of competences needed by contemporary and future teachers? How do training programs within liberal arts prepare teachers for these challenges?

Fourteen faculty members from the Department of Education at a leading liberal arts college in the USA were interviewed about their understanding and experiences of what a liberal arts education entails, both personally and professionally. At this college, faculty are expected to keep current with new developments in their discipline and promote an education profession in which (1) practice is grounded in theoretical understanding and research, and (2) learning is the result of purposeful and systematic reflection.

The teaching is Socratic, with small classes, and at a greater teacher-to-student ratio than at universities. There is a broad view of research and scholarship. Professors teaching classes are allowed to concentrate more on their teaching responsibilities than primary research.
professors, in contrast to the instruction common in universities. Departmental, university and community service are very important components of faculty work and are therefore highly encouraged. This particular liberal arts college is also unique in that it provides significant mentoring for internship candidates in partner districts, i.e. to students who have already completed the program and are in their first term of “real” teaching.

Questions posed to faculty members included: What is your individual understanding (definition) of a liberal arts education? What is your perspective on the relationship between teaching and research? How, over the course of your academic year, have the following changed: your role as faculty member; education; the university; the students? Among the answers, negative aspects included over-commitment, a heavy teaching workload and an overall feeling of “entitlement” from students. Positive aspects included professional autonomy, meaningful engagement and collaboration within the faculty (a shared philosophy), and profound caring and concern for the students.

Finally, and as a consequence of the above, the following question is reflected upon: Can Swedish teacher education in any way benefit from incorporating a liberal arts approach?

**Who becomes a teacher - and why? Teacher recruitment in Denmark in a Nordic comparative perspective**

Reimer, David; Dorf, Hans

Aarhus University, School of Education, København, Denmark

Research topic/aim: In recent years, interest in individuals choosing to become teachers has steadily risen. Particularly in the aftermath of the PISA studies, researchers have begun to turn to teachers and their teaching practices as a possible source of cross country variation in student achievement scores. One important aspect of teacher education is the conditions of recruiting teacher students. In the Nordic countries, there is a marked difference in the recruitment of teacher students between Finland and the other countries. It has been suggested that the difference in “attractability” may be due to the length of teacher education, the prestige of the teaching profession, and differences in educational cultures.

Methodology and Theoretical framework: In this paper we report results of a comparative survey study conducted in the autumn of 2009 on teacher recruitment in the Nordic countries and illustrate how demographic characteristics as well as motivations and goals of first year teacher students in Denmark compare to those of students from other Nordic countries. In order to identify particularities of teacher students as compared to other kinds of students, results are also complemented by and contrasted against those of upper secondary school pupils in each country and their anticipated educational choices of future (teacher) education. Finally, a third population of Danish students who teacher education but considered this as their second choice is included in the study.

In Denmark all first year students at four teacher education institutions and all last year pupils at five upper secondary schools situated in different socio-geographical environments are included in the study. Samples from the other Nordic countries are somewhat more limited in size and number of institutions. The paper will discuss issues of sample selection, methodology, comparability and “generalizability” in detail.

Expected conclusions/findings and relevance for Nordic Educational Research: Preliminary results from our initial study illustrate interesting similarities and differences across countries.
To present a few examples, they include the following "appetizers" for further examination: In all Nordic countries, female teacher students seem to focus relatively more than male students on democratic aspects of the teacher’s functions as well as on the opportunities of the education and profession for further education and personal development. Furthermore, across all selected countries, teacher students, compared to the upper secondary school students, tend to put more emphasis on social and human relevance and less on career prospects. Particularly in Denmark, future social status seems to be a rather unimportant feature to students as well as pupils. We also find sizeable differences in preferred areas of further education among upper secondary pupils in the Nordic countries, but pupils oriented towards the humanities and social sciences have the highest expectancy of becoming teachers. Finally, Finnish teacher students’ seem to possess more cultural capital and seem to come from more privileged social origins than the students from the other Nordic countries.

The paper indicates prospective areas of further research.

**Development of critical reflection in teacher education through students’ own narratives**

Gustavsson, Susanne

University of Skövde, School of Humanities and Informatics, Skövde, Sweden

**Research topic/aim:** The aim is to study both the content of education in relation to the review and assessment of student teachers critical-analytical competence, and role and function of supervision in academic vocational education. The goal is to gain knowledge of supervision during work based training as a way to increase student’s skills and knowledge, and to stimulate reflection and development in the preschool and school practices. A further objective is to examine the opportunities and barriers that may exist in face-to-face supervision compared to exchanged for experience dissemination, communication and guidance through a digital learning platform.

**Theoretical framework:** University based and work based practices in teacher education are different in nature and has different purposes. The common is that they together will contribute to the student’s professional competence. The Swedish model for teacher education means that the content should start with both professional practice and with research and theory. The interplay between theory and practice provides a basis for the experience of professional practice and should be reviewed and understood as an aspect of students’ needs, knowledge and professional development. The problem and also background for this project is how students’ critical reflection, as a reflection of both teacher knowledge and scientific approach, can be stimulated and developed through challenge and conscious supervision.

**Methodology/research design:** Experience based situations in work placed training are described by student teachers narratives or stories and recorded video sequences of students teaching. In parallel with the supervision there is analysis to try out and develop university teachers/mentors supervision approach. The study therefore has the character of action research. Five students and three university teachers/mentors are participating in the project. The analysis is based on hermeneutic tradition on the basis of Paul Ricoeours critical hermeneutics. The explanatory aspect means systemized analysis of text using
bare of meaning-bearing expressions. The interpretative analyze raises the question of the significance of this effect, namely the meaning in express of the text.

**Expected conclusions/findings:** The presentation is focusing some of the aspects that are growing in the continuous analyze work. The research refers to both examine and study the process directly into practice with the aim of contributing to new knowledge and development, which also contributes to interactivity.

**Relevance for Nordic Educational research:** Earlier research and also experiences from the educational practice ask for more knowledge of relation between theoretical studies and student teachers practical observations and experiences.

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**Identity making in student teacher’s everyday storytelling in friend groups**

Karlsson, Marie
Faculty of Arts and Education, Karlstad university, Karlstad, Sweden

**Research topic/aim:** This paper aims to present a study taking a narrative approach to student teacher identities through a study of everyday storytelling among friend groups of students hanging out in a Swedish teacher education setting. The aim of the research project is to study everyday social processes of sense and identity making in between formal teacher education and student teachers’ friend groups. While individual student teachers’ expectations and experiences of education and the teacher profession has been studied through interviews and questionnaires there has been less interest in their everyday social lives. The study presented here aims to contribute to our understanding of everyday storytelling in students’ friend groups as social practices through which student teacher and teacher identities are constructed, invoked, re-interpreted and rejected.

**Theoretical framework:** The theoretical perspective views storytelling as an everyday social practice through which group members make sense of possible and actual life experiences and negotiate identities (Ochs & Capps, 2001; Bamberg, 2006; Georgakopoulou, 2007). This approach combines an ethnomethodological perspective on identity as accomplished through members’ everyday negotiations of social categories (Antaki & Widdicombe, 1998) with a perspective on storytelling as performances of identity through negotiations of culturally available subject positions (Bamberg, 1997, 2004).

**Methodology/research design:** The ongoing study is small scale and longitudinal, and involves different constellations of student teacher friend groups with, so far, one constantly present participant. This participant, who is the one most involved in the study, is also engaged in the production of data through short time audio recordings of informal talk during out of classroom group work, lunches and free time at the university. The recorded data is transcribed and analyzed with focus on locally situated storytelling as sense making and narrative negotiations of student teacher and teacher identities.

**Expected conclusions/findings:** Preliminary results indicate that joint storytelling among student teachers can deal with how to go about different home assignments, evaluations of teachers, books, courses and life outside education. These results point at the borderlands between formal education and friend groups as important sites for making sense of possible and actual experiences and negotiations of identities among student teachers.
Relevance for Nordic Educational research: The study is relevant for Nordic Educational research as it sheds light on subtle processes of sense and identity making in student teachers’ everyday lives in a Swedish teacher education setting. The student teacher and teacher identities that are constructed, invoked, re-interpreted and rejected in student teachers’ joint storytelling can teach us something about teacher education that interviews or questionnaires targeted at individual students never can.

Social perspective taking as a didactic tool in teacher education
Rubinstein Reich, Lena
Malmö University, Teacher Education, Malmö, Sweden

Research topic/aim: The aim of this paper is to present a project on how student teachers can make use of various personal experiences gained outside higher education context for their professional development. Drawn from the results of the project the concept of “social perspective taking” is explored as a didactic tool in teacher education.

Theoretical framework: Informed by Clandinin and Connelly “stories to live by”, personal practical knowledge built on narratives of experience (Clandinin & Connelly, 2000; Clandinin & Huber, 2003), the rationale for the project was to investigate professional development, e.g. self knowledge and interpersonal competences, and how and if that could occur through making explicit use of everyday experiences and turn them into narratives.

Methodology/research design: The project (Eriksson-Sjöö, Rubinstein Reich & Sild Lönroth, 2008) was carried out during 2007 with seminar groups of higher education students, including teacher education students. The students wrote and told a story deriving from personal experience rewrote and retold it from the perspective of another person in the story. They then discussed different perspectives and alternative outcomes in the seminar groups, related them to their professions-to-be and also acted out some of the stories in forum play. Evaluation data were collected from feedback questionnaires which measured self-esteem, perspective taking, and empathy, interviews with seminar group leaders, focus groups with students, and documentation of seminar meetings.

Expected conclusions/findings: The teacher education students exhibited statistically significant improvement on self-esteem and perspective taking (Fresko, 2008). This links nicely to the Bologna agreement where the first learning goal under the heading of judgement and approach for the Bachelor/Master of Education degree program is “to demonstrate self-knowledge and a capacity for empathy”. The changing of perspective, to rewrite a story from the perspective of another person seems to have been crucial to the outcome of the project. Referring to different theoretical perspectives on the concept of empathy and how to implement it will be discussed. I will argue to replace the concept of empathy with the concept of social perspective taking (Gehlbach, 2004) and in the paper explore the possibilities to use it as a didactic tool in teacher education.

Relevance for Nordic Educational research: The study was conducted in Sweden.
Symposium title: What is practice in teacher education?
Research topic/aim: As a point of departure we will use an introductory chapter to an edited volume (in progress) about professional practice knowledge in teacher education. We will discuss, with the audience, how to explore professional practice knowledge and how ‘practice’ is dealt with in teacher education in different contexts. By referring to our collaborative experiences, we will discuss research methods that may encourage participatory approaches. Finally we will discuss current theoretical contributions to the study of practicum elaborating on the notion of ‘a practice turn in contemporary theory’ (Schatzki, Knorr Cetina & von Savigny, 2001).

Theoretical framework: ‘Praxis’ is a key concept that should be understood as a dialectical process in which humankind changes the world and the world changes humankind (Aristotle, 2004; Bernstein, 1981; Bourdieu, 1999; Freire, 1973; Habermas, 1974; Marx, 1888). We use ‘practice’ as a more restricted concept compared to ‘praxis’, which is the broader, more philosophical and, especially in an Aristotelian perspective, the more normative concept. Compared to many other forms of knowledge, professional practice knowledge has certain characteristics. There is an emphasis on ‘doing’. Practice knowledge is situated, context-related and embodied. It is what particular people actually do, in a particular place and time and it contributes to the formation of their professional identities.

Methodology/research design: Mattsson and Kemmis (2007) use ‘praxis-related research’ as an umbrella-term inclusive of action research, dialogic research, co-operative inquiry, research circles, collaborative research, action learning, learning studies, practitioner research and research and development projects of a variety of kinds. Participating authors (book chapters in progress) will report from R & D-projects involving researchers, teacher educators, student teachers and experienced teachers who have interrogated professional practice knowledge with a view to a better understanding.

Expected conclusions/findings: We will explore different aspects of practicum. What characterises the practice architectures in different countries? What characterises knowledge construction and student learning during practicum? How can student teachers be partners in projects for school development? Which is the role of mentors? How could student teachers’ actual performance in authentic settings be assessed? How could professional practice knowledge be developed in different contexts? We will introduce frameworks, perspectives, reflections and key concepts that may be helpful in understanding, researching and building the body of knowledge about the professional practice of teachers.

Relevance for Nordic Educational research: Rorrison (2007, 2008) suggests that practicum learning is often left to chance. From a student teacher perspective, the practicum is often a time of tension, frustration, confrontation and poor communication. There is a lack of research in this field; practicum is under-theorised. Our study is part of the international Pedagogy, Education and Praxis Collaboration. We want to explore and promote new spaces for praxis-related educational research.
What is practice in teacher education?
Mattsson, Matts; Eilertsen, Tor Vidar; Sandberg, Anette
1Didactic Science and Early Childhood Education, Stockholm University, Stockholm, Sweden;
2Tromsø University, Teacher Education, Tromsø University, Tromsø, Norway;
3Mälardalens University, Education, Culture and Communication, Västerås, Sweden

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Symposium title: Teacher Students’ and Beginner Teachers’ Professional Development in a Nordic perspective

Even if teacher education not always supports the view students may have about professional development, a common opinion is that newly qualified teachers, as a result of their teacher education, will have acquired the necessary competence for teaching and also for handling the different tasks teachers face in their everyday work. Furthermore it is expected that beginner teachers are aware of the specific skills that are characteristic for a professional teacher and how to make a career possible, irrespective of the large amount of descriptions of what is meant by a professional teacher and a teacher career. The education is also expected to exercise active citizenship and highlight the consequences of excluding pupils, due to their culture or capacity. In the Nordic countries there are similar conditions and through comparing empirical studies we are expecting increased understanding of the underlying processes that may impact teacher students and newly qualified teachers thinking about themselves and their coming work.

Denmark: What are teachers’ careers like?
Bayer, Martin. Aarhus University, Danish School of Education, Aarhus, Denmark

Studying teachers’ careers includes questions concerning the career within the teaching profession, who is pursuing a career, when and where occur teachers’ careers? The results from a longitudinal study show that teachers’ careers are affected by external factors but they are not merely epiphenomena. Comparing the results of the study to studies of teachers’ careers carried out in the 80’ties and 90’ties it seems like teachers’ careers to a certain degree don’t vary substantially from each other across time and space. Perhaps teachers’ careers and the school’s life have an inner dynamic which does not necessarily correspond to educational policy initiatives.

Iceland: Practice experiences, mentoring and professional development
Bjarnadottir, Ragnhild. University of Iceland, School of Education, Iceland

The purpose is to explore new context and possibilities for mentoring as a didactical tool for encouraging professional development. Results are presented from studies on student teachers’ experiences of personally challenging teacher tasks, the competence needed for mastering these tasks, and on support to student teachers’ professional development in a new practice program in Iceland.
Sweden: The present and the future. Student teachers on their education and their career
Wenestam, Claes-Göran; Lindgren, Ulla
1University College of Kristianstad, Kristianstad, Sweden; 2Umeå University, Umeå, Sweden

The primary aim is to investigate the effects of teacher education on becoming teachers, regarding to their professional development. Student teachers at different stages of their teacher education are investigated on the subject of their present teacher education and their future work as teachers. A second aim is to find out the effects of study site, gender and age on the students responses. The complex findings indicate both educational effects and effects related to other factors.

Norway: Formation as an aspect of professional education
Hjardemaal, Finn R; Jordell, Karl-Øjvind. University of Oslo, Oslo, Norway

The content of professional education is continuously discussed, especially what kinds of theoretical knowledge and practical skills are seen as crucial for future work. Lately we have observed a growing interest in developing students’ personality, in particular phrased as a focus on the concept of formation (Bildung) within higher education. Based on empirical data, we will discuss to what extent students from three different programs in higher education (nursing, teacher ed, and preschool teacher ed) consider such aspects promoted in their programs.

Finland: Teacher profession and teacher education in Finland, compared with the other Nordic countries
Hansson, Sven-Erik. Åbo Akademi, Vasa, Finland

The aspects in the Finnish design of teacher education are partly related to results from involvement in evaluation activities concerning educational research and teacher education and partly from a comparative study about different issues concerning the status of teacher education in the Nordic countries. Several basic problems seem to be quite common, like the binary relationship between theory and practice, the vague labour division between pedagogy and subject didactics, the unclear role of the meaning of a research based approach etc. There are also differences concerning the organisation of teacher education, the recruitment of student teachers and the societal status of the teacher profession.
The aim of the study presented is to examine the attitudes and knowledge of ADHD of elementary school teachers.

Theoretical framework: Attention deficit hyperactivity disorder is a common cause of challenge to elementary school children and their teachers. Children with ADHD are prone to difficulties at school regarding academic performance and problems regarding social relationships. (DuPaul and Stoner, 2003) The knowledge and attitudes of teachers of both ADHD and the child itself are very important for the success of the children in school (Barkley, 2006). According to Icelandic authorities lack of knowledge can be one of the main obstacles to successful service of the school to children with ADHD in Iceland.

The poster presents the results of a questionnaire that was answered by a sample of elementary school teachers in Iceland. Among main results are that teachers are aware of the importance of such knowledge. They try to be active in obtaining such knowledge but only a minority feel that they got sufficient information regarding ADHD and successful methods in teaching children with ADHD in their teacher education. The poster will possibly also show first results of a study based on interviewees of with teachers regarding the same matter that will take place in the beginning of year 2010.
Research topic/aim: In this paper, the theoretical framework and design of the Swedish part of an international comparative study of home-school collaboration are presented. The aim of the paper is to provide a framework for a Swedish multiple case studies. The purpose of the international comparative study is to explore, compare and analyze the state quo of collaboration between home and school in China and Sweden. The specific objectives are to map and compare the system, policies, curricular and resources dealing with home-school cooperation in China and Sweden on national level; and to identify and analyze the similarities and differences in the definitions, foci, models, practices and perspectives on home-school collaboration in China and Sweden on local level; as well as to identify and find out good examples and models from both countries for communication and interaction among teachers, parents and pupils.

Theoretical framework: China and Sweden have different traditions, social systems, as well as values that have impacted on policy and school practices regarding home-school collaboration. In Sweden, as in other Western countries, the empowerment of marginalised democracy in the field of education has been addressed. Democracy is considered as the fundamental values for education that give expression to focus on issues such as equality and equivalence that are highlighted in the curricular. It is based on this fundamental value the idea and practice of parents’ involvement in education has been stressed and developed. Thus, a social-cultural perspective and frame factor theory will be appropriate to be used to explore and understand the factors that affect relations and interactions between home and school.

Methodology/research design: Comparative case study approach will be applied in this project, and data will be collected by a combination of questionnaires, interviews, school visit observations and policy analyses. In this paper, the research design and methodological approaches will be developed and described in details.

Expected conclusions/findings: Through the use of the theoretical and methodological frameworks, the criteria for case selection and data sources, as well as the strategies for data analysis will be conducted in this paper. Furthermore, the significance and prospect of the Swedish case studies for further comparison with the Chinese counterparts will be discussed.

Relevance for Nordic Educational research: Given the tendency towards critical thinking and current globalisation trends, it is crucial that more understanding of issues of home-school collaboration must be in focus in cross-cultural contexts. This study aims at conducting a comparative study focusing on parents’ involvement and home-school collaboration in Sweden and China in order to contribute knowledge in this field, as well as to promote the democratic process of education in both countries.
Research topic/aim: The increasing number of member-countries in the EU brings cultural diversity, floating populations and therefore new problems and new possibilities to the different societies in Europe. The increasing multiculturalism in societies is influencing schoolwork in different ways. Since European school policy is stressing parents’ influence on schoolwork it is of great importance that relationships between parents and schools are analysed. These relationships may be harmonious and/or fraught with conflict. This abstract is about a PhD-project recently started. It’s focus is on the discursive construction of “good” teachers and “good” teaching, as parents with different ethnic backgrounds express it. It also focuses on what “good” relationships between home and school could mean, according to parents. In recent debates in Sweden and in the rest of the European Union some people regard home-education as the most suitable alternative. In these cases parents consequently become both teachers and parents. The main aim with the project is to investigate how school staff and parents (mothers and/or fathers), with different social and cultural backgrounds, look upon the goals in the national curriculum for the Swedish compulsory school and, in particular, their views on sharing responsibilities between school and home for children upbringing. We suggest questions like: What are the responsibilities of “good” parents? What are the responsibilities of “good” teachers? How should parents influence teachers’ work? How do parents look upon curriculum aims stressing teachers’ democratic-, social- and didactic competences? How do they regard the teachers’ obligations to judge their children and to work for equality?

Theoretical framework: The theoretical starting point will be feminist poststructural theories and discourse analysis.

Expected conclusions/findings: When parents and teachers express what “good” parents- and teachers mean and what “good” relationships between school and home mean they activate different discourses providing a number of positions available for parents and teachers, to which they attach various meanings. We presuppose that these positions are also imbued by gender discourses, where ideals of the gendered parent and teacher and their relations are explicit or implicit expressed.

Methodology/research design: The research will be based on the single case study method: interviews with parents and teachers belonging to a school in a multicultural reception area, observations (staff meetings, parent-teacher meetings), study of texts and documents.

Relevance for Nordic Educational research: Hopefully this project will contribute to new ways of understanding how families with different cultural background look upon the mandate given both to them and to teachers in schools. It may also become a contribution to the debate held by groups that are working towards integration, cultural variety and gender equality, and against racism and sexism in schools as in society.
Introducing institutional talk using cards. A study of parent-teacher interaction

Markström, Ann-Marie
Linköping University, Department of Social and Welfare Studies, Norrköping, Sweden

This paper explores the face-to-face interactions between parents and teachers in parent-teacher conferences in the Swedish preschool. The paper highlights how the preschool teacher introduces the conference by using a specific artefact, so-called “strength cards’ with words relating to characteristic behaviour and qualities. The theoretical framework is adopted from research of institutional talk and discourse analysis. The empirical material consists of two cases included in a larger study of parent-teacher conferences in a Swedish preschool setting. The analysis reveals that the talk does not focus on the individual child but is instead directed at the cards, the procedure and the importance of parents being active, involved (in) and learning the procedure. In addition, the cards are used by the teacher as a formative tool that governs parents towards becoming 'good enough preschool parents’ who are cooperative and able to categorise and label their own children i.e. follow the institutional discourse.

Collaboration between home and school - A Swedish perspective

Johansson, Gunilla1; Kristoffersson, Margaretha2
1Educational Sciences, Luleå University of Technology, Luleå, Sweden; 2Umeå University, Department of Education, Umeå, Sweden

Research topic/aim: Collaboration between home and school has been emphasized in Sweden during the last decades, which is regarded as an important but complex issue. The background to this accelerated requirement has been the changes in education policy and in society in which the importance of parents’ opportunities and rights to influence preschool and compulsory education based on the democratic values has been highlighted. This study adds value to current teacher and pupil development in Sweden. The specific objectives are: To map the system, policies, curricular and resources dealing with home-school collaboration on macro level and to analyze practices and perspectives on home-school collaboration on micro level in Sweden.

Theoretical framework: In this study a social-cultural perspective are used to explore and understand the complexity between the actors involved in the relationship. Governance and partnership are key concepts applied to the analysis of data.

Methodology/research design: The research design is action research and case study method. Data were gathered through interviews, observations and analysis of documents.

Expected conclusions/findings: This study will give an understanding of teachers’, parents’ and pupils’ attitudes, experiences and identify some useful model of home-school relationship and collaboration. Examples from practice show that teacher education programs in Sweden are in need of development as well as development of a more culture sensitive curriculum. Another important area is to give education in dialogue attitudes for teachers on the field and also find out how research results can be implemented.

Relevance for Nordic Educational research: Parents and pupils role in school is of interest to be shared with other countries. An increased investment is needed on research that means to contribute to an increased understanding within the field of home and school.
The purpose of this paper is to analyze and discuss preschool teacher’s views of competence within their profession in relation to their views of parenthood and their collaboration with parents in preschool. Questions addressed are; how do preschool teachers describe their own competence related to the cooperation with parents or guardians? What theoretical and didactical competences do preschool teachers express when cooperating with parents or guardians? Preliminary results, based on interviews with 30 preschool teachers, show that the participating preschool teachers e. g. share an ambition to support and strengthen parents in their parental role. In order to do so preschool teachers practice and use different roles 1) the equal partner who cooperate with parents in order to handle and solve difficulties 2) the reflective partner who makes parents own expertise visible and 3) the “expert” who shares knowledge about child development, 4) the distanced or delimited teacher who links their own competence only into preschool environment. The roles practiced does not, however, always serve its purpose, on the contrary, preschool teachers may weaken parents beliefs in their parents own capability as parents. The results from this study are important in order to reach a deeper understanding of the interaction between pre-school teachers and the children’s parents or guardians.

Symposium title: Home-school cooperation – a cultural given
This symposium is a presentation of findings and conclusions of a Danish research project supported by the Danish Research Councils for the last three years Home-school cooperation – a cultural given. A multisited ethnographic study.
The project is a multi-sited ethnographic study of the relationship between home and school in a Danish context covering close ethnographic studies in some municipalities, policy studies and comparative international studies of the relationship.
These years parent involvement in school and home-school relations are subject to an ever growing interest from policy makers, from the public, from the professional workers in this field (teachers, pedagogs) and from research studies within different disciplines and with various foci.
On this background the project focuses on the perceptions of the home-school relationship in different areas, primarily within the political organizational area, the school and educational area and within everyday life of child and family and how it influences the relationship between child, home and teachers at three age levels. This relationship is seen from a child and youth perspective as well as from an adult perspective because children are co-producers of the relations.
The project pays attention to the dominating as well as to the dominated conceptions and realisations of the home-school relations (such as appointing certain practises and perceptions of “co-operation” between school and home). Further are put into perspective the present perceptions of this relationship through the historical changes of the conceptions of the education project (dannelsesprojektet); of the changing conceptions of childhood; of changing views on the division of labour and responsibility between school and home.

Some conclusions are that the so-called “co-operation” between home and school far from is any unambiguous concept – neither in practice nor in the minds of those involved. It is a relationship working in a dilemma between a) being pedagogically and socially justified, where the pupils’ learning and well-being is central, and b) being justified for market economical reasons where the national school and the education of the individual pupil is central in the name of international competition. This “co-operation” paradoxically to a great extent leaves out the pupil to whose best the relationship is rhetorically intended.

It further leaves us with the question of whether active citizenship is actually being promoted

Home page of the project Danish: www.dpu.dk/skole-hjem (English: www.dpu.dk/home-school)

The symposium is chaired by Niels Kryger and Birte Ravn. The project will be presented and discussed by the authors and a number of external discussants are being invited for this.

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The project focuses on the actual narratives and perceptions of the home-school relationship in different areas, primarily within the political organizational area, the school and educational area and within everyday life of child and family.

During the years of home-school co-operation in Denmark focus has been on the adults’s relations leaving out the children/young people as subjects. With the intention to put some new perspectives on this relationship we are in this project primarily focusing on children and young people in folkeskolen and their families in this relationship between home and school.
Parents and children undergo a range of different feelings when they participate in school activities. This paper reports on ethnographic fieldwork of long duration carried out in five families who all had a child in the first year of schooling at the same local school in Copenhagen. Findings include the families' emotional repertoires which arise in relation to their first year in school. Presentations of the feelings and emotional managing in the families who became troubling while they interact with the specific school will serve as a starting point in this paper. It will be followed up by an analysis of how their subjective emotional experiences and expressions were weaved together with possessions of capital and relations to the education system.

In the field of school-home relations the necessity of parental involvement in children’s school life is emphasised repeatedly. The responsibility to succeed in school is to a great extent imposed on children and parents by the school through daily school practices and communication between school and family. In many ways children in sixth/seventh grade and their families have been adjusted to school practices and communication between school and home. However, meetings and communication between school and home appears not only to be a way to support children’s schooling, but to be a way to school families to become good school families. This presentation analyses how school is expected to be a family project and an issue between children and their families. Moreover, the analysis reveals how children and their families use different strategies when they cope with the expectations imposed on them by the school in everyday life.

The presentation is based on ethnographic studies of a group of sixth/seventh graders attending the same public school in the area of Copenhagen. The fieldwork included studies of these children’s every day school life, meetings between school and home as well as interviews with teachers, children and parents.

Based on interviews with 62 nine graders in the Danish Folkeskole the presentation focuses on how young people participate in the process of identifying themselves as school children in the interaction between school and home. Often teachers, in their description of the children, categorise them in relation to what extent they live up to their role as a proper student as
perceived by the teacher. Our study shows that the children somewhat adopt descriptions taken from a teacher-perspective. And as a reply to the question: “What kind of pupil are you?” they often give answers like: “I know I am too unruly” “I talk too much” “I talk too little in the class room”, “I am not enough attentive in the lessons”. However at the same time the nine graders’ interview have a lot of narratives of being mature and independent (e.g. in relation to homework). In the presentation it will be analysed and discussed how these two “voices” (adopting the teacher’s understanding ctr. formulating one’s own maturity) fit together in the in the context of social and ethnic diversity.

At the end of compulsory education - at the age of 16-18 - pupils might have got an idea of the benefits and drawbacks of their parents’ interference in and co-operation with the teachers. In focus groups 62 ninth form pupils from very different social and ethnic background were asked about this. The assumed growing independence and responsibility at this age to some extent went contra actual praxis. There was an observable uncertainty and unclear situation between control and institutionalisation on the one hand and the young peoples’ personal claims and growing self-confidence on the other hand which was further aggrevated by the teachers’ often unclear communication with the pupils and with their parents, and by the categorization of the pupils and their families.

On the background of the multisited ethnographical project: “Home school cooperation – a cultural given” these presentations discuss how the findings from the project can be reflected in relation to the assumptions formulated in the project design. The assumption was that modern childhood should be understood in relation to the fact that still more social matters and relations are becoming pedagogical (Schmidt 1999; Kampmann 2003; Kryger 2005). This overriding tendency moves in two contradictory directions:

1. A tendency to consider still more contexts and life events as learning contexts in which children and adolescents are active co-actors. It turns up as a rhetoric covering the learner as the leading actor in his/her own learning process, focusing on being ‘responsible for one’s own learning’ and ‘creating one’s own learning route’. This rhetoric typically implies that the school (represented by the teachers) and the home (represented by the parents) are part of an equal partnership working towards creating optimal conditions for the child’s learning both in and out of school.

2. A tendency to increase intervention in what has so far been regarded as a private sphere to create active citizens. This tendency is reflected in the fact that it has become the norm for children to take
part in institutional life from an early age to become active Danish citizens. On the basis of this concept, school-home cooperation is understood as an activity signifying an intensified process of civilisation, in which not just the child but the whole family may be the objects of civilisation (Elias 1939, Kampmann 2003; see note 1). This tendency will typically result in an unequal relationship between the home and the school, with the school in the position of power. A further assumption was that both tendencies often exist in the same social situation as an ambiguity, whether one or the other perception is dominating, as is the case of ‘soft management technologies,’ which depend on the individual to design his or her personal civilising project and civilising learning (like ‘social contracts’) (Foucault 1988; 1991; Åkerstrøm Andersen 2003, Krejsler 2004).
YouTube exposed teachers: How can the phenomena as well as the reactions of the phenomena be understood?
Samuelsson, Marcus
Linköpings University, Department of Behavioural Sciences and Learning, Linköping, Sweden

This paper presents research about YouTube.se movies that shows lessons were teachers conduct different sorts of classroom management. The research are directed towards description as well as to pose the problem of this phenomena as well as the to understand the reactions according to this phenomena. I understood this phenomena, when starting to investigating it, as an aspect of classroom management, in so mean that the teacher, using proactive or reactive strategies could probably predict if and how the where filmed and exposed on YouTube.se. I also understood the phenomena as part of teachers ethics. In both these ways the phenomena seemed as major parts of teachers work and lifes. In order to understand the discussions about the YouTube movies I started in december 2008 to search for and look at movies with teachers at YouTube.se. In doing so I quite early used Ethnograpic content analysis (Altheide, 1996). I continued looking at movies during spring 2009 and at the same time reading research about the phenomena. As part of the result from this investigation it is possible to say that teacher exposure on websites like YouTube.se are likely connected to certain classroom management strategies. It is also possible to understand teacher unions as well as grown ups reactions as a sort of collegial paradox (Colnerud, 2002, 2006). It is also likely to understand the movies as a common way for youth to provoke their teacher as well as adults. Grown ups and teachers reaction to these provocations could be understood using Granström model of professional and private I (Colnerud & Granström, 2002). It is also possible to say that exposure of teachers at YouTube.se are, seen from the youth perspective, as much about exposing one self as photographer, as unveil, teachers classroom managemant strategies. This phenomena exist in every nordic country as well as in some nordic schools. It is therefore of great interest trying to understand it as well as trying to find ways of handling it that can be used by teachers, fostering youth, during every day lessons.

Riding teachers’ thoughts about and conditions for communication with their riding pupils
Lundesjö Kvart, Susanne1; Riis, Ulla2
1Uppsala universitet / SLU, Pedagogiska institutionen / Hippologenheten, Hippologenheten, SLU, Uppsala, Sweden; 2Uppsala universitet, Pedagogiska institutionen, Uppsala, Sweden

Research topic/aim: Horseback riding is an activity in society of great leisure time importance to many. There are about 500 riding schools in Sweden and between two and three riding teachers or riding instructors at each riding school. There are several different categories of riding teachers, with varying degrees of training. Some 40-50% of all riding teachers lack formal training. The overall objective of this project is to study riding teachers’ communication with their pupils, with a partial objective of conceptualising both the tacit knowledge represented by “a horseman feeling” and the tacit knowledge possessed by riding teachers as teachers. Another objective is to study the frames for riding education and their impact on the communication process. In the learning situation three parties are present – teacher, pupil and
horse – and already this makes riding lessons special. This in turn also creates unique problems for the education of riding teachers. The long-term objective of the project is to contribute – through increased knowledge about the conditions and practice of riding education – to better pedagogical training for riding teachers.

**Theoretical framework:** Theoretical perspectives are based on Leontiev’s activity theory and key concepts will include Uljens’s “intention-process-reflection” (1997).

**Methodology/research design:** Ten riding teachers have been interviewed and observed. The riding teachers’ intentions regarding communication with riding pupils have been mapped through interviews. The process was then studied through observation of how intentions are converted into practical action. Finally, new interviews were carried out to allow the riding teachers to reflect on the implementation of their intentions.

**Expected conclusions/findings:** Preliminary findings show that riding teachers often communicate less to their pupils than they intend to. The communication between teacher and pupil also tends to be only in one way. The teachers gave their pupils instructions and the pupils tried to execute the instructions. A military tradition still manifests itself, as do security considerations.

**Relevance for Nordic Educational research:** The Swedish riding school system is unique with a long tradition of the same structure for riding education on riding schools all over Sweden. There is also a common education for riding teachers at a university level. Therefore it can be interesting to communicate our experiences in this area.

The interest in riding increases among adolescents in Sweden today, only football is bigger as a sport. No doubt this provides a meaningful leisure time activity for people as well as a lot of opportunities for employment. At the same time it give opportunities for adolescents to learn and to develop organizational skills and leadership.

**Institutional memories in times of change**

Löfgren, Håkan

Karlstad University, Estetisk-filosofisk, Karlstad, Sweden

This paper focuses on how changes in the educational policy-context are reshaped in a local context. The aim is to show how discursive fragments and/or nested narratives stand out in teachers’ institutional memories in a local school-context. The new ‘meta-narrative’ about education is characterized by private interests and the introduction of a quasi-market of the sector. This development put focus on localities where new narratives about education are told. Ball (2007) show how discursive fragments, pervaded by neo-liberal ideas, moves back and forth between governments and local innovation hot spots in the process of forming new narratives of ‘what works’. To understand these changes, institutional memories (Linde, 2009) are objects of major interest. These working memories are told and retold by teachers influencing the identities produced in the institution, and in times of change, they are guides to future actions. New versions of memories of past events are produced and reshaped in the time of the telling. Nested narratives are narratives about education that no longer have, or never have had, a dominant or hegemonic position, but still stand out in the institutional memories. Empirically this study is anchored in 15 life-history interviews conducted with 8 teachers who have been working at the same high-school, which was recently shut down. The narratives
cover a 40-year period of school-history. All interviews have been transcribed and screened for institutional memories. Results show how versions of institutional memories, framed by different discursive fragments and nested narratives, form a new local mosaic of narratives about education.

The goal-oriented primary teacher - an interactive leader in disguise?
Sädbom F., Rebecka
Högskolan i Jönköping, Pedagogiskt arbet, Jönköping, Sweden

Research topic: Effectiveness is, like assessments and grading issues what schools are working more or less consciously with. There are currently many profound structural changes both in the form of the Education Act reforms, the introduction of additional national sample, more documentation in the form of Individual Educational Plans and standard testing in the third grade. Most of these structural changes aim to increase effectiveness and lead to higher goal attainment. The issues of the forefront of science are how teachers interpret and executive the school’s mission. How do teachers perceive their leadership in relation to goal attainment? But we also have to ask the question - Which goals are valued as important in school? School’s highest aim and purpose is to form and educate students and individuals who can realize an active citizenship in an era of globalization, regardless of educational subject. The research-question asked in this study are therefore; how do primary teachers describe their goal-oriented practice and what meanings, obstacles and opportunities exist in the pursuit for goal-attainment?

Theoretical framework: The research is based on philosophical hermeneutics and use the terminology of historically effected consciousness and fusion of horizons by Hans-Georg Gadamer. Doing research from a philosophical hermeneutical stand-point is to reflect upon human being in terms of historicity. Translated to the life-world of teachers you could put it like what people in fact are, depends on how they understand themselves, rather than their understanding merely would depict their way of being. The human way of being is constituted by a plurality of understandings.

Methodology/research design: The first study is designed and executed with depth-interview with primary teachers in three different schools belonging to the same municipality. The official ranking differs between the schools. The second study concerns how the students feel and experience how they headed towards goals in school. Which limitations and opportunities there are for individuals to develop active citizenship within the school framework? This will be executed with focus group interviews.

Expected conclusion/findings: An overall conclusion will indeed help us to understand the life-world of teacher’s pedagogical work in a better way. It’s a complex thing, being a teacher in Sweden today, because you have to execute decisions from politics and balance the pursuit for reaching higher goals with the interactive leadership. We do not know enough how teachers manage that and this research will report such findings and contribute to the advancement of knowledge in the field.

Relevance for Nordic Educational research: Regardless of the Nordic countries, it’s every teacher’s mission to create conditions for student development, both in terms of knowledge and values. But enables teachers’ target-based work full development of identity and citizenship or system prevents such a development of pupils?
Relevance for Nordic Educational research: The ideal Swedish school, in which the 'good' teachers and the 'good' pupils are supposed to work and study, is today the focus of perpetual discussion. In a variety of text practices, both texts produced in the media and public policy texts of different levels describe, and thereby also construct, how the 'good' teacher or the 'good' school should behave. School is today also often described as one of the more important factors for the success of society . The talk about the 'good' school is of course prevalent in the teacher training as well, and in this study I have chosen to investigate how this is manifested in the examination practice in the teacher training programme. The purpose of this study is to investigate how the teacher training students construct themselves as 'good' teachers and how they construct the children and young people they meet as 'good' pupils. The study is also an expression of how 'public' policy, which is produced in for example official policy texts and course literature, is transformed and reproduced by the teacher training students.

Methodology/research design: In this study, I have especially focused on which subject positions are being produced, and partly on which self governance technologies and self governance techniques are being used in creating these subject constructs. The data material of this study consists of 72 examination assignments completed by teacher training students with different specializations, from preschool to upper secondary school.

Expected conclusions/findings: Despite the fact that the examination assignment does not mention anything about how to describe or position the pupil, the descriptions of what pupils are like and how pupils should work are still central in the texts. The descriptions of themselves as teachers are mainly presented in relation to how the pupil is positioned, and presentations of the school from an institutional perspective are very rare. The children are constructed as 'competent' and in need of a certain form of play and learning practice, which includes certain forms of evaluation and making their knowledge visible. The positioning of a child who is competent and learning through play at the same time involves a naturalizing process of exclusion directed against those children who for whatever reason cannot live up to the norm. As a result they come across as incompetent and responsible for their own failures. When the teacher training students describe themselves as 'good' teachers, they do it mainly from two aspects. First, they describe themselves in relation to the described ideal pupil, that is, how to behave and act in relation to the pupils. Second, they describe themselves in relation to the discourse of lifelong learning, that is, an eternally reflecting and learning teacher subject. The theoretical foundation, which the teachers describe as the basis of their standpoints, is a sociocultural perspective, often with references to Vygotskij. I claim, however, that Vygotskij's theories are not particularly prominent in the texts; Vygotskij has rather been colonized by a neoliberal marketized educational discourse. In this discourse, the competent child and the professional teacher are emphasized, and their individual responsibility to achieve, evaluate and make their lifelong and lifewide learning visible within an array of various performative practices. This way, the future is the individuals' responsibility; not only are they responsible for their own future, but they are also responsible for the development of the whole of society.
This paper aims at describing and analysing the process and content in a study conducted within the tradition of participatory-oriented research (cf. Reason and Bradbury, 2001) - a research-circle (Andersson, 2007). The research-circle can be described as an arena where researchers and practitioners meet using their respective knowledge and competence to jointly tackle problems of mutual interest. Conversation has a central position in the research-circle, and the dialogues play a significant role for both the individual’s acquisition of knowledge and that of the group as a whole. The dialogues in a research-circle could be described as polyphonic conversations where understanding and response are dialectically merged and mutually condition each other; one is impossible without the other (cf. Bakhtin, 1981). Reciprocity and recognition of others as being equally valuable members of the research-circle, and the recognition of one’s own experiences vis-à-vis the critical scrutiny of others, as well as change, challenge and empowerment, are essential notions within participatory-action research. The construction of knowledge evolves from the clash between participant experience and the critical scrutiny of theoretical analyses.

Participants in the study were teachers working with multilingual children diagnosed within the autism spectrum. The main research issue was: how could researchers and teachers together develop knowledge and understanding within the area of multiculturalism and autism. And what do these teachers have to handle in their everyday work. The research-circle was carried out with twelve meetings during a period of 16 months. Experiences from practice, and current research, were discussed in continuing dialogues and in on-going processes with time for reflection between the meetings. New perspectives highlighted the same question but in different ways. In the final meeting transcribed dialogues were analysed together by all participants and the researcher.

The initial issues mainly focused on problems of common interest related to communication and language acquisition according to children with autism. Mother tongue instruction and study guidance were not discussed in several schools. Some participants’ revealed an attitude of doubtfulness as to whether mother tongue instruction and study guidance played a significant role for children with autism-spectrum problems, and in particular for non-articulate children. The participants emphasized the fact that once a child is diagnosed within the autism spectrum the diagnosis “takes over”. The outcomes of the research circle gives reason to envisage a risk scenario if a child, of foreign background and faced with several languages to handle, is diagnosed with autism before his/her grasp of Swedish is adequate and before adequate skills are acquired. When experiences from the participants were challenged, potentials for different actions were revealed, e.g. consciousness that hierarchical traditions and societal structures influenced educational situations.

Teachers, whose voices are commonly not heard, be it in the area of research or within the school world, have been brought forth and become visible through the research-circle. Continuing dialogues, and time for reflection between meetings, seem to be essential. This is in line with what Negt (1987) emphasizes as being a decisive ingredient in the adult learning process. Challenging each others experiences turned out to make invisible issues visible.
Emancipating collective knowledge was transcending what any participant had from the start. Finally the participants stated they had to fight for their voices to be heard in order to put emphasis on their knowledge on children’s learning potentials. And the children as well as the teachers seemed to be empowered by this process.

Research topic/aim: The purpose with the preschool class in Sweden is to construct a bridge between preschool and primary school, where the two institutions together would create a blended pedagogy that would facilitate the six-year old children’s transition from preschool to compulsory school. Even though the preschool class is included in the curriculum for the primary school, the activities in preschool class should not be school activities but also not mere preschool activities. Little is known about these preschool class teachers. The research topic is; How do the teachers construct their professional identities at this crossroad?

Theoretical framework: The study is built on theories of identity construction, but also on theories that enhances the dilemma of the preschool class being placed at the borderland between preschool and school.

Research design: Fourteen preschool class teachers participated in dialogue seminars, conducted in three small groups. By dialogues, writing texts and presenting metaphoric pictures, the teachers reflected their experiences from their work. Analysis of the teacher’s identity constructions and their identities was made from this empirical material.

Findings/conclusions: The results highlight occasions where the preschool class teachers feel subordinated, excluded and marginalized from the community in school. The teachers feel that they do not have the same opportunity to be part of the school culture as other teachers, because of organizational and working conditions. This can also limit their opportunities for participation and influence in the community at school. The teachers also mark the boundaries between Us and Them, as an effect of their experiences of alienation and their spin-off from the social community at school. All these processes also affect the teachers’ professional identity construction. Paradoxically, it seems as if the teachers in preschool class also use the exclusion as an instrument of power. The teachers mark in several cases that they distance themselves from both preschool and school, which results in that they can work freely and undisturbed in the preschool class.

Relevance for Nordic Educational research: This presentation examines the teachers in the preschool class in Sweden, a pedagogic practice which is placed at the crossroads between preschool and primary school. Little is known about the preschool class teachers, and research about this context can develop knowledge about this educational arena, about the teacher’s identities and about policy issues according to the preschool class.
Research topic/aim: This presentation will focus on teacher education discourse in EU and Norway. Main research questions are: What are the main elements in the teacher education discourse in EU and Norway? What is considered as professional knowledge in teacher education? What is the role of teacher education in the society in the discourse? 

Theoretical framework: Teacher education in Europe has a high degree of complexity and variations. Internationally, the last decade has been an intensive period of educational reforms and restructuring, particularly regarding teacher education. EU has from the early seventies developed a policy of education closely related to modern industry and the economic sector. In addition education has been seen as an important tool for political and psychological integration. To create a “European dimension” and “Social Cohesion” has maintained high political priority. On this background teacher education appears as an increasingly important policy area in the EU over time. On national level there has been frequent teacher education reforms regardless of governments. Norway is not a member of EU, but the EEA Agreement (European Economic Area) from 1994 covers research and education, inclusive teacher education. The “red-green” government in Norway proposed in 2005 a new teacher education reform for primary and lower secondary education in 2009, carried into effect in 2010. This is the fifth reform for teacher education the last fifteen years. The paper examines in particularly two EU policy documents: “Common European Principles for Teachers Competence Qualification” (2005) and “Improving the Quality of Teacher Education” (2007) and the White Paper on Teacher Education from 2009 (St. meld. Nr. 11 2008-2009) and the final decision made by the Parliament April 2. 2009.

Methodology/research design: Methodologically the study is based on documents such as plans, agreements, white papers, common decisions, reports, journals and other publications covering primary the last years.

Expected conclusions/findings: A more instrumental approach preparing teacher education and teachers for the new “knowledge economy” with stronger emphasis on subject knowledge and key competences.

Relevance for Nordic Educational research: This is one of the key topic for Nordic educational research.

Research topic/aim: Teachers willingly or unwillingly become advocates for the restructuring of the welfare state through their professional work as civil servants. The changes in the welfare state are driven by a rhetoric on flexible workforce, harmonisation and globalisation. This
rhetoric affects the semi-professions such as teachers and nurses through professionalization, academisation and increasing centralized management of the professions. 
On-going research at VIA UC collects teachers’ narratives of their professional and personal life in an attempt to understand how the teachers themselves perceive these changes in society.
**Theoretical framework:** The life that teachers’ live beside their professional carrier reflects the social status of teachers’, their economic capacity and cultural orientation (Bourdieu and Wacquant, 2004). Goodson (1992) uses Bruner (1984) to clarify different levels of life. Lived life is what actually happens, experienced life consist of images, feelings, desires, thoughts and meanings. These emotions and recollections affect the life story, that later can be told. The life history can be formulated when the narratives are placed in contextual settings.
Teaching is a profession that works in a very complex environment of changing actors and settings. Furthermore it’s an profession of the moment, Dale (1998) describes teaching as an act of constraint as the teachers can’t choose not to teach in the classroom. In the preparation and evaluation of the teaching the teacher has to include consideration on the curriculum, the pupils’ skills and abilities alongside the available teaching material.

**Methodology/research design:** The essential empirical foundation of this type of research is the narration of the teacher’s multimodal experiences. Clandinin and Connelly (2000) find that narratives are the best way to get experiences expressed. They establish 3 axes for analysis of the narratives given by teachers: 1) the time lines of events and experiences, 2) the environmental context for events and experiences and 3) the social and personal relations of the events and experiences. This is in agreement with Goodson (2008) who emphasizes the importance of relating the personal teacher story to the more general history of changes in the school. This study focuses on the teachers own points of concern and their own phrasing of these concerns.

**Expected conclusions/findings:** The material indicates that the teachers have a vary professional way of handling the demands put upon them by legislation and regulation regarded the daily school practice e.g. they turn demands of individual pupil plans into their own planning tool. The teachers also describes the most important aspect as being the relation with the pupils, this is not a unique finding for this study see Nordenbo et al, 2008.

**Relevance for Nordic Educational research:** The study indicates that the tradition for fairly autonomic teachers in Denmark and other Nordic countries empowers the teachers to professionally reformulate demands issued by the central school authorities.

**LITERATURE:**
Nordenbo S. E. et.al. (2008); Lærerkompetencer og elevers læring i førskole og skole. København: Dansk Clearinghouse for Uddannelsesforskning.
**Political socialization at home and young people’s educational achievement and ambition**

Lauglo, Jon
University of Oslo, Institute of Educational Research, Oslo, Norway

**Research topic/aim:** Political socialization at home and young people’s educational achievement and ambition

**Theoretical framework:** Without being explicitly anchored in any particular theoretical framework, the study questions the conventional view that success in formal education “influences” people’s civic and political engagement.

**Methodology/research design:** The study analyzes Norwegian data from a large-scale national survey which include measures of how well 13-16-year-olds perform in key academic subjects at school (native language, mathematics, foreign language), whether they are aiming for higher education, and the extent of their communication with parents about politics and social issues.

**Expected conclusions/findings:** Before and controls for (among other things) socio-economic aspects of their home background, there are quite strong positive associations between political socialization in the home, and young people’s performance in school. Even after additional controls for their educational performance, there is also a clear and positive association between extent of such “political socialization at home” and the chance that young people already at this early age will have an ambition for higher education. The findings fit long standing educational ideals of intertwined mastery of one’s individual development in the transition to adulthood, and one’s engagement in the public domain.

**Relevance for Nordic Educational research:** There is a need to rethink the relationship between formal education and political or civic engagement. High ‘social class’ and ‘cultural capital’ (that is conventionally conceived as socially exclusive ‘high culture’), do not suffice as indicators of type of home background which gives “educational advantage”.

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**The image of youth citizenship**

Lindström, Lisbeth1; Ulla, Tebelius2
1Luleå University of Technology, Department of pedagogics and learning, Luleå, Sweden; 2Halmstad University of applied sciences, Department of Health and Society, Halmstad, Sweden

Citizenship is a central theme in the government’s involvement in leisure. Youth citizenship and leisure have much in common as authorities have seen leisure as a way to foster young people to decent citizens. This paper is about aspects of citizenship as well as of representative and participatory democracy. Method used is textual analyses of ten Swedish local councils expressed aims for leisure and youth citizenship formulated on their homepages. Based on research one can notice that local councils offer different types of citizenship. Facilities for creativity are offered which give the youths opportunity to participate as individuals. Established assemblies are seen which work within a formal democratic frame but in which those participating only represents them selves. Organized chat pages on the internet and possibilities to search for funds for individual projects are as well often seen. Finally organized meeting places such as youth clubs with a representative forum based on collective interests are frequently established. One conclusion that can be drawn from research is a picture of young
peoples executing their democratic rights as a collective body by official democratic means and through formalized channels. On the other hand, another conclusion that can also be drawn from the research is a picture seen on local council’s homepages of young peoples seeing their political activities and commitments in highly personal terms.

Keywords: Citizenship, Youths, Democracy, Individualization

The Internet in the everyday lifeworld: A comparison between high school students in China and Norway

Liu, Fengshu
University of Oslo, Institute of Educational Research, Oslo, Norway

Based on in-depth interviews, this study offers a comparison of how high school students in China and Norway are constructing the Internet as an element of their everyday lifeworlds embedded in the local socio-cultural contexts. The study has revealed striking differences between the Chinese and Norwegian high school students concerning their relationships with the Net, although both have been referred to as members of the Net Generation. These are summarized in four interrelated themes that highlight the differences (although similarities are also discussed). Together, they shed light on the different places and meanings the Net has acquired in the young people’s lives in the two cases and how they negotiate their identities as students within the Internet-transformed context. Drawing on Schult's notions of situation and relevance, it is argued that these differences cannot be explained merely based on the material resources available in the two societies. More importantly, they have to do with the individuals' (and their families') social-biographical situations and relevance systems.

The dynamics of social exclusion - social belongingness as experienced prerequisite for developing independence aspects of active citizenship

Almers, Ellen
Jönköping University, School of Education and Communication, Jönköping, Sweden

Research topic/aim: This paper highlights one of the themes presented in Almers (2009) dissertation Action Competence for Sustainable Development – Three Stories about the Path Leading there. The aim of the thesis is to investigate what prompts young people to take action to promote sustainable development. The focus of the paper at hand is young people's experiences of the dynamics between social exclusion and social belongingness as crucial for developing independence aspects of active citizenship and action competence. The paper discusses how the importance of experiencing the tension between social exclusion and inclusion can be understood through the narratives of three active young individuals.

Theoretical framework: Life-world phenomenology, inspired by Merleau-Ponty, provides the theoretical foundation for the study.

Methodology/research design: Through purposive sampling, individuals have been found who, through different action strategies, engage in sustainability issues such as, for example, climate change, bio-diversity and social justice. Their active citizenship cover both individual and
collective actions that are of both direct and indirect character. From a larger sampling, three young adults have been selected for several life story interviews. Data has been analyzed and interpreted using narrative methodology.

**Expected conclusions/findings:** The results of the thesis have been presented as three life stories, compiled in detailed descriptions, through which the winding pathways towards aspects of action competence appear, as experienced by the subjects. The results also include an integrative analysis presenting six themes that have emerged from the study as being relevant to the process of developing action competence for sustainable development: emotional reactions; perceived competence; contrasts and normative foundation; action permeation; trust and faith from adults and in adults; and social belonging in contrast to outsidership/social exclusion. In this paper the last theme, exclusion versus social belonging, is presented and discussed on the basis of narratives within the life stories.

**Relevance for Nordic Educational research:** Since NERA 2010 has a particular focus on active citizenship, it is particularly relevant to discuss different conditions of processes of developing aspects of active citizenship, which is a main purpose of this paper. Active citizenship can be interpreted and expressed in diverse ways. In cases where active citizenship challenge dominating norms and boundaries, the balance and tension between experiencing oneself as socially excluded versus socially included in different kinds of communities, appears to play a vital role in the process of developing independence as well as interdependence and trust, as aspects of active citizenship. The empiric results discussed in this paper can contribute to the knowledge about how the dynamic relationship between exclusion and inclusion, effect the practice of active citizenship.

**Young citizens speak about the civic engagement of volunteering**

Gudjohnsen, Ragny; Dr. Adalbjarnardottir, Sigrun

University of Iceland, School of Education, Reykjavik, Iceland

An essential element in developing young people’s civic awareness and encouraging civic engagement is emphasizing democratic values among youth, among them promoting their empathy and solidarity (Yates & Youniss, 1999). These educational settings can be constructed through many kinds of voluntary work and it is important to understand how young people make meaning of voluntary work. Though important comparative surveys have been conducted on the proportion of young people who volunteer in their countries (e.g., Torney-Purta & Amadeo, 2003), their motives for participating in such work (Haski-Leventhal, Ronel, Work & Ben-David, 2007), and the relationship between volunteering, empathy, and ethical identity (Lundy, 2007), few have used in-depth interviews to ask young people how they make meaning of civic engagement. In the proposed presentation we will report on a case study, using an in-depth interview technique (Taylor & Bogdan, 1998) in which we ask six adolescents (two girls and four boys) aged 14 to 20 to express their perspectives on and experiences of volunteering. The focus is on their ideas about volunteering and the value they see in it (civic understanding), the influences they think they have and would like to have through volunteerism (civic personal meaning), and their actual volunteering activities (civic participation).
The interviews are analysed through both thematic and developmental lenses using a psychosocial developmental framework the second author is currently designing (Adalbjarnardottir, 2007). The results of the study indicate that the young people connected the values of equality, justice, empathy, helpfulness, responsibility, solidarity and reformation, to their participation as volunteers. They also related their aims to both personal gains by volunteering (better self confidence and more social- and communication skills, and more happiness) and civic gains for the society (helpfulness, willingness to reform, civic identity). In using this approach, the study contributes to an understanding of young peoples’ civic identity; it helps us understand their perspectives on volunteering and how important such educational settings are to them. The study is a part of a larger research project: Young people’s citizenship awareness in a democratic society at the Centre for Research into Challenges Facing Children and Young People (CF-CYP) at the University of Iceland.

References


In this paper I discuss the importance of narratives in identity formation. I am going to present some glimpses from interviews and letters from a Ph D study with young people from an upper secondary school in which they disclose feelings concerning graduation and the forming of a life of their own. The young people appeared to be good narrators and in the paper I visualize time, memory and emplotment as important components of identity formation. In the interviews, it was striking that when I asked the young people about their future, they answered me by telling stories about their family background. But their stories are also a preparation for future identity formation. In the interviews, the past and the future are intertwined and the tense markers “then”, “now” and “after” appear as analytical tools in the narratives, as described by...
Ricoeur. A narrative is characterized by actors, time and emplotment. In this presentation I will concentrate on time and emplotment and, following Ricoeur, combine time and emplotment with the conception of memory. In the emplotment, when episodes and intention are combined with time and memory, a narrative is formed. Through this emplotment, historical time is transformed into narrative time. Narrative is the form of discourse which, through its dependence on plot, is richest in human meaning. Discover the meaning of narrative, and you discover the eternal truth of the human soul (Simms 2003, s 83). This implies that the representation of narrative not only consists of the narrative itself, but also of “real life”. With the help of Ricoeur’s theories, it is possible to challenge the young people’s stories of how a ”still” can provide nuances on what life actually has become, but also how a ”not yet” can point towards alternative images of the future. Conceptualizations in narratives are important for how we direct our attention, but conceptualizations also make power structures in the encompassing context visible. In this paper, I will focus on how the range between a ”still” and a ”not yet” is formed in the emplotment of the story.

In the young people’s narratives, the conception of “still” is visible as a bridge between now and then, but we can also see a ”not yet” when the young people form solutions built upon ”the fortunate memory”. Life situations that seem unmanageable change through emplotment to an almost utopian dream. The young people express confidence although life is a big chaos (Anna). But it is also possible to find ambivalences in the narratives according to the conception of “not yet”. The stories can illustrate how a “not yet” can enunciate an alternative picture of the future, so even though most of the young people’s narratives express confidence, I have tried to twist the narratives into the future through the absence of the present. The young people formulate ”the utopian hope” by identifying with a discourse of high demands, but based on the same discourse, the young people also formulate criticism of stress and exposure, something which makes the ”self” extra vulnerable when handling issues regarding longing, safety, fear and anxiety.

The Ph D study, with focus on the conception of ”views of life” belongs to a Scandinavian research tradition called “Livsåskådningsforskning”.
Research topic/aim: Since the early 1990s, Swedish education at all levels has undergone a transformation towards quasi-markets and new public management. This change is expressed in various ways, the competition between schools being the most tangible. Today, public as well as a growing number and variety of independent schools are competing over students, teachers and reputation, e.g. by offering a wide spectrum of local programmes and courses. However, the extent to which such local competition actually takes place may differ to a high extent, out of geographical, political and other reasons. Internationally, as well as in Sweden, the concrete expressions, influence and outcomes of marketisation are still little researched (Ball 2007). This paper emanates from an ongoing research project, Upper secondary school as a market, financed by the Swedish Research Council, with an overall aim to increase our knowledge on the effects of marketisation in upper-secondary schools exposed to varying degrees of competition. The aim of the paper is to explore pedagogic identities Swedish upper secondary schools, their staff and students, exposed to different degrees of competition.

Theoretical framework: Basil Bernstein’s outline of a theory of pedagogic identities (Bernstein 2000) serves as a theoretical point of departure. Bernstein’s model consists of four positions of bias and focus: Retrospective, Prospective, Market (De-centred) and Therapeutic, which represent different approaches to regulation and management of moral, cultural or economic change. The focus of the present study is to analyse to what extent and in what ways the De-centred or Market position is reflected in the self-images of schools and school actors.

Methodology/research design: We draw on analyses of local documents, e.g. homepages, and interviews from four upper secondary schools, located in three municipalities with different patterns of urbanity and competition between schools. In each school the principal, one or several career guidance counsellors, teachers and students were interviewed, individually or in focus groups. The number of interview persons selected in each school varied proportional to its size.

Expected conclusions/findings: The four upper secondary schools make up four distinct portraits of different self-images, contrasting (competing) others and, indirectly, different pedagogic identities. The decentred market position is reflected to some extent in all of them, and to a high extent in the public school in a high-competitive urban area which has worked under a hard competition pressure for several years.

Relevance for Nordic Educational research: All the Nordic countries have experienced a neoliberal wave in education in the 1990s and early 2000s, but its scope, forms and effects may vary (c.f. Arnesen & Lundahl 2006). The Swedish case analysed here is interesting in Nordic-comparative perspective.
The between quality and winners/losers in the Swedish upper secondary school market
Lundstrom, Ulf. Umeå University, Department of Child and Youth Education, Special Education and Counselling, Umeå, Sweden

Research topic/aim: The concept school quality has been in the centre of the school policy rhetoric in many countries, not least in Sweden during the last two decades. The origin of the concept is in international management literature and it has become a dominant discourse, which is often undefined or taken for granted in the everyday practice of schools. Within a trend of marketisation of schools, choice and quality discourses were adopted by the Swedish government in the substantial school reforms from the 1990s and onwards. Even if this was part of an international trend, the Swedish case is special as the school market has become more liberal than in many other countries, and features of a market-oriented teacher challenge a traditional professional role. The aim of the paper is to analyse and discuss the link between school quality and winners/losers in the Swedish upper secondary school market, from the perspective of principals’, teachers’ and students’ perceptions of school competition.

The development and expansion of market solutions is one of the most important changes of Swedish education in the last 30 years. This paper is part of a larger research project “Upper-secondary education as a market” whose aim is to analyse the occurrence of market solutions and market steering, the strategies towards them from involved actors, and their impact on upper-secondary education.

Theoretical framework: Freidson’s (2001) three logics of how work can be organised and controlled are central concepts for the analysis. The three logics are the logics of the market, bureaucracy, professionalism. Furthermore, Power’s (199) notions of programmatic and technology levels in an audit society will be used.

Methodology/research design: Data was gathered from in-depth interviews with teachers, students and principals in eight upper secondary schools in five municipalities that represent high and low degrees of urbanity, high and low degrees of school competition and public and independent schools. All in all, 143 individuals participated in the interviews, most of which were group interviews.

Expected conclusions/findings: A preliminary analysis of the results shows the need to problematise the link between quality and school choice. It is a frequent belief in the empirical material that there is no direct link between winners in the school competition and the quality of the schools. Factors like geographic location, the reputation of the school, marketing and trends among students regarding what is “in” at the moment are mentioned as decisive. There is a high degree of uncertainty regarding what actually attracts students. Regarding teacher performance the results are contradictory. On one hand, it is a common belief that teachers’ work has become intensified and that marketing takes time and energy and reduces professional autonomy and confidence. On the other hand, it is a frequent opinion that competition force teachers to perform better.

Relevance for Nordic Educational research: New models for governance, efforts to modernize teaching and teachers’ work, and marketisation are common themes in the restructuring of education in the Nordic countries. However, in Sweden the fast expansion of independent schools in a highly deregulated school market constitute a special development. It is relevant to contribute to a deeper understanding of this special national development within the common international discourses of marketisation and quality.
Research topic/theoretical framework: In the last 30 years the Swedish education system has undergone major reforms and restructuring. The development and expansion of a decentralised competitive school market is one of the most important changes during the period. The marketisation trend included neoliberal ideology, free-market individualism which could be seen as a “new culture of competitive performativity” (Ball, 2003, p. 219). Freedom of choice- and quality discourses were parts of the Swedish reforms and included also implementation of a voucher system, which created favourable terms for independent schools to operate profit-making. As a consequence the amount of independent schools, particularly at the upper secondary level, has increased immensely during the last few years. Today both public and independent schools are competing over students, using various kinds of marketing strategies to attract prospective students. This “edu-business” (c.f. Ball, 2007) has caused much debate in Sweden, but the research in the field is limited. This paper intends to increase our knowledge concerning how the present market situation is perceived by one central group of actors at the educational arena, namely the students.

Aim and methods: The aim of the paper is to describe and analyse upper secondary students’ perspectives on the increased school competition and its impact on their school work and well-being. Data were gathered through focus group interviews among 77 students at eight upper-secondary schools (five public, three independent) in five municipalities, representing high and low degrees of urbanity and high and low degrees of school competition. The study emanates from a Swedish ongoing larger research project “Upper Secondary School as a Market”, which is focusing on the manifestations and effects of marketisation in upper secondary schools subjected to varying degrees of competition.

Expected conclusions/findings: The results indicate that the students are well aware of the school market situation. They describe the competition between schools as very extensive when they were in the situation of choosing upper secondary school and programme. The substantial amount of information and advertisement (offerings of local profiles, free computers, school journeys, driving licences etc.) resulted for many students in stress and uncertainty, an “opportunity-stress”. Now, when the period of choices lies behind them, the students express themselves as not especially affected by the market situation. There is a mixture of positive and negative opinions about the competition, due to local conditions and whether the school is a public or independent one. Several comments are critical about flashy and superficial marketing that also costs a great deal of money. The overall findings of the interviews do not confirm the commonly used argument in the debate that increased freedom of choice and competition between schools results in increased student performance. Relevance for Nordic Educational research: In a Nordic-comparative perspective the development of the education market in Sweden might be seen as quite special, since schools are allowed to operate profit making. The effects of this are relevant to investigate and contrast to the situation in other countries.
Discursive struggles over education - intersectional constructions of the active citizen
Carlbaum, Sara
Umeå University, Department of Political Science, Umeå, Sweden

Education policy is always a result of political struggles over what purpose the education system is supposed to fill. Questions about what and who should be taught, how, where, when and by whom are questions about power and ideology. Education has filled different purposes at different historical times. However, the aim to produce skilled and knowledgeable citizens and workers in order to secure a nation’s welfare and economic development has been prominent in recent decades in all the Nordic countries. In Sweden, an upper secondary education reform reflecting neoliberal views emphasising the flexible and independent citizen responsible for developing certain competences and abilities, was planned to be implemented in the fall of 2007. Following the elections in 2006 and the shift in government, this reform was halted. It was replaced by the present reform which, in contrast, constructs the active citizen primarily in terms of being a paid worker, who successfully makes the transition from school to work. The reforms seem to display both discursive continuities and shifts where qualification for work is a central theme in the construction of the active citizen. However, this active citizen is also gendered, constructing a male productive worker in the present reform.

The two reforms can be viewed as an example of the political struggle over the meaning and purpose of education. The aim of this paper is therefore, to analyse and discuss how upper secondary education in Sweden is talked about in official documents and policy texts concerning these two reforms. What are the purpose, aims and perceived problems of upper secondary education represented to be? What continuities and discrepancies are present? In particular, the reforms’ problem representation of the upper secondary school and the justifications made for the proposed reforms are analysed with regard to how active citizens are constructed. Focus will be placed on how these constructions are constituted in the intersections between pluralities of other subject positions. The theoretical framework is based on the understanding that the problematization involved in all policy proposals includes a power dimension in describing the ‘problem’ that must be addressed. Policies are not mirrors of reality; instead they create meaning which give a specific question or a particular phenomenon value (Bacchi 1999). The different articulations involved in representations of problems construct different subject positions which are not open for everyone (Mouffe 2005). The subject position of the active citizen is always gendered, racialised, sexualised and class oriented etcetera (Yuval-Davies 2008). With a feminist intersectional approach I analyse and discuss these constructions and problem representations through a grammar consisting of theoretical concepts drawn from a poststructuralist discourse theory perspective (Laclau & Mouffe 2001).
Within the realm of education and beyond, the question of citizenship has emerged as a major theme on the agenda of politicians, policy makers and civic organisations over the past decades (Isin & Wood, 1999). Whereas understandings of educating for citizenship initially focused on citizens’ rights (cf. Marshall, 1950), the emphasis has more recently shifted towards questions of civic duties and responsibilities and active participation (Hvinden & Johansson, 2007). In established democracies, the shift for a revitalisation of citizenship education has often been fuelled by concerns about decreasing levels of civic participation and political involvement and social cohesion and inclusion (Biesta & Lawy, 2006). This issue is particularly important for the legitimacy of democratic governance, as it is considered to depend crucially on the extent to which democratic structures and practices are supported and ‘owned’ by citizens. This emphasis is to be seen in the communication Making a European area of lifelong learning a reality, where the European Commission has ‘learning for active citizenship’ as one of the three ‘pillars’ of policy activity to be developed and supported (European Commission, 2001). Through this, the idea of active citizenship has become central in the European Union’s policy approach to the development of citizenship and citizenship education.

What is relatively ignored in citizenship education, is that citizenship is already continuously enacted by those students who are the target of education. For adults who are engaged in citizenship education, this omission is particularly strange. Within policy, citizenship education is commonly positioned as a preparation for life, and in abstract, generalized and predefined forms. It characteristically ignores what students already do as citizens and how they are formed through these activities. It positions them as ‘needing’ the knowledge, values and competencies for citizenship and further development – as outside the community of citizens who act. This masks the capacities – knowledge, skills, values and personal attributes – already held by students as part of those ‘discursive conditions’ that enable their citizenship activities. Citizens do not act in a void, but draw on their capacities, wider institutional provisions, and material resources to enable these (Elm-Larsen, 2006). What these discursive and material conditions are, and how these might be mobilized have yet to be explored through empirical investigation.

This paper outlines a research approach developed to investigate the citizenship activities engaged in by the students enrolled in adult education. We want to explore how these relate to those implied and encouraged through the formal citizenship curriculum and the wider institutional practices governing teaching and learning. We develop this approach to help us focus on what these activities there are, how citizens are formed through them, and the conditions that enable and constrain this. We argue that without an understanding of the constraints and possibilities for citizenship as enacted by students and the citizenship implicit within and through the citizenship curriculum, citizenship is unlikely to be realized. We suggest that it is through such an understanding that a more democratic citizenship education might emerge. The project draws on post-structural theorization of writers such as Michel Foucault, Barbara Cruikshank and Nikolas Rose.
It is well documented that occupational education in Western countries has become more academic during the last decades. This academization has been referred to as academic drift i.e. non-university institutions tend to become more like the traditional universities than initially intended. This tendency is referred to as academic drift or institutional drift when referring to institutions (Neave, 1979; Kyvik, 2004; Jónasson, 2004; Jóhannsdóttir, 2006). Another type of academic drift is system drift and refers to when a system changes from being quite different from the universities to a system that is closer to the university than it was before (Kyvik, 2004; Jónasson, 2004; Jóhannsdóttir, 2006).

The results of a comparative study on the development of the organization of Nordic higher education during the last four decades (Jóhannsdóttir, 2006) revealed that both institutional and system drift occurred in all countries but the drift was at different pace in the countries. The results also revealed that a Nordic model did not exist regarding how the countries organized their higher education. Some countries adopted a binary system consisting of a university sector and a non-university sector (Norway, Finland and Denmark). Iceland and Sweden adopt a unified higher education system; a comprehensive higher education system including all higher education institutions. The same nomenclature (usually university) applies to all institutions (Scott, 1995). An interesting difference was found between Denmark and Iceland. In Iceland occupational education is either within secondary schools or universities. In Denmark occupational education is within the secondary school level, the binary system (professionshøjskoler) and universities. Denmark has a longstanding tradition regarding the significance of non-university institutions that are between secondary schools and universities (the former seminars and later professionshøjskoler). The differences found between the countries related to different cultural context, traditions and politics. In this paper I present the results of a new study (2009) where I explored the development and location of occupational/vocational education related to the secondary school level in Denmark and Iceland during the last eight years. I compare official policy and legislations related to this education in both countries. The occurrence of institutional drift is explored. The results reveal that this education drifts towards the universities in both countries. The process and official policy differs however significantly. The Danish development reflects a varied binary system which was changed in 2008 in order to meet the demands for strengthening occupational education located within the Short cycle of further education (Kort videregående uddannelse), thus it reflects a gradual development. Iceland has not established a binary system legally and a binary system does not seem to be in the pipes. The Icelandic development reflects longstanding, steep and bold changes including the transfer of some occupational education to university level; either it has been transferred to the existing universities or the non-university institutions have got university status (education of nurses, teachers for basic schools, early childhood educators are some examples). These results are discussed and related to cultural and political differences in the countries.
We have argued by considering a host of potential stakeholders, that the principal stakeholder in the university as an establishment, is society itself (Jónasson, 2008, esp. ch. 3). We have also argued that in order to defend its various roles within a democratic society, especially as an active critical defender of its values, its critical and creative value and its role as an empowering force, it must raise itself against a number of moulding forces that are inimical to these values and must retain its public character both in terms of financing and governance. At the same time, even the proclaimed staunch defenders of a democratic welfare state, the Nordic governments, appear to be pushing its HE education edifice towards undemocratic, non-collegial, hierarchical governance and managerial systems, assimilating private enterprise in terms of operations and perhaps funding. The governments, on the other hand, claim to be reorganising the university system for its own good, making its serve better its multiple purposes, inter alia serving society.

In the paper we ask the empirical question: in what direction are the universities moving, in particular to what extent can they be classified as private institutions, rather than public ones. We consider examples from Denmark, Iceland and Norway. We present the results of a new study (2008/09) where we compare Denmark Norway and Iceland regarding the occurrence and role of private HE institutions. Furthermore the definition of the term private higher education institutions in these three countries is explored and analyzed.

We use a documentary analysis of official reports in all three countries, such as legislation, regulations and reports. Furthermore interviews were carried out with representatives from both the Ministry of education and private HE institution in all three countries.

The results reveal that despite important similarities, e.g. as relate to the systems of HE, then there exist fundamental national differences with respect to the definition, both legal and pragmatic, of the private-public distinction in the Nordic countries. Private universities exist only in Norway and Iceland. In both countries they are not - for - profit institutions, they are subsidised similarly as the public institutions and also they are allowed to charge school fees which are eligible to the student loan fond in these countries. They fall under state quality control in the same way as public universities regarding accreditation. However, financial state control differs; it is stricter in Norway than in Iceland where it is almost none. We thus conclude that it is important to analyse the details of the terminology used in the different countries. We also claim that the institutions are gradually, but to a varying extent, losing their democratic characteristics which may seriously affect their possibility to fulfil effectively their multiple contributions to the democratic process.

We want to explore the possibility of adding the cases of Finland and Sweden in order to obtain a broader picture of the Nordic higher education landscape.

Parents’ perceptions of their child’s academic competencies construct their educational reality: findings from a 9-year longitudinal study
Räty, Hannu
University of Joensuu, Department of Psychology, Joensuu, Finland

Defining a child’s educability is a consequential significance-assigning process, through which the parents, the teachers, and the pupil him/herself interpret his or her schooling. As a child’s educability is defined in terms of her or his assessed abilities, the child’s performance in school subjects constitutes an important frame for the interpretation of her or his educational potential. The present study is based on a complete 9-year longitudinal data, derived from a set of surveys through which we have followed a group of Finnish parents (N=326) from their child’s preschool to the very end of his/her comprehensive school. We were interested to find out, what changes occurred in parental perception of their child’s academic competencies and motivation and how these changes were dependent on the parents’ education and gender and the child’s gender. Through these relationships we wanted to throw light on the process through which the social representations of intelligence relate to parental interpretations of the child’s educability. It was found that by the time the child reached the ninth grade, the increase in the parental attributions of competence stabilized and even turned to decrease and that the education- and gender-bound differences in the attributions, already manifest at the preschool stage, were still evident and had got more differentiated forms. It was suggested that parental perception of competencies is activated in the socially structured field of meanings and that highly educated parents construe their educational reality in terms of the representation of natural giftedness.

Forms of knowledge in education: Students’ and teachers’ perspectives
Bø, Anne Kristin; Hovdenak, Sylvi Stenersen
University of Oslo, Department of Teacher Education and School Development, Oslo, Norway

The paper presents data from a research work among students in the 10th form in two lower secondary schools in the Oslo area in Norway. As for the teachers, the data is collected among teachers belonging to 13 different schools in Oslo.
The research questions are as follows: What forms of knowledge do students and teachers stress as important in education, and why? What does education mean to young people in a globalized world?
The data is analyzed by means of Bernstein’s (2000) theoretical framework of a knowledge theory, and his concepts of horizontal and vertical discourses and horizontal and hierarchical knowledge structures. In his effort to build a theory of knowledge, Bernstein problematizes the relation between what is mentioned as everyday knowledge and scientific knowledge. This is a fundamental discourse related to different forms of knowledge and knowledge structures in education. A key question in this respect seems to be: What knowledge should education give access to, and why? From an international point of view this topic has been focused to a greater extent during the last years. Young’s (2008) book “Bringing knowledge back in. From social constructivism to social realism in the sociology of education” is an important contribution and so far a summary concerning the discourse of building a theory of knowledge
in the sociology of education. The paper’s theoretical and empirical approach is related to parts of this discourse. The methodological approach of the empirical part is mainly based on interviews. However, video filming in the classrooms and questionnaires are used as a background material. The paper could be regarded as a small contribution to an emerging international discourse about knowledge and education in a globalized world.

The construction of children’s rights in education in Swedish policy
Quennerstedt, Ann
Department of Education, School of Humanities, Education and Social Sciences, Örebro, Sweden

Research topic/aim: This paper presents a study of how children’s rights are constructed in relation to education in Swedish policy. Since 1990, when the Convention on the Rights of the Child was ratified by Sweden, issues of children’s rights have become increasingly important to take into account in different areas of society. In the political implementation process, education is one of the areas pointed out as specifically important to promote and strengthen rights for children. The study aims to, in two steps, examine the political construction of children’s rights in education. In the first step the following questions are addressed:
- what issues are held forth in policy as issues of children’s rights in education?
- why are these issues claimed to be related to rights, i.e. what are the motives for pronouncing a matter as being related to children’s rights?
In the second step, the issues identified in step 1 is reanalysed from a theory of rights perspective, where the conceptual framework of civil, political and social rights is employed to approach the political construction from another angle.

Theoretical framework: The study mainly draws on theory of rights. A basic assumption of a close relation between the emergence and expansion of human rights and children’s rights is taken up as a point of departure (Bobbio 1996). Accordingly, a general human rights conceptualisation is used for understanding and analysing children’s rights in this study. Further, Benhabib’s (2004) idea of ‘democratic iterations’ form a departure point for the study. Through democratic iterations (continual re-negotiations), sovereign nation states deal with the possible tensions that may arise between universal rights claims from international conventions and the nations self-understanding and traditions.

Methodology/research design: The study is undertaken through a text analysis of authoritative policy documents, spanning the years 1995-2009.

Expected conclusions/findings: The expected outcomes is related to the two steps in the analysis:
- in step 1 to identify the central content in the political construction of children’s rights in education
- in step 2 to reformulate and theoretically elaborate on the construction in policy by applying the concepts civil, political and social rights to the issues identified in step 1.

Relevance for Nordic Educational research: Research in children’s rights in education is highly relevant to all states that have ratified the Convention on the Rights of the Child, which all the Nordic countries have. The research field is still somewhat weak, even though children’s rights are now firmly placed on the political agenda, and needs to expand.
By identifying in step 1 the issues that together form the construction of children’s rights in education in Swedish policy, the area may be opened up for further discussion. Such discussions include for example whether the political construction seems reasonable from other perspectives of children’s rights, or if the political construction obscures certain matters.

**The [colonial] power of the intercultural dialogue**

Aman, Robert  
Linköping University, IBL, Linköping, Sweden

During the last few years, the European Union has put an increased focus on culture as a phenomenon both within and outside of the Community. In 2007 the European Commission published its first policy on culture and this document informs that globalization has increased the contact and exposure of other cultures around the world and, consequently, questions about “Europe’s identity and its ability to ensure intercultural, cohesive societies” (CEC 2007: 2) has emerged. Thus, the purpose of the agenda is to use the growing awareness about the EU’s “unique role to play in promoting its cultural richness and diversity, both within Europe and world-wide” (CEC 2007: 3). The acknowledged main instrument is the intercultural dialogue, a term that has become almost a prestige word and its presence in policy document of the European Union has been growing at an exponential rate, according to some scholars (cf. Dewey 2008). An arena where the intercultural dialogue is encouraged is education because these “institutions play an important role in fostering intercultural dialogue, through their education programmes, as actors in broader society and as sites where the intercultural dialogue is put in practice” (CEC 2008: 31).

My overarching objective of this paper is to map and analyse the discourse of the “intercultural dialogue” as it evolves in EU policies. The reason for doing this is that the importance of the intercultural dialogue when dealing with other countries and regions outside of the Union is emphasised. Within such rhetoric there is an idea that other countries and regions may benefit the European legacy. This could from a postcolonial perspective be seen as interlinked with a colonial legacy, where something is promoted to someone who has experience of being subjected by the very same product. The reason why this is even a possibility in the first place is due to Colonialism, since without it the “language links” between Europe and the rest of the World would not have existed.

Thus, in this paper I will develop a postcolonial perspective, drawing on scholars such as Edward W. Said (1978, 1993), Anibal Quijano (2000, 2007) and Stuart Hall (1997), on those ingredients, definitions and meaning that are attached to the intercultural dialogue in EU policy documents. The purpose of the chosen theory is to investigate how ideas of Europe’s colonial past are part of the discourse of the intercultural dialogue. Through this it can be possible to conclude that the world system is asymmetrical structured as centre-periphery, where the others opposed to Europe are marginalised to its outer edges.
What constitutes changes in teachers practice?
Ramberg, Magnus Rye
Norwegian University of Science and Technology, Department of Education, Trondheim, Norway

The image of teachers as a profession that practices a high degree of autonomy, in the sense that they don’t necessarily get shaped by for example school political reforms and national curriculum plans, have long been strong (Lortie, 1975; Little, 1990; Imsen, 2001). With this background, researchers from various fields have argued that teachers respond to pressures from the outside world by rejecting or recoding demands and expectations directed towards the teachers’ practice (Deal & Celotti, 1980; Firestone, 1985; Driscoll, 1995).

Research topic/aim/methodology/research design: Despite of the fact that the intentions from education authorities not necessarily have direct influence on teachers practice, the teachers practice is in continuous change. The purpose of this theoretical paper is to discuss some central issues that contribute to change in teachers practice, based on analysis of work performed by leading researchers in the 1970s and early 80s (Sarason, 1971; Lortie, 1975; Fullan, 1982; Berg & Wallin, 1982).

Expected conclusions/findings: These researchers challenge the major assumptions about change in schools, and present evidence that the school reform efforts to change and improve schools to a large extent have been a failure. These findings involve the image of the decoupled classroom, where the teachers decouple their practice from environmental pressures. This conclusion means that the intentions are decoupled or recoded through the teachers filter and view of what is suitable in their practice. This perspective is still highly relevant, and thus forms an important basis of my PhD project which aims at changes in teachers practice at present time.

Key words: Teachers practice, change, decoupling, the school as an organization, institutional theory

Documentation and client-orientation of teachers and nurses in seven european countries
Wärvik, Gun-Britt
University of Gothenburg, Department of Education, Gothenburg, Sweden

This paper deals with teachers and nurses in restructuring European welfare state institutions, where new forms of client-oriented practices and accountability are aspects of the daily work and life of the professionals. An overall political and administratively-driven ambition is to raise the efficiency of services through the introduction of market mechanisms and empowering of clients. Teachers and nurses are frontline professionals in close interaction with clients. They are often placed in situations where an emphasis on the economic result requires a new kind of accountability, and new ways of approaching clients, than what is required in their relational work with students and patients. A common measure for changing accountability of professionals is documentation. Therefore the question arises as to if, and how, documentation becomes an aspect of constituting the client-orientation of the professionals. The paper is based on an analysis of case studies carried out within the recently finalised European research project entitled Professional Knowledge in Education and Health: Restructuring Work and
Life between State and Citizens in Europe (PROFKNOW), funded by the European Union 6th Framework Programme, Priority 7, Citizens (Contact No 506493). A goal of PROFKNOW was to understand restructuring from the perspective of teachers and nurses as professional actors situated between the state on the one hand, and the citizens, on the other. Seven countries participated: England, Finland, Greece, Ireland, Portugal, Spain and Sweden. The results from all countries point to restructuring as a living theme among the professionals, and the studies also conclude that the teachers and nurses cannot do the kind of client-oriented work they want to. In this paper, the aim is to compare the workings of documentation as a restructuring technology and consequent implications for the patient-orientation of teachers and nurses. However, the idea is neither to portray the professionals as victims of external restructuring forces, nor to discuss restructuring as a phenomenon with a clear and well-defined meaning. One argument is that by analysing documentation as a constituent of client-orientation of the professionals, aspects of the workings of economic incentives with regard to the restructuring of European welfare state institutions can be illustrated and compared.

Educational governance. School based curriculum plan - a controlled translation?
Tommelstad, Kjersti
Norwegian University of science and Technology, Faculty of Social Sciences and Technology Management, Graduate School in Educational Governace and Social Inequality, Trondheim, Norway

Norway’s last educational reform, National Curriculum for Knowledge Promotion, decentralized the task to concretize the competence aims by schools and teachers. This is the last initiative in a long row, to decentralize The School and remove what has been understood as governmental standardization. School based curriculum plans, become the political recipe by which a decentralizing of instruction methods become concrete. The idea is substantiate with arguments that more creativity and diversity will be the result, if schools and teachers get more room (Telhaug 2005).

School based curriculum plans give room for teachers’ translation of the national curriculum. Different pedagogical views, historical curriculums, textbooks, gain experiences and municipal guidance, all become part of the context and instruments that can be understood as different translations of the aims. Together with strategies of implementation, these factors (the context and instruments) can have the same signification as political decisions and governmental guidance. That is why curriculum reforms are best understood by processes of translations, and the central question is how the reform changes The School and vice versa ((Engelsen 2008; Sarason 1991, Sundberg 1995). Engelsen (2008) have showed that the municipals are copying the national curriculum documents and give the teachers little support in their translation work. Teachers then require competence in reading and translating the formal curriculum. The competence they have and use, will decide the national curriculums practical and concrete shape.

In this paper the aim is to describe teachers’ competence in translation, by identifying the instruments they use, how they use them and the consequences both instruments and use can have for instruction.
Theoretical framework
Theoretically, the paper draws on neoinstitutional literature. On a general level it uses an understanding of ideas as cultural myths (Meyer and Rowan 1979), and in particular theory about translation rules, translation competence (Røvik 2005), and a typology of teachers reactions to new ideas (Coburn 2004).

Methodology
I have been shadowing parts of the national curriculum in the two subjects: norwegian and social studies in two lower secondary schools. The subjects were chosen because they belong to different governmental regimes. To shadow a written document in several organisational contexts, has demanded use of different qualitative methods as observations (instructions), interviews (teachers and principals), focus groups interview (teacher teams) and document analysis (year plan, work plan, school based curriculum plan, textbooks).

Contemporary findings
So far, findings suggest that teachers act in accordance with the idea of school based curriculum plan in several ways. Their understanding and use seem to vary with subjects, textbooks, schools and teacher, but at the same time there are some common descriptions and understandings among the teachers of the national curriculum and the competence aims that seem to affect instruction.

Keywords:
Educational governance, national curriculum, translation, school based curriculum plan

Risk and double contingency in the politics of learning
- Behaviour and identity formation within the classroom context
Reichenberg, Olof
University of Gothenburg, Department of Education, Gothenburg, Sweden

Research topic/aim: The general research aim is to present a tentative suggestion on how to think about risk, double contingency, social perception, meaning, scripts and anxiety within a historical framework of the classroom context. These concepts might have important implications for learning, socialization, habitus and identity formation of pupils. More specifically the paper aims to elaborate on possible strategies for developing measures, items and indicators for micro-ethnographical studies of the classroom interaction concerning theses issues.

Theoretical framework: The main theoretical framework is the new social system theory as developed by Niklas Luhmann (1995). Inspired by Raf Vanderstraeten (2001), this analysis will be also ad the concepts of framing (see Goffman 1971 or Bernstein 2000) in order to deepen the understanding of social interaction on the face-to-face level. Communication will be at the core of the analysis, while the classroom will be perceived as an interaction order.

Methodology/research design: The paper will contain i) theoretical discussion focusing on methodological issues and ii) data collected from preliminary research on the classroom level using micro-ethnography. The first part will discus how the new social system theory and micro-ethnography may presumably be used in order to measure risk, conceptual strategies and double contingency. Indicators and tools will also be addressed with a distinct focus on communication. The second part will focus on preliminary analysis of video data collected in
ecologically valid settings. Here coding-schemes of the interaction will be presented, as well as be put up to the test whether they are reasonable or not.

**Expected conclusions/findings:** Notions of risk, contingency and social perceptions are here regarded as having explanatory potentials for social mechanisms operate in classroom interaction. Given this there is a need to develop conceptual frameworks for studying the micro-history (see e.g. Levi, 1991 or Tyack & Cuban, 1995) of classroom interaction and asymmetries in the politics of learning.

**Relevance for Nordic Educational research:** The classroom is one of the core levels for the studying of behaviour since it is within the classroom context that people are created and acquire important skills need in order to become citizens of society. It is significant to discuss tools for understanding the communication of the classroom.


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**On the mapping of classroom politics – contestations of curriculum architecture**

Harling, Martin
University of Gothenburg, Department of Education, Gothenburg, Sweden

In this paper I will reflect upon some theoretical and methodological problems on the notion of context in classroom studies. My point of departure is the heavily laden concept of social reproduction, deployed so general in sociology of education that it is if not empty, so at least without any stronger explanatory value. In structure functionalist research from the 70’s the concept was used in an overt ambition to “unmask” the “real meaning” of activities in schooling as merely the capital class’ social control, enhancement of a skilled workforce, and the re-production of a class society. However, these deterministic models were abandoned, in part because of criticism regarding the absence of a notion of agency. Instead more context-sensitive and contingent studies were presented, hence the individuals studied were believed to contestate and negotiate issues of power and meaning in “situated” settings. In addition the “linguistic turn” reassesses epistemological assumptions of meta-narratives and representations, thus the world cannot be understood from a presumed “neutral” point of view. Clearly, an adequate understanding of processes of schooling and the “making of people” cannot neglect these, more recent problematizations of social reproduction theories. Neither, I would argue it can’t throw “the baby with the bathwater” and understand lived curriculum as “situated learning” or as merely the making of “informed choices on a future-market”.

The paper will discuss feasible ways of exploring individuals emerging in classrooms through ethnographic studies. An attempt will be made to balance between structure and agency – the
Scylla and Charybdis of social science. Also, I will suggest a reconsideration of the “hidden curriculum” of schooling, with reference to the long driven methodological individualism of recent years. What are the relevant frames and classifications and how can they be studied to analyse the “architecture of curriculum”? Hence, does context sit well with agency in adequate studies of contemporary schooling?

Research topic/aim: This paper aims at investigating how a municipality’s educational policy can affect the teacher’s teaching in schools.

Theoretical framework: Theories to do with accountability is the main theoretical framework for this part of the study. I have used the framework of ASAP (Achieving School Accountability in Practice) and built the paper on, among others, Hopmann, Stefan & Lieberg, Sigmund (2003), R. Elmore (2006) and Jorunn Møller (2005). This is to examine accountability, with results as well as process. As regards leadership, I will build my argument on - T. Sørhaug (1997) and J. Møller (1996).

Methodology/research design: The single case study is from a phenomenological perspective. The data has been collected from documents, both from the municipality and the selected school. Five teams of teachers have been interviewed (in groups). The Head has been interviewed separately. In the analysis I have combined two models (one from the ASAP - project) to develop a new one in order to see different aspects of school development. The model is a tool for analysing the effect of the municipality’s plans for development in the local school.

Expected conclusions/findings: The school in question is a school well known in the local area for being “ahead”. I was looking originally at what the Head did to maintain such a high level of engagement at the school. The findings show a high level of accountability both in process and result, especially in the teams. The use of formal plans is one way the Head manages to do this. However, what was surprising was the change in intensity of the work at this local school when the municipality implemented a programme to be developed in all their schools. The findings at this particular school show that the municipality’s programme played an important part in the development of the school’s and the teacher’s classroom practice. This is something the teachers acknowledge, as well as the Head. They pointed at this as their “turning-point”. I try to explain this through the model and the chosen theory.

Relevance for Nordic Educational research: The Nordic countries have a similar cultural background as well as local government. Even though this is a single case-study, these are situations that are easily recognisable in other Nordic countries. Are there really ways that Municipalities can develop their schools? This case-study gives an insight others can translate into their situation, both how this was a help for the Head, and how the school had a common aim in developing their school.
The political struggle over the regulatory framework concerning state funded private schools
Börjesson, Mattias
Örebro University, HumUS, Örebro, Sweden

Research topic/aim: In 1992 the Swedish conservative government reformed the school system. It established a free individual selection of schools and allowed state funding for private schools if they followed the state regulatory standards (open to the public, no school-fees). The aim of this paper is to analyze political documents in relation to the above mentioned reforms, which are understood in relation to a larger ideological shift in society and a changed conception of citizenship. Of particular interest is the regulatory framework established for state funded private schools, from them it’s possible to trace the regulations underlining ideological vision for education. Political conflict surrounding the overall societal goals for education can be traced from different regulatory approaches. The regulatory framework is seen as inherently ideological and as a result of political struggle that can ultimately be traced back to a broader struggle in society. That implies that we can only understand educational reforms in relation to the dominant hegemonic ideology and social struggle.

Theoretical framework: My understanding of political documents and educational reforms are based on Swedish curriculum theory as developed by Englund (1986/2005). The documents are analyzed as manifest ideology in relation to a given socio-historical context. From this perspective, educational reforms are understood in relation to a political field of force of struggling social forces. The above mentioned educational reforms can also, according to Englund (1996), be understood in relation to a changing conception of citizenship. The transformation of the Swedish education system can in this perspective be understood in relation to a changed conception of the model citizen and her socialization. From individual socialization in schools aimed at the universal public good (the needs of the state and society for social cohesion and the universal rights of the individual to a good education) to socialization aimed at the particularistic private good (the right for individuals and parents to choose education in relation to particularistic interests). Educational reforms are in this perspective analyzed in relation to political struggle, where different social groups have different visions about “the good school” and the “good citizen”. My interest in the regulatory framework for state funded public schools are derived from Rothsteins’ (1994) theorizing, that the regulatory framework is the primary political tool for the state to implement societal goals in a system with private education providers. Different visions for education are realized through the regulatory framework established by the state.

Methodology/research design: An analysis of political documents in relation to the above mention reforms, parliamentary debates, SOUs (State public inquiries), government bills, etc. (Riksdagstryck).

Expected conclusions/findings: There has been ideological shift from education for public good to education for private good, but there is still a political-ideological struggle over the overall societal goals of education, more specifically in relation to the regulatory framework.

Relevance for Nordic Educational research: The changes in the Swedish education system are part of an international restructuring. The ideological shift and corresponding change in educational policy can be seen in all the Nordic countries as well.
The aim of this paper is to explore and discuss what could be considered as a culture of self presentation, that is, to present the most attractive narrative of one self, or rather the ‘ideal school self’. Compulsory schools of today contain several techniques, as for example ‘logg books’ and ‘development talks’, where students continuously are expected to reflect about, present and judge themselves. How then do the educational purposes in development talks and log books relate to the present school discourse emphasizing ‘freedom of choice’, ‘individual responsibility’ and ‘self-evaluation’? The study concerning development talks contains twelve recordings with participants: two teachers, parents and the students, aged twelve. The study concerning log books includes 30 books from two schools written by students, aged 15. Both development talks and log books are mediated tools founded on communication and dialogicality, often expressed as “the will to embrace and see the entire child”. How do development talks and log books shape, develop and influence students and their notion of themselves and the world around them. The analysis to find the answers to present questions is influenced by a Foucaltian post-structuralism with a feminist twist, mostly attributable to Judith Butler. Inspired by Foucault the study focuses on power relations, meaning the strategies that individuals use when they try to control and govern other people’s conduct or attitudes. These strategies could be called games of strategy. This study has ethnographic features, but the main object of analysis is communication in texts and talk. The ethnographic elements are important in the sense that they have contributed to a deeper understanding of the communication analysed. Even though observations have been made in schools in order to understand the context, basically the point of departure is that development talks and log books deal more with individuals in interaction and communication than in context. The art of formulating a balanced and attractive narrative about oneself seems to be one of the most important skills that students should possess, both in log books and development talks. The result or the learning which both development talks and log books mediate to students is a kind of reflexivity that might be compared with “double bookkeeping” or a two-way mirror. The question is if there is not always a gap between the things you find that you ought to be able to achieve and what you actually are able achieve? If a student in such a case presents her- or himself as someone who can achieve something she or he is not at all sure to manage, or as someone with capacities she or he is in fact aware of not having, then the double bookkeeping might prove useful. The double bookkeeping seems to be based on certain fixed conceptions of the world as it is today, but above all of the world as it will be for the students. That world is a world that could be summarized in the term “a culture of presentation” which will also lead to a particular outlook on people. This outlook tends to exclude all signs of weakness in favour of a strong self, knowing how to play her or his cards in a world where each individual seems to be expected to make her/his own way to carve out her/his own career.
Relevance for Nordic Educational research: The study concerns how the ideal or ‘good school’, is constructed genealogically through discursive governing. The starting point of the analysis is the reform proposal for a new teacher training programme (HUT 07 eller SOU 2008:109). The approach is genealogical in order to be able to study, from a perspective on power, how the ‘good teacher’, the ‘good pupil’ and the ‘good school’ are constructed in current and previous policy documents in relation to the vision of the ‘good society’. By also studying historical policy documents, I seek to trace continuity as well as renewal in discourses regarding teachers, pupils and schools/education systems in current policy practices. More precisely, the study concerns the following questions:

• How is the ‘good teacher’ portrayed in the policy texts, or, in other words, how is the teacher subject constructed and positioned?
• How are the pupils constructed and positioned in the texts?
• How is the content of the teacher’s knowledge described and constructed? That is, how are epistemological assumptions such as approach to knowledge and learning described?
• What societal functions are the abovementioned questions related to? That is, what visions or problem representations are the teacher, the pupil and the school a part of and supposedly should help solving or developing?

Methodology/research design: The theoretical and methodological approaches used in this study come mainly from Michel Foucault (1977, 1980, 1990, 1993), Stephen J. Ball (1994, 2007, 2008) and Carol Bacchi (1999, 2000). Hence, I use a discourse theoretical and a policy sociological approach when I read and analyze the studied texts. The concept of discourse which I use originates in Foucault (1977, 1982), who considers discourses to be linguistic and/or institutional constructs which constitute and produce various forms of ‘truths’. These are central in the governing of practices and/or individuals (subjects) and populations. The text is seen both as text and discourse (Ball 1994), which means that it is studied both as a text practice and as a producing, normalizing and disciplinary practice which constructs or fabricate ‘truths’ about both school and society. However, it also positions the teacher and the pupil through various subject positions and performative practices (Ball 2003, 2007, 2008). As a basis for the analyses, I have studied government commissions (SOU-texts) and government bills focusing on the teacher training programme, starting with the commission report of 1940. Thus, a total of six government commissions have been scrutinized together with as many bills.

Expected conclusions/findings: The results show how policy proposals from previous policy periods have been discursively reused in HUT 07 (1948-1965), but also historically opposed ways of constructing the ‘good’ teacher, the ‘good’ pupil and the ‘good’ school (mainly during the period 1978-1984). Despite of the similarities in the descriptions of the ideal school subjects and the ideal school knowledge between these two periods, the policy texts express completely different societal visions. I therefore claim that it from a genealogical perspective is possible to see significant similarities (same same), but also large differences...
(different) in the projection of the 'good' school during the studied period of time. As a consequence, the expectations are very different regarding what the individual teacher and pupil in school should live up to in the school practice.

**Accounting for equity: Does OECD propose accountability systems as a script for enhancing equity in education?**

Sigrunn, Tvedten
Norwegian University of Science and Technology, Graduate School of Educational Governance and Inequality, Dept. of Sociology and Political Science, Trondheim, Norway

In this paper I discuss findings based on a discursive analysis of OECD publications, guided by a research question of analyzing intersections of the discourses of equity in education and promotion of accountability systems for educational governance. I pay particular attention to reviews and recommendations concerning Norway and Finland respectively. The Norwegian and the Finnish education systems have resembling institutional features which may be summed up by the concept of the Nordic model, emphasizing equity in education (Telhaug, Mediås, and Aasen 2006). The countries also show similar developments in the governing structures of education over the last decades: There has been a process of decentralization of governing responsibilities and financing, but occurring in tension with a continuous wish for centralized control (Moos and Carney 2000). This supports arguments for introducing evaluation systems with increased focus on quality indicators and accountability. In thematic reviews from the study Equity in Education, OECD praises both Finland and Norway for their strong commitments to equity in the national education systems, but both countries are criticized for shortcomings regarding information of system functioning, and tools for monitoring and intervention. The two countries diverge however when reading OECD publications with reference to the PISA-results: Finland wins both the excellence-test of high achievements, and the equity-test of equal opportunities, while Norway has a long way to go on both measures. This configuration of differences and similarities makes it interesting to analyze the reviews and recommendations from OECD, which illustrates the similarities of recommendations, as well as variations in the arguments regarding national contexts, illuminating institutionalization in process.

Inspired by sociological neo-institutional theory, as represented by John W. Meyer and colleagues, I approach OECD as an institutionalizing force in the spread of organizational scripts for rational educational governance. The two values characterizing the rationalization of western societies; justice and progress, are reinterpreted as equity in education and efficiency in school management, where the latter is closely connected to the promotion of accountability. The question is thus how these two discourses intersect, or diverge. I draw further theoretical inspiration from foucaultian literature on governmentality. I aim to deconstruct the discourse of accountability as governing rationality and technology of governance, paying attention to the reasons and problematizations of the organizational script, and the connections and tensions between discourses within which the script is interwoven.

In analysis of the intersection between equity and accountability in OECD publications, I discuss how we can notice what might be termed a “quick shift” between two logics of governance within which accountability is embedded (Drori 2006; Biesta 2004). I argue
that the discourse of justice and equality is loosely coupled with the managerial design of the governing system at the level of scripts, as the discourses may intersect, but only until the tension arise in the operationalizations and from experiences of implementation. The findings are thought as an input into the ongoing debate about accountability in Nordic education systems, illustrating the tensions between different logics, which may arise in the implementations.

Schools and equalisation of social inequality
Ottosen, Anna L.
Hedmark University College, Faculty of Education and Science, Hamar, Norway

Research topic/aim and Theoretical framework: Schools and teachers as producers and reproducers of social inequality: How do teachers explain the role of the school level, and what kind of opinions do they express related to which efforts may be implemented? Social background appears to be a deciding factor for recruitment to higher education in Norway (Bakken 2009, Nordi Hansen & Mastekaasa 2003). There are systematic differences linked to the pupils’ social backgrounds. Raymond Boudon (1974) has presented a structure that is broadly used to analyse different explanations of social inequality regarding education. Boudon refers to three main traditions: value theory, cultural theory and positioning theory. The differences between these theories lie in which factors are assumed to be the main cause of educational inequality.

In a democratic society, the principle of equity and equal circumstances constitutes a significant foundation pillar. Education is highly relevant when it comes to social justice, and there are several different approaches for how to meet the challenge of social justice with different measures related to the organisation and contents of the various parts of the education system. Kenneth Howe (1997) makes a distinction between formal systems, compensatory systems and participant systems. The purpose of the study is to analyse which explanatory model is being used amongst the interviewed teachers, and to compare this to which measures are perceived as relevant: Do the teachers in this study point at the formal, the compensatory or the participant system? This can bring us a step towards identifying major challenges in schools’ further efforts for creating greater equality across social background.

Methodology/research design: The results and tendencies discussed here are based on an interview survey and form a qualitative study of 21 Norwegian teachers. The study was carried out as semi-structured interviews with open questions.

Expected conclusions/findings: The results show that several of the interviewed teachers reject the idea that schools have any role when it comes to producing or reproducing social inequality. When it comes to the teachers that acknowledge that schools have a function, a majority of the teachers in this study regard schools as a reproducer of social inequality, and not as a producer. These teachers indicate conditions in the pupils’ home backgrounds as the only cause of the systematic correlation between social background and educational level in Norway. This is also reflected in the type of measure that most of the interviewed teachers consider relevant. Based on Howes theoretical framework these measures can be grouped as part of a compensatory system.
Relevance for Nordic Educational research: Norwegian and international research shows that the education system cements differences regarding social and ethnic background and shows that the pupils’ opportunities are not equally distributed; on the contrary, they are systematically unequally distributed. The issue of the development of social inequality in the education system is an important one, because increasing equality has been, and is, a major political objective. “Equal right to education” is a major slogan in the construction and maintenance of the welfare state because the education system is perceived as an instrument for giving all members of society equal opportunities. Here teachers play a major role, and the perceptions and opinions of teachers will be interesting contributions to analyses in this field. Persisting inequality as regards social background and educational level is a major perspective considering the Conference’s focus on active citizenship. Analyses of the connection between education and social background can bring forth interesting perspectives as to what participation requires.

Governing elderly care workers: A regime of practice and rationality of care

Fejes, Andreas1; Nicoll, Katherine2
1Linköping University, Department of Behavioural Sciences and Learning, Linköping, Sweden
2University of Stirling, Institute of Education, Stirling, United Kingdom

European and national policies on employment strategies and education position in-service training and workplace education as essential in creating an employable workforce that can contribute to the economic growth of a region or country (EC, 2001, Ministry of Social Affairs 2007). The worker her/himself is positioned as active in realising such aims. Policies are written in ideal terms and suggest that everyone would benefit from active contribution. Policies are part of a politics that aims to activate citizens so as to shape themselves into that which is desirable (Dahlstedt 2009). In this paper, we turn our attention to how this politics of activation operates within work practices in elderly care homes, to see how and by what means care workers are shaped and fostered. Inspired by the later work of Michel Foucault (2007) and his notions of governmentality and technologies of the self, we trace the organized practices and forms of rationality, techniques and programmes aimed at shaping and fostering the care worker. We see how these have become institutionalized, explore them for the conditions that make them possible and consider their consequences as the exercise of power. We draw from Dean (1999) in asking how it has become possible for such a regime to come into being and be maintained and transformed. We draw from empirical data from twenty-one semi-structured interviews (Kvale 1996) with a total of thirty-one health care assistants, licensed practices nurses, managers and teachers working at six nursing homes for elderly people and at three different educational providers. Fifteen interviews were individual, and six were group interviews conducted with two to five interviewees together. The reason for conducting group interviews was practical – to talk with as many participants as possible with a time schedule that had to be adapted to their work and study schedule (Vaughn et al 1996). All interviewees participated in an in-service healthcare training programme (albeit in different roles) that aimed at providing opportunities for health care assistants to have their knowledge recognized. They were all to receive a certificate from the programme at upper
secondary school level. Thus, they would be able to be employed as licensed practice nurses. The interviews are complemented with observations conducted at one of the nursing homes over a period of ten months. The interviews were transcribed fully, and together with the observational notes were then analyzed as text. We read the transcripts as statements in the production of ‘reality’. Or focus was thus not on the reality per se, but on the regularities of the descriptions made, how these were made and what kind of technologies and subjectivities were being shaped through them.

**School transport in change: experiences and narratives**

Löfdahl, Annica¹; Pérez Prieto, Héctor¹; Gustafson, Katarina²

¹Karlstad university, Faculty of Arts and Education, Karlstad, Sweden
²Uppsala university, Department of Studies in Education, Culture and Media, Uppsala, Sweden

**Research topic/aim:** Every day hundreds of thousands of children are transported in Sweden to and from school by bus, train, taxi, boat – not mentioning all children driven to school by their parents in different cooperative arrangements. The traditional school transport, which mainly was a question for sparsely-populated areas and part of the ambition to give everybody – no matter social background and place of residence - equal education, have recently changed character. Due to changes in society and the educational system (Lindblad et al., 2002; Lauder et al., 2006) new forms of school transports are developing and new groups of users are transported between varying social and cultural areas, bringing along radical challenges for the school.

**Theoretical framework:** School buses, as an important element in many children's everyday lives as well as the significance of school transport in keeping/crossing social and ethnic segregation, are the focus of this project. While previous research on school transport has mainly focused on structural geographical and economical issues and emphases safety during transport this project investigates new meaning of transport and how societal, demographic and political conditions form new patterns of school transport with impact on segregation processes. We understand school transport as a social phenomenon that takes shapes, maintains and transforms through social processes that takes place in specific cultural and historical contexts. The theoretical and methodological starting points are in a social constructionist tradition and the importance of time and space for social interaction and identities (Christensen & O’Brien, 2003; Massey, 2004) is therefore emphasized. Transports are taking place in different social and geographical contexts that makes the perspective of social geography fruitful in order to analyze school transport on different levels.

**Methodology/research design:** In the project as a whole, different methods will be used; surveys to map out the use of transports, narratives with adults to stress the historical perspectives and experiences in their past childhoods as well as narratives with school transport children of today. Ethnographic approaches will be used to study children, active in shaping meaning in school transport and to grasp their experiences. Expected conclusions/findings: In this presentation we highlight and discuss the experience of being, or having been, a school transport child. Experiences from children and adults of different ages are told through interviews. By using a narrative approach, our ambition is to combine knowledge of school transports both as situated identities (Mishler, 1999) and as narratives about the contexts
where these experiences were made (Bertaux, Thompson & Rotkirch, 2005).

**Relevance for Nordic Educational research:** The project is of relevance for Nordic educational research as it links the issue of school transport to current social processes and education policy changes. The project is expected to raise and widen the issue of school transport from a structural and administrative discussion level to an education policy, sociological and educational level.

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**Pupil influence and crime prevention**

Wahlgren, Paula

Department of Criminology, Stockholm University, Stockholm, Sweden

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**Research topic/aim:** For a long time, school has been regarded as one of society’s most important crime preventive areas. The major significance of the school has been emphasised on basis of its role in the upbringing of children, and by its opportunity to “reach out” to all children and to identify those going astray. From the 1970s onwards, increasing emphasis has been placed on the importance of crime preventive teaching, such as “law and justice”. Also, the idea of pupil influence and participation has been given a central role in educational policy and has coincided with the objectives of the crime preventive work of schools. The importance of influence and participation has been considered as the best way to make pupils internalise the norms and values of society. In other words, influence, participation and responsibility have been the watchwords for a successful crime prevention education from the 1970s until today. However, the meanings of these conceptions have undergone changes.

**Theoretical framework:** Drawing upon Foucault’s notion of governmentality, this paper analyses how the rationalities of the crime preventive work in schools might be understood and how the subject at whom this governance is directed is presented and constituted.

**Methodology/research design:** The empirical material analysed consist of educational material produced by The National Council for Crime Prevention such as handbooks intended to provide guidance for schools and other reports outlining how schools should be working in order to prevent the crime. Comparisons are made between two periods, 1972-1982 and 2001-present.

**Expected conclusions/findings:** Compared to the 1970s, the subject of today is faced with a new form of responsibilisation. Whilst the versions of influence and responsibility described in the 1970s and 80s centred on the necessity of giving the pupils responsibility and the opportunity to participate in order to practice democratic citizenship, the subjects sought for today are citizens who take or assume personal responsibility for their participation. Furthermore, this new responsibilisation involves a shift in the conception of society, from the 1970s notion that the causes of different problems is to be found in an unjust society in need of change, to a notion of a society as a place filled with risks we all have a responsibility to handle.

**Relevance for Nordic Educational research:** Despite the fact that both politicians and scholars repeatedly have presented school as one of societies most important crime preventive institutions, few studies have addressed this issue. Even though educational research has taken a large interest in the schools’ general work with norm formation, an analysis of how schools are expected to work more specifically with crime preventive teaching and the material produced in relation to this has yet be done.
Class in neo-liberal education discourses
Reimers, Eva
Linköpings universitet, Social and Welfare Studies, Linköpings universitet, Norrköping, Sweden 328

The paper presents the framework and aim of an imminent research project investigating class in neoliberal education discourses. The project is focused on how differing socioeconomic conditions are made sense of in neoliberal discourses in education, and the ensuing consequences for possibilities for challenging economic inequalities in school and education. The interconnection of neoliberal ideology and education is a global phenomenon. There is also agreement about the significance of socioeconomic background for educational choices, and that education contributes to constructions of class categories.

The project seeks knowledge about the consequences of neoliberal discourses for the possibilities of subverting socioeconomic inequalities in education. It is a study of how neoliberal discourses appear, become stabilised and are counteracted in texts from public authorities, in media debates, and at education conferences. The different categories of data are components in a public conversation about school and education. The data is analysed by a deconstructivistic double reading that begins with eliciting the dominating content. The next step consists of eliciting what is excluded and made impossible.

The research connects to: previous research on class and education; research about how the neoliberal discourses have colonised school and education and to what effect; and to discussions in education philosophy. The project will develop theoretical perspectives on constructions of class in educational discourses.

In the presentation special attention will be attributed to the background and methodology of the project.

Vocational education in Sweden viewed from a social class perspective
Nylund, Mattias
HumUS-academy, Education, Örebro, Sweden 329

Research topic/aim: Education policy has historically been a central part of the political aim of creating a more equal and democratic society in the Nordic countries. There is a tradition in Nordic pedagogical research linking education policy to questions of democracy. Relating education policy to questions of social class, however, is not common practice in contemporary Nordic pedagogical research. Instead, the relevance of structural approaches in general, and specifically theories of social class, has been questioned both from philosophical as well as from empirical points of view. The aim of this paper is to argue that the dismissal of the concept of social class in many respects is problematic and to illustrate how contemporary Swedish society can be understood as a class society.

From this perspective vocational (secondary) education in Sweden is both occupied by students from, as well as socialize for, mainly working class positions, ie. there is a structural problem of education reproducing (class) inequality. Implications for what research questions become relevant in analyzing educational policy for vocational education from this perspective are discussed.
Theoretical framework: The theoretical discussion of the relevance of class and its declining usage in pedagogical research takes its departure from theorists such as Crompton (1998), Furåker (2005), Mannheim (1940) and Poulantzas (1977), while the illustration of how Swedish society can still be viewed as a class society is based on Wright (1997) and his reconceptualization of the Marxist conception of social class.

Methodology/research design: This paper is mainly theoretical. The methodology could be described as discussing different theories on the relevance of the concept of social class, summarizing Wright’s (1997) analysis of the class structure of the Swedish society, and, finally, discussing the Swedish vocational education in relation to these discussions.

Expected conclusions/findings: The thesis presented in this paper is that the theoretical discussion of the concept of social class from a range of perspectives has been problematic. It will be suggested that contemporary Swedish society can be understood as a class society and that, through such a perspective, vocational education in broad terms can be viewed as the secondary education of the working class. It is argued that this, in turn, has implications for what questions become relevant when analyzing educational policy for vocational education.

Relevance for Nordic Educational research: Different research questions are raised depending on what concepts and what theory of society research takes its departure from. Questions of education and social class have historically been central for both research and policy in the Nordic countries, and the possible relevance of the concept of social class for contemporary research, as well as policy, is crucial for the research community to discuss.

Research topic/aim: Our specific focus is on the politics of international university ranking lists. Such lists are being given increasingly more space and attention in the mass media and by governments as well as by supranational organisations and the universities themselves. Given studies such as Marginson (2009) and Foss Lindblad & Lindblad (2009) international ranking lists are considered to have transformative powers concerning the organisation and quality of higher education institutions and their identity. Transnational governance (Djelic & Sahlin-Andersson, 2006) and ordering powers are “soft” as well as “externalised,” as they rely less on formal rules and formal hierarchies within organisations, and more on information and knowledge about the organisation (cf. Ahrne & Brunsson, 2009). Technologies such as monitoring, standards, benchmarking, and rankings are some examples. The different instruments or technologies of transnational governance can be expected to vary in the ways in which they work and could be expected to have specific characteristics within their own institutionalized spheres. Given this, our objective is to deal with the university ranking lists as tools in transnational governance of higher education.

Theoretical framework: As several critics have pointed out, such as Altbach (2006) there are serious deficits in the international ranking game that are quite apparent when considering their emphasis and when comparing positions in different lists and comparing positions over time in the same list. The European Commission has the ambition to provide the transnational field of higher education governance with an improved way of international university
ranking, including different categories of academic work and comparing what is considered as comparable in academia. Within a couple of years another ranking system will be presented by a consortium of institutions and organisations from the Netherlands, Germany, Belgium and France. Such a development is a result of international and transnational cooperation in order to produce a standardised instrument for transnational governance.

**Methodology/research design:** In this paper we are presenting classifications and technologies used in the ranking lists and the potential of this for harmonisation of higher education.

**Expected conclusions/findings:** Descriptions and analyses of ranking lists - here especially in terms of classification of higher education fields and qualities in higher education and research.


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**Governing by comparability - The Bologna process and the open method of coordination**

Olsson, Ulf1; Petersson, Kenneth2; Krejßler, John3

1Stockholm University, Education, Stockholm, Sweden;
2University of Linköping, Social and Welfare Studies, Linköping, Sweden;
3Aarhus University, Department of Education, School of Education, Copenhagen, Denmark

**Research topic/aim:** Contemporary educational policies and reforms have not just been affected through the Bologna process, but through policy actions and more ‘soft- like’ rules that govern nations, local entities, groups and individuals. One of these soft regulations, that the Bologna Process is a part of, is denoted as The Open Method of Co-ordination (OMC).

**Theoretical framework:** The European integration can be thought of as a virtually impossible project, which is to gather the European member states into one single unit and order them to implement in an identical manner, into one and the same undertaking while striving towards a common goal. But through OMC the impossible seems to be made possible. OMC is not a completely new way of ruling Europe and its member states, rather there seems to be historical elements embedded.

**Methodology/research design:** OMC can be considered as an expression, in procedural form, in and through which politicians, administrators, researchers, organizations etc, discuss and co-ordinate with one another, but above all it is a producer of a portfolio of measures for comparison (indicators, benchmarking, accountability, standards, guidelines, outcomes etc.),
which without being forced on the individual member states, nevertheless appear necessary, and in practice comes gradually to function as an ever more evident situation of peer pressure. **Expected conclusions/findings:** The logic of OMC comparisons is based on the idea of “identity” and “diversity” that is the sovereignty of each member states, “leading nevertheless to similar solutions” (Nóvoa 2003). The reason of comparability is not in the first room a way of knowing or justifying, but a mode of governance, regardless of its conclusions or recommendations. Empirically the study will be based on the stocktaking’s of the Bologna Process.

**Relevance for Nordic Educational research:** The OMC is a governing technology much in need to be analysed in Nordic educational contexts.

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**European governance of teacher education. The creation of new futures for nordic education**

Petersson, Kenneth; Olsson, Ulf; Krejsler, John Benedicto; Popkewitz, Thomas S

1 Linkoping University/Campus Norrkoping, Dept of Social and Welfare Studies, Norrkoping, Sweden; 2 Stockholm University, UTEP, Stockholm, Sweden; 3 University of Aarhus-DPU & University College Kristianstad (Sweden), Dept of Education, Copenhagen NV, Denmark; 4 University of Wisconsin/Madison, Dept of Curriculum and Instruction, Madison, United States

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**Research topic/aim:** New conditions are emerging in European policymaking. Teacher education policies must be aligned with new templates for constructing the present. This necessitates construction of new genealogies of the present that construes new possible futures and retell the past according to new needs of understanding the context for the present. National questions and concerns of learning, education and educational policy become more and more intertwined with the European political space. A part of this political reframing is the so called providing technologies of how to govern ourselves and nations as learning subjects and societies. The purpose with the project is to compare how contemporary European, Bologna Process, and global discourses on educational policy acquire a governing influence on the discussions about teacher education in four Nordic countries.

**Theoretical framework:** The study is rooted in a Post- Foucauldian tradition. The thinking on educational policy that is characteristic of the European Union is ultimately about safeguarding the internationally competitive success of nations. The EU is, in Foucauldian terms, concerned with bio-politics thus, political governance on entire populations as well as on separate individuals. In this new space, new forms for governance and influence, for instance, The Open Method of Coordination is developed. By focusing on modes of thought and reasoning around questions of EU educational policy and problems, it is possible to study how rules, norms and styles of thinking also function by giving direction for how individuals should think, behave and talk in this educational space.

**Methodology/research design:** The study is empirically founded upon discourse analysis of relevant European and national documents. The discursive approach to the analysis of the documents means that we will be studying concepts, meanings and relationships that frequently recur, are created and recasted in the meeting of the teacher education programmes with transnational discourses.

**Expected conclusions/findings:** The preliminary results can be summarized as follows: The
impact of the EU agenda on Nordic teacher education policies can surely be detected. However, the EU policy mostly touches on the national educational agendas in rather indirect ways that tend to take the form of knowledge-production in terms of comparisons, peer–reviews, stocktaking, emerging standards, indicators, benchmarking. Another result is that teacher education policies in the Nordic countries differ from one another, due to different national traditions, legislation and political conjunctures. We thus can see that these countries do not engage with and interpret transnational agendas in identical ways. They do, however, all integrate transnational agendas into the coding of new policies in relation to teacher education as well as other higher education areas.

**Relevance for Nordic Educational research:** The study will make a contribution towards meeting current research requirements in the field of educational science, such as increased research into teacher/higher education from a comparative perspective; research from an educational science perspective into the development of global and European educational policy discourse, and the role of the supranational organizations in these contexts; research into how the educational programmes of individual nations interact with these movements, and comparative research of teacher education and training in general, and teacher education in the Nordic countries in particular.

**In search for the assessment culture of teachers in times of increased international testing - the Swedish case**

Román, Henrik

Uppsala University, Department of Education, Uppsala, Sweden

In recent years, many countries have increased their participation in international comparative tests. The outcome of these tests is often used in national debates on education for legitimizing educational (non-)reforms. The aim of our research project International student assessments, national assessment culture and reform history is to develop knowledge about the relationships between international comparative tests and national reform history. We claim that participation in as well as use of international tests both are related to the national assessment culture and the national reform history. This project is designed as a historical-comparative study, comparing Sweden and Germany, two countries with divergent assessment cultures and reform histories.

In this particular study - restricted to the Swedish case - I explore Swedish teacher union press debates on assessment and international comparative tests from 1990 and onwards. In Sweden, there are two major teacher unions, with different historical roots. Lärarnas Riksförbund (The National Union of Teachers in Sweden) traditionally has organized subject teachers in secondary education. In Lärarförbundet (The Swedish Teachers’ Union) the typical member has traditionally been a class or a subject teacher in comprehensive school. The member journals of these two unions, Skolvärlden and Lärartidningen, reflect and strive to affect school practice as well as school politics, and to some extent school research. Articles from these two journals make the empirical basis for the study. My aim is to map discursive patterns in how to address the issue of assessment, and thereby to describe and analyze the assessment culture of the Swedish teachers, including variations over time and between the two teacher groups.

The conclusions to be drawn from this comparative analysis are still at a preliminary stage.
Supported by previous research, I discuss my findings on teachers’ assessment culture(-s) with regards to three dimensions. The first dimension concerns what is at stake when assessment issues are addressed: What kinds of assessment are presented and how are they displayed? What is the purpose of the assessment presented and what is presented as a purpose? What types of assessment are included and what types are not? Another dimension concerns the degree of stability-change over time and the degree of homogeneity-heterogeneity between the different educational spheres. A third dimension concerns the degree of autonomy and dependence in assessment matters, with respect to the different educational spheres. In addition, I relate the patterns of the teacher assessment culture/s to the Swedish school reform of the 1990s, by identifying different legitimating and dislegitimating references in the journal articles to history, science, profession and bureaucracy (Schriewer, Luhmann) and not least references to the international context. By taking all these references in to account, the impact of the international comparative tests is put in perspective, and thus are related to other sources of influence.

Symposium title: School Governance: Evaluation and Supervision as Policymaking
The point of departure for the proposed symposium is the multi-level character of governance and the configuration of governing models in education in Norway. Governance is considered as the interplay between four major groups of actors or fields: national agencies, municipalities and schools/principals and public constituencies, with varying responsibilities and levels of autonomy. The aim is to unravel how public accountability and control are carried out (differently) at the national and regional county level, and how municipalities/counties organise education and attend to their role as school owner responsible for the quality of education. In addition, the aim is to explore how schools respond to supervision control and local improvement initiatives, and the role school leadership plays in pursuing professional responsibility in responding to evaluation and different forms of quality measurements at the school level. All papers base on empirical studies which include text and interview analysis with key-actors, responsible for evaluation and supervision at the state level, in municipalities and in schools.
Discussant: Sverker Lindblad, University of Gothenburg.

The character and language of state supervision: the relationship between legal principles and professional judgment in education
Sivesind, Kirsten
University of Oslo, Oslo, Norway

The paper aims to discuss national supervision in the education sector with focus on the relationship between rule governing and professional judgment. The analysis is based on official documents and conversation interviews with eight people in the state agency, who all conducted supervision in Oslo and Akershus in Norway in 2008. First the paper describes a new form of state inspection introduced in the mid 2000s, based on the principles of supervision and system audit. Second, the paper explores how this new system interrogates
old government and calls for quality measurements and supervision as a new steering strategy, which guarantee public and individual rights. In general, one can argue that academic and practical judgment is central to any public authority mandated by the state, and especially to the field of educative practices. Therefore, there is a tension between rules and professional judgment. However, the project demonstrates by observations that experiences and knowledge from the educational sector are of main significance in supervising municipalities and schools. There has to be a balance between regulations and professional judgment. Conclusively, law and education overlap in terms of aims and objects, however, not replacing each other by knowledge and competencies.

Same reform - differing strategies? On governance and quality assessment in two counties
Colbjørnsen, Tor
University of Oslo, Oslo, Norway

The responsibility of municipalities and county councils has increased with the introduction of the school reform Knowledge Promotion. With the decentralisation of tasks and authority from the national to the local level, municipalities and counties have been given more responsibility for quality development in schools. Several studies show that governing strategies, forms of assessments and supervision vary widely. The paper aims to study the differences by comparing two counties related to the introduction of The Knowledge Promotion, which is the latest national reform in Norway. The analysis draws upon a textual analysis of key policy documents in two different counties. The cases are categorized according to whether they involve a more direct form of control by the use of administrative regulations and individual rights, or whether they represent an indirect control where the policy to a larger extent has to be interpreted locally. An analysis of financial plans/budgets, policy documents, competence development plans and quality assessment tools, shows large variation in this respect.

School governing in transition - A study of evaluation policy and principals’ perceptions of evaluation practice
Skedsmo, Guri
University of Oslo, Oslo, Norway

This paper examines how governing structures and processes unfold and transform through the introduction of a national comprehensive evaluation system in Norwegian education during the early 2000s. The evaluation tools included in this system are intended to provide information about the level of achievements of students to improve learning for the individual as well as on an aggregated level as a fundament for policy making (National Directorate for Education and Training, 2005). Tools such as national tests seem to increase the focus on the level of student achievements which are judged according to national aims of competencies formulated in the national curriculum. Moreover, the national tests and also international comparisons, e.g. PISA, TIMSS and PIRLS etc accentuate the focus on comparing groups of students, different schools, municipalities, counties and countries. The new system implies that quality
is concretized into expectations about certain desirable outcomes, and also that any divergence between the intended outcomes and the level of achievements can be identified (Sivesind, 2008). Along with this development, demands for holding central actors such as principals and teachers accountable are emerging. Accountability can be seen as an aspect of evaluation and measurement since the underlying idea of the phenomenon presumes no change or improvement of practice unless central actors have to answer for the results achieved (Skedsmo, Forthcoming). Accountability pressures also seem to be important to secure public trust in the school system as well as in central policy making (Dubnick, 2005; Elstad, 2008; Langfeldt, 2008; Møller, 2009 ). On one hand, the paper examines current evaluation policy. The purposes of the national evaluation system, as they are formulated in policy texts, are analyzed and discussed. On the other hand, by investigating principals’ perceptions of evaluation policy the aim is to find out how principals understand certain aspects of the evaluation system. This analysis is based on a survey conducted among Norwegian principals in 2005 just after the national evaluation system was introduced. Structural Equation Modelling is used to analyze the data. Findings show that some of the tools included in the national evaluation system have multi purposes which can be characterized as contradicting. Tools, such as national tests represent national oversight mechanisms, but in policy documents the discourse of learning for individual purposes seems to dominate. Based on principals’ perceptions, activities to develop schools and the evaluation of these activities are not necessarily connected to improving learning for the individual.

School leadership between control and autonomy
Møller, Jorunn
University of Oslo, Oslo, Norway

Increased autonomy for administrative agencies at local government and school levels and institutional detachment from democratic government and politics has been at the core of recent reforms in education. However, managing from a distance has created new challenges of accountability and control and paradoxically, deregulation seems to accommodate mechanisms which tend to increase central control. Thus, in the development from government intervention to a regulatory state (OECD 2008, Olsen 2002), central governments reclaim control, often in an indirect manner, through target setting, performance measurement and the use of quality indicators. For education, more tightly-coupled and narrowly controlled educational systems and practices can be identified worldwide (Meyer and Rowan 2006). In Norway, national policies emphasize transparency through national inspection and control of school performance, combined with local responsibilities to ensure quality in education (Helgøy & Homme 2006, 2008). In many respects, schools are autonomous institutions; however, they are also embedded in and accountable to a municipal/county governance structure. Aims and initiatives for quality development may be imposed externally, or they may be results of local decisions. A key issue is whether schools lack municipal support, or if they experience that the municipal and county level governance provide structures and conditions that afford leeway for local initiatives and responsibility. This paper explores the impact of local and regional governance on schools, and the data is based on a study of the role of administration and institutions in the implementation of the Educational Reform “Knowledge Promotion” in
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Norway. The focus is on how quality assurance measures initiated at the municipal and county levels are experienced and dealt with in local schools, and the significance of formal leadership for the development of cultures for learning. This includes in what ways principals support the teachers’ professional work, and how schools interpret and make use of results from tests and surveys in their work with quality development.

Symposium title: **Steep Encounters, Educational Studies at Södertörn University**

Educational Studies is a field that has grown very fast at Södertörn University (as has the Teacher Education Programme) over the last few years. In this multi-presenter symposia “the Södertörn-approach” to this field is presented. It displays the scope and depth of this multidisciplinary research field and shows how intellectual surfaces and agendas that otherwise risk remaining unconnected or implicit are brought together. The symposia will show how the environment at Södertörn combines and interconnects current research - between disciplines and across levels of academic seniority – in a concerted way, it also shows how questions connected to interculturality, liberal education, the theory of practice, and critical learning are discussed from various angles. The participants in the proposed panel will both present their own individual contributions to the environment and bring across input covering the entirety of the effort. Seminal points will be that educational research should be pursued in a multidisciplinary fashion; that virtual environments have to be made to touch down, interconnect, and develop on in a systematic way to come to fruition in a multidisciplinary sense; that strong and original research on critical learning and education is conducted at Södertörn; and that it is useful to approach themes such as interculturality and liberal education along the lines suggested here.

The contributors are Södertörn researchers, strongly and independently based in a range of different disciplines across the faculties of social, human, and life sciences and feeding into educational studies in complementary, crossing, and mutually enriching ways. The outcome of the proposed symposia will be a new publication in educational studies from Södertörn university (2010, edited by Lindqvist & Strandbrink) called Steep Encounters - on education and critical learning (Tvära Möten - om utbildning och kritiskt lärande).

On the politics and critique of rational learning

**Strandbrink, Peter**

Södertörn University, Stockholm, Sweden

The aim of this paper is to contribute to the development of the scholarly discussion on the structure of knowledge in educational systems. The empirical focus is Sweden’s educational system, but the analytical scheme elaborated in the contribution is not nation-specific, but should be read as an attempt to address the role and functional logic of knowledge regimes/political epistemologies in educational systems generally. The underlying motivation for the intervention is that the structural element of knowledge wants elucidation, systemically and typologically. The main argument rests on the assumption that the character of ‘knowledge’
is often taken for granted and thus mainly approached in an inductive and reificationary manner, whereas more cogent analyses would stress the need to explicitly ground discussions of knowledge production, reproduction, and institutionalisation in post-rationalist theory. In the conclusion, the paper indicates some desirable directions for the development of fruitful educational theorisation along these lines.

**Is it possible to transmit a religion?**

Berglund, Jenny. Södertörn University, Stockholm, Sweden

In this paper I discuss the fact that in the academic literature about Islamic Religious Education (IRE) this education is often described as a *transmission* of an Islam between generations. There are of course some “facts” that are transmitted from one generation to another, like for example names of the prophets, the five pillars of Islam and the words of the Quran. But the significance and meaning of these persons and concepts are not necessarily transmitted. In this chapter I claim that it is problematic to describe education in terms of transmission since it ignores the contextualisation that is of importance for all education and thereby pictures Islam as static. Instead I suggest that the term translation, as used by Homi Bhabha, is more in line with what the IRE-teachers do in classrooms. The reason for this is that translation includes an idea of interpretation and thereby shows the potential and power that teachers have when they make educational choices.

**"The work line of policy" and "democratic education" - clashing values within Swedish language courses for immigrants?**

Carlson, Marie
Södertörn University, and Göteborg University, Stockholm and Göteborg, Sweden

This contribution focuses vocational Swedish language courses for immigrants at an adult education course; a tendered form of education which is run as a (private) company detached from the otherwise separately financed adult education which is still bear the stamp of the Swedish Labour Movement. A pronounced labour market perspective dominates textbooks and teaching aids as well as teaching practices. An earlier welfare perspective with its public service values and ideal of equality has been replaced by a neoliberal focus on "efficiency", "competition", "flexibility", "entrepreneurship" and "the autonomous individual". Throughout the study course one finds that structural obstacles and discrimination in society and working life is hardly mentioned. Instead, "neutral" factual knowledge pertaining to what is construed as demands and needs on a future labour market is emphasised. Market adjustment and "the terror of performativity" are thus important features of these courses. Some reasons for this state of things are e.g. market adjustment and strong "performativity". This study is theoretically informed by Foucauldian governmentality analysis and policy -/ institutional ethnography. Data are provided by interviews, participant observation and various texts and documents.
In Sweden upper secondary schools have become competitors on an educational market by the system of school choice. During 2007 the national activity of kindergarten, child-care and adult education had a turnover of 252 billion SEK (Swedish kronor), of which the upper secondary school constituted 34 billion SEK. These astonishing numbers seem distance from the reality of the ordinary school, often characterized by the lack of funding and resources in the everyday teaching practice. Nevertheless it constitutes the establishment of a “quasi-market” since the deregulation and implement of school voucher where introduced in 1992. The financial incentive is also a framework all schools have to adjust to and develop different strategies within to endure the competition. Since the reformation of the educational system in Sweden during the 1990’s, schools have generally gained more liberal authority over their resources, especially the independent schools. In a broad-spectrum it has become more important among the upper secondary schools to create profiled educational programs and specialized curriculums in the competition of the school voucher. Hence the pupils have become markets shares since the school voucher is incorporated in every ones school choice and by that form the main source of income for the upper secondary school.

What does the framework of marketization mean for the priority of resources in upper secondary schools? How is the priorities made when the income from school voucher has been settled? In this paper the connection between incomes and priorities of resources in upper secondary schools in the Stockholm region is examined from an empirical point of view by focusing organizational structures. The object of the study is a selection of 40 upper secondary schools in the city of Stockholm focusing on organizational factors such as teachers, nursing staff, administrating staff and the occurrence of school libraries. To collect data both quantitative and qualitative methods have been used.

Result from the analysis indicates a divergence of priorities between independent schools and schools managed by municipalities. The comparison by disposition of resources among upper secondary schools in the city of Stockholm points to the fact that public schools venture more resources on teachers with a diploma in pedagogy than independent schools, which in general have a more efficient approach in managing their resources. This result together with an analysis of the schools home pages indicates different strategies in managing resources.

This article focuses the Swedish school system today in relation to the school practice. My case is narrowed down to focus the grading system, and more specifically the ideas articulated about the grading system.

I have two fields which I will relate to one another: the policy sphere and the school practice.

- In the policy sphere my aim is to get hold on how policy about the grading system is articulated or how the ideas about the grading system is represented in policy documents published and made official.
In the sphere of practice I will interview teachers as representatives for how the grading system is used (or not) and the reasons behind there way of handling the system. I am also interested in their ideas about grades and what grades all about.

I am interested in the fact that teachers, pupils and the mass-media expresses a mistrust to the grading by teachers and the grounds for the practice when the system per se isn’t questioned. There seems to be a gap between practiseing the grading system and the grading system as a part of the school system. How can the grading system have legitimacy when the discourse around grades expresses mistrust?

Studying the grading system means that I will focus my studies on the most institutionalized part of the school system. Therefore and for the reason of my interest in legitimacy, I will use theories about institutions as a frame of analysis. My perspective on society and the politics of education is communication. I will try to understand, and maybe give a try to explain the contradiction of the trust-mistrust relation of the grading system by exploring the discourse of the system. The new institutional theory offers a possibility to join a macro perspective of institutions and a micro perspective of practice. The discursive institutional theory, in addition, hands me tools to analyse the institutions by the way we communicate in and about them. The question is how the new institutional theories can be used as an analytic framework in the study of the logic of the grading system. And how can the framework be used in giving the trust-mistrust paradox its logic? What is the meaning of the grading system in the context of educational politics and its practise? Can an understanding of the relation practice-politics dilemma about the grading system and its practise be reached?

The point of interest here is to contribute to the research in educational studies by an analysis of the grading system and its legitimacy. I will explore the possibilities of applying the theories in the new institutionalism and specifically the discursive institutionalism, in the studies of the legitimacy of the grading system in Sweden today.

The field of possible focuses and standpoints in the studies of the school system are vast. Therefore different disciplines and different aims of studies contribute to the understanding of the field in a complementary way.

According to the results of my study of the education policy around the reform of the grading system in 1994 and before the reform that will come in 2010 I can see a discourse about the grading which focuses the practice of the system as the problem. The teacher is constructed as the fragile point according to equal and fair grading. It is a discourse which is constructed as to “blame the teacher”. When the school practice is related to the grade system the trust ceases. There is a great trust articulated to grades as an idea of being a pedagogy tool though. One possible outcome of such a discourse is that the grading system can uphold its legitimacy while the teacher is to blame. There will be a lack of trust in the teachers’ professionalism instead of a lack of trust in the grading system. You can do something about the problem with the teacher and in the same time, if the teacher is mistrusted, she will lose legitimacy and therefore voice. It is also astonishing how silent the Swedish teachers are in the debate about the grading system, especially when the teacher is put into a position of not being professional and trustworthy according to grading.
Research topic/aim: This study investigates teaching and learning in Icelandic compulsory schools classrooms (age levels 6 to 15). The main research questions are:

- What kinds of teaching and learning strategies are currently practiced in schools?
- How have school practitioners adjusted their practices and student learning following social changes, i.e. how have schools that were established in the industrial society adjusted to the current information and knowledge society?
- Is there a relationship between various school practices and student academic outcomes, as measured by national tests?
- How are national and regional policies evident in school practices and to what extent have predictions made about school development in recent decades been realized?

The main aim is to explore how Icelandic compulsory schools have developed their internal strategies in accordance with requirements for individualized learning.

Theoretical framework: The research focus is based on six strands:

- Internal structures: School-based planning and administration.
- Learning environment: The environment within classrooms and in the school as a whole.
- Attitudes towards student learning: The attitudes of students, teachers, administrators and parents.
- Teaching strategies and practices: Teacher roles and practices.
- Student activities and responsibilities: Student assignments and learning.
- Parental involvement: The involvement of parents in school practices

These six strands are based on a model of school practices which was developed as an evaluation tool, by a group of educational practitioners in the Reykjavik School District. The purpose of the model was to illustrate possible school development from a traditional classroom teaching towards a more flexible programme emphasizing individualized and collaborative learning. The model is available at:


Methodology/research design: Data is collected in 20 schools (of which the majority is randomly chosen in four municipalities). Multiple data collection methods are used, including classroom observations (100 schooldays / 5-600 lessons), individual and group interviews with students, teachers and other school staff, parents and school administrators and questionnaire surveys. Results from national tests as well as school documents will also be analyzed.

Expected conclusions/findings: Our hope is to portray a comprehensive, overall picture of current school practices. The resulting database will be made available for other researchers. It is also hoped that the results can provide a basis for policy making and school development projects and serve as a database for longitudinal research.
Relevance for Nordic Educational research: Individualized learning is a common theme in educational policy statements in Iceland as in the other Nordic countries. This research project is presented for Nordic researchers at this conference, hoping that some of them might be interested in doing a comparative study on one or more strands of the research model.
Research topic/aim: The humanist tradition in Western education systems is increasingly coming under critical scrutiny by posthumanist scholars, arguing that Enlightenment humanism accommodates a number of serious shortcomings such as being essentialist, exclusive, and unable to meet its own criteria of value pluralism, tolerance, and equity for all. This paper formulates some challenges posed to formal education by posthumanist theory, addressing international education policymaking for social change.

Theoretical framework: The paper engages recent cross-disciplinary developments in posthumanist theory and explores their intersections with philosophy of education.

Methodology/research design: Based on an analysis of a number of policy documents produced by UNESCO, the OECD, the World Bank, the European Commission, and the Nordic Council of Ministers, the paper elicits five pervasive ideas about the relationship between education and social change that are frequently appearing in contemporary rhetoric of education policymaking: “the knowledge society”; “the democratic society”; “the multicultural society”; “the globalised society” and “the sustainable society”. Inspired by critical discourse analysis, the paper identifies a number of research questions focused on each of these five ideas and explores possible responses, inflected by a range of recent cross-disciplinary posthumanist scholarship, that deconstruct conventional assumptions about the idea of education in general and education policymaking in particular.

Expected conclusions/findings: The paper concludes with an analysis of what subject positions and -repertoires are, or are not, allowed to emerge in education policymaking for social change.

Relevance for Nordic Educational research: The empirical scope of the paper covers education policy documents produced by the Nordic Council of Ministers.

From a historical perspective general education can be seen as an attempt to educate “democratic citizens” within western democracies. Active citizenship then demands democratic participation but is democracy at all possible in postmodern education? Or is it simply used as an organizational tool, creating order with the help of consensus based rules, founded on majority decisions helping to ensure the cooperation of students who have participated in the vote. For consensus based democracies risk simply reflecting the tyranny of majority rule if we are to believe Arendt (who along with Nietzsche, Heidegger and other’s warn us against the perils of uniformity resulting from massprocesses). Levinas for instance shows that uniformity can lead to metaphysical violence where the Other cannot be accepted as radically different and is sometimes ejected violently.
So what sort of democracy should teachers aim to work with; democracy which aims at diversity focusing on the Other, critical democracy focusing on the uncovering, analyzing and questioning of “underlying” structures which maintain power relations in society? Or perhaps formal and informal democracy, the former focusing on rules and procedures of democratic processes and the latter focusing on dialog and the individuals own approach to democracy? Research presented by Bergstedt shows that the formal democracy is favored in Swedish schools and the informal in Danish schools however both result in uniformity and conformity. The problem is caused by metaphysics according to Derrida, the centering force outside or inside the system which gives everything meaning (god, the ego, language). One way of getting past its centering effect is to get hold of “decentred” language which exists behind every text emerging in the gaps of discourse (ruptures arising from inconsistencies in the text for instance). These gaps maintain diversity and democracy maintains itself through these gaps. Zizeck claims that the gap produces democratic thought, the problem however being that jouissance emerges through these gaps, resulting in extreme violence during civil unrest, revolutions and war (ethnic cleansing, torture etc). The same kind of jouissance can suddenly erupt in our classroom (when the law is circumvented according to Lacan) causing unruly behavior and unrest. Language argues Zizek is the best cure for excess jouissance, acting as a healing gauze placed over the ruptures and gaps. There is a paradox here then, the gap necessary for democracy is the same which “feeds” (written for journal publication within the field of pedagogic philosophy) will attempt to address the questions presented here, as well as illustrate practical application of some of the poststructuralist theories discussed and how these might help to support the development of active citizenship in relation to participation in democratic processes within the context of education (enabling an alternative approach, to be used in addition to those developed in the Danish and Swedish schools).

**Psy-Leadership. New forms of (school) management as seen through three different optics**

Juelskjaer, Malou; Staunæs, Dorthe; Knudsen, Hanne
DPU, University of Aarhus, Department of Learning, Copenhagen, Denmark

In this multiple-paper session we (Staunæs, Knudsen, Juelskjaer) would like to investigate what is recognized as active leadership, and what possibilities it creates for educational leadership/management.

In recent years, politicians, decision-makers, parents and school actors have asked for “strong”, “efficient”, “professional” and “successful” management and leadership of schools. In order to accommodate various and conflicting demands faced by the school internally and externally, schools and their actors employ what is often recognised as softer technologies of power, or what we will launch as ‘Psy-Leadership’: A strategic act upon others’ actions informed by theories and practices from pedagogy and psychology. Inspired by Nikolas Rose’s ‘Psy-Sciences’, the term Psy-Leadership points to managerial technologies and the learning of the same in order to affect and strategically correct souls, minds, expectations, fantasies and emotions.

Our focus is on how management and leadership interplay with human becomings, and how human becomings in turn lay down the terms of management or leadership.
We highlight how the new forms of leadership (re)construct that/those to be governed at a more overall level, and how this reconstruction has unintended, complicated and sometimes counterproductive consequences in relation to the becoming of humans – and this, we will show and analyse through empirical data.

We analyse school leadership/management through three analytical optics; affect, virtuality and materiality – and more concretely: leadership through affective attuning and correcting (by Dorthe Staunæs), by virtuality we (that is Hanne Knudsen) look at the management of school-home relations through role-playing games, and by materiality, we (that is Malou Juelskjær) will look at how school-architecture co-constructs the possibilities of managing/leadership. By introducing these optics we aim at producing new ground/space for educational research, while trying to construct more accurate and sensitive optics and language for what has been known as the growing complexity of school leadership/management.

**Unofficial discourses about special education in preschool**

Palla, Linda  
School of Teacher Education Malmö University, School Development and Leadership, Malmö, Sweden

**Research topic/aim:** The main focus in this paper is the question of what constitutes special education in preschool, manifested through speech and writing in special educational encounters between staff and special educators. Analysis of such an encounter will be presented in this paper as an example of the ongoing work with my thesis. One important question is how difficulties in preschool contexts are described, defined and categorised as well as handled and documented in speech and text by both department staff and special educators. This question includes an interest in how suggestions on solutions are being negotiated and resolved.

**Theoretical framework:** The theoretical framework is discourse theory and discourse analysis based upon post-structural principles. Discourse is here defined as speech or text about a special area which is given a special meaning in a special culture (Jacobsson, 2000). Discourse is also to be understood in a Foucauldian way (1971/1993), as the practise that allows and produces a certain type of statements.

**Methodology/research design:** My ambition is to use discourse theory and discourse analysis in ways that could elucidate and create understanding to the material. More specific, the analysis tools are inspired by discourse theoretical thoughts on antagonism and how different discourses are struggling for hegemony. The analysis strategy also includes ways of using concepts as nodal points and chains of equivalence to grasp the material.

**Expected conclusions/findings:** The results could show in what ways staff are able to express themselves and in which ways they are not, concerning difficulties in different situations, as well as the negotiations and solutions to these experienced difficulties.

**Relevance for Nordic Educational research:** There is a need for developing research with a broader focus within preschool and special educational areas. Among existing studies are several early intervention studies, mainly focusing on programs for individual children. Where preschool studies have been reviewed on the basis of special educational focus the results show a direction against individual initiatives for individual children, in the form of “special tutoring” of specialists or similar (Emanuelsson, Persson & Rosenqvist, 2001). The authors
stress the importance of research being broadened to include knowledge about pedagogical situations, activities and contexts outside those already established. This research could be such a contribution, since the ambition is to create knowledge about special education in preschool in an untraditional way by focusing on unofficial discourses amongst staff in preschool.

References:

The deadlock between language and ego
Bergstedt, Bosse
Sociology, Education, Lund, Sweden

This paper takes the historical development preceding and preparing the ground for ‘techniques of self construction’ which arose during modernity, and which are still central to pedagogy and citizenship today as its starting point. Here education and bildung have been of decisive importance, in fact the concept of bildung can be conceived of as an historical metaphor for the active ‘construction of self’. What then is specific for these techniques during modernity? What modes of ‘learning’ might be used? Poststructuralist theory helps us to understand how techniques of ‘self’ are used in an attempt to make a transition from modern society to postmodern society. Poststructuralist theory attempts to develop practices which facilitate such a transition.

‘Construction of self’ is defined by certain relations between ego and language in modern society. This relationship enables the creation of meaning. How this ‘shaping’ proceeds is described within hermeneutic theory and within traditions of bildung as aiming at unity and harmony. There are however problems with this description. A deadlock often arises between the ego and language. If modern man wishes to free him-/herself s/he must find a way out of this deadlock. There are symptoms in society which indicate that such an attempt is taking place. The real for instance is becoming more and more central along with actual physical attempts to break free. These will only partially suffice as ‘reshaping’ must take place within language and a tattoo just wont be sufficient, neither will the exchange of buildung for bodybuildung.

In ‘reconstructing techniques’ the Other is also central. How does the Other effect processes of reconstruction? Lacanian theory implies that the Other (occupying the place of the unconscious) enables a ‘meeting’ through the ruptures and gaps in discourse which in turn can result in the creation of a new relationship between ego and language (similar to the meeting between unconscious knowledge, savoir and conscious knowledge, connaissance found within psychoanalysis).

There are many methods for deconstructing and reconstructing the relationship between ego and language within research and pedagogical practices. It has been shown that details creating
breaks and ruptures in a text can for instance be of special importance when it comes to widening the ego’s conscious production of knowledge. What happens when such a ‘detail’ is made to cover object a (the object of desire in Lacanian theory)? The desire for knowledge and meaning wants us to know what lies behind the detail. But since the detail does not symbolize anything other than a movement in the text it can not give meaning per se. It does however set creativity and language in motion and can therefore contribute to eliciting the subjects speech. When we discover how this works we can use this practically in pedagogy!

Future research within this field will be directed towards several areas of inquiry; how do individuals attempting to reconstruct their selves (during the transition from modernity to postmodernity) define learning? What textual traces arise from this transition? How can these textual traces be interpreted? Is the hypothesized change in the relationship between ego and language in anyway mirrored in these texts? What role does the Other have in these processes?

Student teacher’s trajectorie’s to be literate in a life perspective
Svensson, Anna-Karin
Malmö University, Teacher’s Education, Malmö, Sweden

The present study is an investigation of life histories, told by student teachers with literacy as the theme. From these narratives their reading trajectories appear, as told from a life perspective. In the study these narratives will be presented, analysed and interpreted from what is “making meaning” in their reading trajectories.


This is what one of the student teachers says in the study, and by that she means, if you can’t read you will not progress in life, and you will not develop as a person in the society. These wordings quite well sum up the larger background story that tells us about literacy as a cultural platform for development and progress in society. This larger story is the basis for my investigation. Not being able to read will open up for emotions and associations of intellectual and social exclusion from society. On the other hand, being literate gives you the potential for personal development and participation in society, and is one possible interpretation of what Anja says. What does literacy in life perspective means to the students and how does different trajectories to be literate become? What events in the students’ stories appear to be important for them to become readers? What larger social patterns does literacy belong to?

The questions I have used for interpreting the data among the larger social patterns are inspired by J. L. Lemke’s Making meaning, The Principles of Social Semiotics, (1990) and N. Fairclough’s Critical Discourse Analysis (1995).

Keywords: Literacy, life history, student teachers’ reading, discourse analys
During recent years pedagogical documentation has become an important and widely used tool for pedagogical practise in the field of early childhood education in Sweden (Dahlberg et al 1999; Lenz Taguchi 2001). Pedagogical documentation has been called a practise that seeks to make learning processes visible and focuses on children’s constructions of knowledges. Children within the discourses on pedagogical documentation are conceptualised as competent, inventive and as active subjects that construct knowledge of the world often in collaboration with other children. Learning is thus not understood as an individualistic project but thought upon as collaborative processes taking place in between children. Although the material conditions are thought to be important for these processes it is most often the children and the interpersonal relations that are the focus of pedagogical documentation. In this paper I argue that a turn to relational materialism, a perspective where things that usually are perceived as passive and immutable instead are granted agency and force as suggested by among others Bruno Latour (2005), Jane Bennett (2001, 2004, 2007), Elisabeth Grosz (2005) be of great use for our ways of working with photo documentation of children and pedagogical settings. Approaching and offering alternative views to the anthropocentric views so prevalent both in social sciences and in our everyday perception of the world can offer something to the practise of pedagogical documentation, a practise that in line with poststructural perspectives seeks to denaturalize individualistic, essentialist and truth seeking discourse that for a long time through developmental psychology has dominated the field of early childhood education. I then go on to discuss how a relational materialist perspective can be used alongside post structural perspectives but also as a way to address and challenge the anthropocentric tendencies often prevalent in research inspired by post structuralism that often regard discourse and human meaning making as the only or main constitutive force. Finally I will argue that an insistence of things as actors can be seen as important and ethical in that it directs our attentions to children’s strong and vivid relations to nonhuman matter, relations that are often neglected or given a far lesser value than the interpersonal or inter-subjective relations.

How has the problematized child been problematized in the school then and now?

Research topic/aim: The point of departure for this project is an educational dilemma. On the one hand Danish schools are obliged to work towards inclusive education, and on the other hand an increasing number of students are referred to special needs education. The project aims at identifying how different discourses like education, psychology and medicine present different problematizations of the child. Struggles between the discourses, and how they have dominated in different ways and in different constellations will be analysed.

Methodology/research design: The record from the school psychologist has been chosen as
an exemplary way of articulating, problematizing and excluding the student to special needs education. The purpose is to render visible how articulations of problems and deviancy in records on students from psychologists and other professionals is reflecting various eras conceptions of normality. This is undertaken in a comparative in two selected eras 1930-1945 and 1993-2009.

The present will be analysed through a glance on a past, which was exemplary in relation to present problems and institutionalizations. By showing the problematization of questions in another time, that led to other conclusions I am seeking to alienate the glance of the present. **Theoretical framework:** As an approach poststructuralism has been chosen to establish an epistemological position from where I can construct eras and analyze how the construction of the student in psychological records symbolizes a process of normalization, leading an institutional and professional practice excluding children to special needs education. The project is drawing on the methodological approaches of Michel Foucault: archaeology, genealogy and problematization.

**Expected conclusions/findings:** By identifying various criteria for exclusion, the project aims at qualifying the role of the professional with special focus on the challenge of including students with problems in mainstream school.

**Relevance for Nordic Educational research:**
The project includes perspectives on the theory-practice relationship, with focus on how problematizations of children in school records legitimate actions for practice. Within the Nordic Educational research I expect the project to contribute within these fields: inclusive education, poststructuralistic educational research, historical research and research within the relationship between theory and practice in education.

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**Rethinking mathematical subjectivity in early childhood teacher education**

Palmer, Anna

Stockholm University, Department of Education, Stockholm, Sweden

The objective of this paper is to explore what Alaimo and Hekman (2008) has called a “new settlement” of subjectivity. This is about using all we have learnt in the linguistic turn and also try to activate our thinking in relation to how matter matters when we try to understand subjectivity. My aim is to investigate how it is possible to understand the construction of mathematical and gendered subjectivities when doing our analysis from different ontological believes and standpoints. To show this I have examined a few narrative memory stories (chosen from a data collection of 150 narrative stories) written by student teachers in Early Childhood Education (ECE) maths courses at the Stockholm University. These stories are collected from ‘writing-workshops’, carried out with inspiration from collective biography work as developed by Davies and Gannon (2006). I provide examples of such stories and present an in-depth analysis of one story. I have worked with two methodological strategies for the analysis of this study: a performative methodology, inspired by Butler’s work, in the first analysis and a diffractive methodology, inspired by Barad in the second analysis. My first reading is a discursive and performative reading, inspired by Butler's (1993; 1997; 1999) work. With support of Butler’s theories I investigate how subjectivity can be understood as
constituted through iterative performative embodied practice of materialised acts in specific
discursive practices. A second reading of the same story is then undertaken. Here I draw
upon agential realism, which outlines how subjectivity can be understood as a result or an
effect of material-discursive intra-activities (Barad 2007; 2008). In this second part of the
analysis I have not focused exclusively on the subjects and their performances and language,
but tried to acknowledge the intra activity in-between the subjects, the discourses and the
learning environments and materials. In this second reading I also experiment with using
philosophical concepts from Deleuze and Guattari, which adds new dimensions to the analysis
(1987). When comparing what the different analyses produce in terms of knowledge from the
analysed stories, it becomes evident that power is not only produced through discourse when
moving from a discursive/performative into an agential realist and material-discursive analysis.
Rather, power is just as much produced in what emerges in the intra-activities in-between
material objects used in mathematical learning, the body, affect and discourse, which are all
understood as equal performative agents (Barad 2007; 2008). The constitution of subjectivity
is thus impossible to separate from the discursive, cultural and material learning spaces we are
constantly engaged in. The paper ends with a discussion about the pedagogical implications
of a non-unitary vision of subjectivity and the consequences of such a view for mathematical
learning and teaching in ECE in Sweden and other Nordic countries.

"Becoming-bark-boat" in the event: A poststructural relational-materialist approach to qualitative educational research
Lenz Taguchi, Hillevi
Stockholm University, Department of education, Stockholm, Sweden

This paper explores the possibilities and consequences of using a poststructural relational-
materialist approach to qualitative educational research, using a diffractive methodology.
In what has been understood as a “material turn” in social science research, it has become
evident that mainstream discursive approaches don’t consider the agency of the material in the
production of knowledge when doing research analysis of different kinds of educational data.
Understanding the material as performative and agentic belongs to an ontology of immanence,
or, what Karen Barad (2007) has called and onto-epistemology (knowing in being). If we take
a philosophy of immanence all the way into our research-practices, we need to acknowledge
that we are involved and a part of the events we are researching. How does this transform
our research practices, and how does it transform our reading and thinking with immanent
philosophy?
A diffractive methodology takes us yet another step away from representational observation
but also from discursive analysis at a distance. The reflexive and feminist poststructural
methodologies has since long taken into account the third party in the arrangement of doing
qualitative research-analysis, namely the researcher: in order for him/her to reflect upon his/her
own seeing and thinking and what it does for the analysis. However, “reflexivity, like reflection,
still holds the world at distance” writes (Barad 2007, 87). The researcher takes a “step back”
and is understood to make her/his reflections at a distance or from the outside of the data,
which is also the case when doing discursive analysis (Barad 2007; Jones and Jenkins 2008;
Mol 2002). Subjects (knower) and objects (known), as well as discourse and reality, words and
thing, are still seen as separated entities apart from knowing human subjects. Barad (2007) thus argues for an onto-epistemological and immanent ontological stance. In what has been called a relational-materialist approach (Latour, 2005; Hultman and Lenz Taguchi, 2009), we need to be critical to the idea of thinking and reflection as inner mental activities inside a separated human being. We can never reflect upon something on our own; to reflect means to inter-connect with something. A diffractive methodology takes into account that thinking, seeing and knowing is never done in isolation but always affected by different forces coming together and taking place in-between heterogeneous actors, who are both human and non-human. Or, in Barads words; “…knowing is a matter of part of the world making itself intelligible to another part of the world” (Barad 2007, 185). A diffractive seeing activates your seeing and yourself as body-mind; being part of and activated by the waves of relational intra-actions between matter, bodies and concepts in the data. When you install yourself, in the data, you imagine the intra-activities taking place in the events.

The paper will show an example of a piece of an interview with a five-year-old boy who tells us what happened the day before as he went with his class to the river to make bark-boats. The diffractive analysis shows a completely different reality of this event than the analysis provided in the reflexive and discursive analysis performed earlier. I will argue that doing poststructural relational materialist analysis with a diffractive methodology alters, not just our understanding of children in educational institutions, but also it also has substantial consequences for how we do our research and perform our analyses.

Symposium title: Poststructuralist theories and methods
The purpose and rationale behind this session; The network Poststructuralist pedagogical research presents two current books in poststructuralist pedagogy both published by Routledge ‘The Pedagogy of Creativity’ and ‘Going beyond the theory/practice divide in early childhood education: introduction an intra-active pedagogy’ in this Symposia.
Both books present classroom methodologies. Lenz Taguchi’s book focuses on intra-activity and the material turn whilst Anna Herberts book focuses on both intra- and inter-activity and the linguistic turn. Lenz Taguchi takes up examples of how it is possible to understand pedagogical documentation as a material-discursive apparatus where the apparatus of pedagogical documentation is in itself an active agent in generating discursive knowledge. Herbert describes amongst other things discursive practices and their generation of discursive knowledge through a variety of interrelations between students and teachers resulting from various power relations between the agent and the other. The discourse of the subject emerges (amongst other things) when the lecture becomes caught in the gaze of the students, it is a discourse in progress (as it has not fixed preplanned content), a doing.. Lenz Taguchi emphasises that the documentation we get (photographs, notes and objects made) is not a fixed matter with a fixed essence, but a substance in a process of intra-active performances and becoming – “not a thing but a doing” (Barad, 2007: 183).’
Both Lenz Taguchi and Herbert discusses the relationship between observation and the observed. Lenz Taguchi writes ‘An observer and the apparatus for observing together construct what Barad calls a specific constructed “cut”. This cut is produced in the intra-action in-between an object and the agencies of observation (Barad, 2007: 115). This constructed ‘cut’ makes it possible for us to at all identify a material observation of practice that we can talk about and study as a piece of documentation. As a piece of documentation
– or as a performative agent – the photograph, sketch or written words of an observation will also put things in motion by means of its own agentic force and materiality. Herbert writes of the effect of the picture (sketch, painting or otherwise) on the observer which sets the subject in motion and thus the picture like a piece of documentation acts as its own agent force, simultaneously the picture may have been created as the result of the gaze (the teachers or an other significant Other). Herbert’s book discusses creativity and pedagogical practices thereby presenting poststructuralist theories of Jacques Lacan.

Organizer and network convenor: Bosse Bergstedt and Anna Herbert.
Chair and Discussant. Bosse Bergstedt.
The audience will be invited to partake in the discussion which follows the two presentations above.

**The pedagogy of creativity**

Herbert, Anna-Karin
Sociology, Pedagogy, Lund, Sweden

Taking a classroom example of poststructuralist methodology as my starting point in this book, an investigation is first made into the relationship between creativity and knowledge. There are different orders of knowledge according to Lacan, the first is connaissance which has its origins in the child’s first meeting with its mirror image and is therefore imaginary. The second order is savoir which has its origins in the Oedipus Complex when the child comes into the symbolic dimension and accepts the law against incest. The first is knowledge of the ego which is conscious and the second is knowledge of the subject which is unconscious. These orders are amongst other things related to implicit and explicit memory which in turn is the foundation of explicit knowledge and so called quiet knowledge discussed within pedagogy.

To understand these orders we must first discover something about conscious and unconscious thought and its relation to language, as this is central to Lacan’s theory of knowledge and creativity. To do so, Freud’s theory of conscious thought, language and perception is discussed along with neuropsychological theories presented by Damasio, Luria, Le Doux, Sacks and Sperry amongst others. Famous cases such as Phineas Gage, Tan, HM, Hellen Keller and others are also discussed so as to illustrate different aspects of the relationship between language, conscious and unconscious thought.

Creativity seen in the classroom is investigated in relation to creativity seen in dreams and specifically in dream narratives. Dreams have fascinated people throughout history. Who creates the dream narrative? Who stages the story of the dream? What might a methodology that taps into this kind of creativity look like? Lacanian pedagogy also indicates that the subject’s innate creativity or the Story Teller is a special kind of knowledge which can be elicited and developed in the classroom with certain kinds of methodology.

Lacan describes a variety of possible relationships between teachers and students in the four discourses. The Master discourse for instance describes the conditions for excellence, where students have knowledge and are required to prove this by producing documents and sitting exams. However there is always something outside or beyond the institutional expectations
(object a). Teachers/lecturers call this excellence (the object of desire). The university discourse is driven by the command to “learn more”. In the hysterics discourse students produce knowledge to please their teacher, and in analysts discourse students produce knowledge in their attempt to understand what the teacher actually wants (or rather from a lack of understanding). Lacan’s four discourses illustrate why learning and creativity is fun (knowledge is a means to pleasure or jouissance according to Lacan, as is the relationship between knowledge and creativity) and gives an indication as to how the joy of learning and creativity in the classroom might be maintained.

The Other is important when considering what role creativity might play when finding solutions to problems which arise in the classroom such as aggression, feelings of inadequacy and fear of the unknown. Poststructuralist theories along with theories presented by Levinas, Buber, Stein and Kristeva are discussed in relation to these, as are obstacles to developing creativity in the classroom such as repetition seen in prejudice (and defense of old beliefs/knowledge). The final chapter presents practical applications of poststructuralist pedagogy for the classroom (methodology chapter).

An intra-active pedagogy uses pedagogical documentation as a tool for learning and transformation. It shifts our attention from only giving attention to the intra-personal and inter-personal to giving explicit attention to the intra-active relationship between all living organisms and the material environment: things and artefacts, spaces and places that we occupy and use in our daily practices. Hence, an intra-active pedagogy is inclusive of the materials as a strong performative agent in learning. This pedagogy builds on the recent ‘material turn’ in the social sciences. While the ‘linguistic turn’ in philosophy and social theory made explicit language as a constituting agent through humanly constructed discourse, the ‘material turn’ goes further to include the material as an active agent in the construction of discourse and reality. Physical matters become dynamic trans-materials with a capacity of changing to its form in various ways, as well as intra-acting with other matter and organisms in processes of transformation in the construction of learning and becoming.

In this paper I will theorise on and show a few examples of how it is possible to understand pedagogical documentation as a material-discursive apparatus. Relying on Barad’s thinking, an apparatus used for observing something can be understood as taking part in a process of “material (re)configurations or discursive practices” (2007: 184). This means that the apparatus of pedagogical documentation is in itself an active agent in generating discursive knowledge. It is part of the process of constructing meaning about children’s learning, as it generates a material observation as a note, photograph, video-film etc. If we become even more specific, the documentation we get (photographs, notes and objects made) is to be understood in terms of matter/material. Importantly, however, it is not a fixed matter with
a fixed essence, but a substance in a process of intra-active performances and becoming – “not a thing but a doing” (Barad, 2007: 183). Pedagogical documentation becomes what it actively does and performs in relation to the pedagogical practice where it is produced. I will develop and show what this means in much more detail in this chapter. In the production of pedagogical documentation, it matters what kind of documentation we produce and collect. Moreover, it matters how we use the apparatuses of observations; i.e., which way we choose to turn the camera and what it is that we write, and what kind of meaning-making tools we use. An observer and the apparatus for observing together construct what Barad calls a specific constructed “cut”. This cut is produced in the intra-action in-between an object and the agencies of observation (Barad, 2007: 115). This means, on the one hand that there is no inherent distinction between the object and agencies of observation (the apparatus and the scientist or teacher); but on the other hand it means that the observation will in fact still produce a temporary constructed distinction – the constructed cut. This constructed ‘cut’ makes it possible for us to at all identify a material observation of practice that we can talk about and study as a piece of documentation. As a piece of documentation – or as a performative agent – the photograph, sketch or written words of an observation will also put things in motion by means of its own agentic force and materiality. Thus, new possibilities for intra-action with other matter and organisms will emerge. This way of thinking about the tool of pedagogical documentation alters our ways of understanding both teaching and learning in ways that makes teaching and learning a more inclusive and ethical practice. An intra-active pedagogy makes both children as learners and the material environment become strong performative agents in the process of learning.

“The ability to reach unity in diversity will be the beauty and the test of our civilization” (GANDHI). Looking at the Cartoon Crisis of Denmark (starting 2005 and still), there is not much indication of that this small homogenous country has yet got grasp at how to relate to diversity. However, there are signs of change in relation to the education of teachers (læreruddannelser). Also, the Danish educational system as well as the political system has for long been focused on democracy, however with two different medias: For education goes learning, for politics goes power. In the aim it is said that the education must have an international dimension. Also the implementation of citizenship in the education of 2007, the so called KLM (knowledge on Christianity, Life Philosophy and Citizenship) tells of new approaches to citizenship. However, there is not much research on how head teacher actually manage citizenship in practice. The paper wants to look at this in relation to managing 1) Ramadan and 2) grades. The reasons for selecting these two dimensions are that the Ramadan is the particular in the Muslim pupil, while the grades are the general that all pupils, no matter social background, should perform on. Both dimensions are topics that relate to constitution of citizenship: In relation to worshipping one’s religion, the cultural context has to deal with the way that the orthodox Muslim wants to practice his religion. In relation to grades, the school has to perform well, no matter the cultural differences, in (Blackmore 2007). The
expected finding is that in a Danish school context the grades are perceived as more important to citizenship, since they include the Muslim pupil in society, while the head teacher would construe the Ramadan as excluding the Muslim pupil from society. However, how does the head teachers deal with these two dimensions and do they relate to them the same way? Do they implement Ramadan and grades through the media of learning? And how do they relate to the political system’s way of framing the same by the use of power as media in policymaking? Do the policies become learning? And are these then lead? Or are they only administered as dead policies which are not integrated? Are both dimensions treated as important to take a strategic stance to citizenship in an educational setting? Or are the head teachers’ way of relating to Ramadan and grades involving two different models of citizenship? The paper analyses whether the head teachers are being strategic leaders on both dimensions; on one or on none, and what are their 1) reasoning for doing so, and 2) practices for doing so. The empirical data will be interviews of 10 head teachers on the subject. The theoretical perspective is Luhmann’s concept of social systems (education and politics).
This presentation focuses on an ongoing research project on catching the professional persons’ competences and knowledge as they are used in working with socially endangered children in the pedagogical work of day-care institutions in Denmark. It is not a new knowledge for either researchers or teachers in the practice field that changes in society and specific social-political laws and adoptions have a great influence on the function and substance of the day-care institution. The day-care institution as we know in Denmark is like this organized as a day-offer which offers care of children whose parents are working and therefore can’t be together with their children. At the same time the Danish day-care institution has a long tradition for being an offer for children, where the focus is on the child’s playing, development and socializing. However there has been a series of society related conditions in the last few years which contribute to create changes in the day-care institution. Some of the society related conditions include the social-political laws and adoptions while others relate to research which researches into children’s lives and development, and where the possibilities of the day-care institution will be involved as a part of the child’s childhood. Particularly the research which is concentrated on socially endangered children’s well-being and potentiality has contributed to put a focus on the day-care institution as the first place where the child spend his or her childhood before attending school. So when, this presentation, talk about the connection between social-politics and changes in the day-care institution, all teachers know that changes in their daily pedagogical practice constantly take place, often without them really being aware of it. However the essential changes in this context have happened during the last 10 years, and begin to stand out for real now; that is organized pedagogical efforts focused on socially endangered children – in other words the entry of the social-pedagogy into the common pedagogical everyday life of the day-care institution. But research in the Danish field, has shown that the professionals working in daycare institutions express a lack of knowledge concerning the work with socially exposed children in the traditional day-care area. Because of results from several research concerning the teachers knowledge and competencies to work with socially endangered children in the day-care institutions, this presentation focus on preliminary results from a research project, that look into the knowledge and competencies that students get during their pedagogy education in relation to their work in day-care institutions when they have finished their pedagogy education.
In this presentation, major results and conclusions from a PhD-project which focus on the professional persons’ competences, as they are used and ways how the pedagogical work is organized in pedagogical work with socially endangered children in the day-care institution, is presented.

The background of this project is based on a theory that there, among other things, as a result of the economical development inside the area of the day-care institution and the modernization of the public sector increasingly are made demands on the pedagogical staff in the work with endangered children’s well-being and development.

The societal movements have caused that the development of the day-care institution points towards two characteristic changes which, in later years, stand out and reach into the pedagogical practice (also look at Petersen, 2007, 2008). One change is social-political with The Service-law (1998) and then the introduction of the law about learn-ing plans (2004) for children before attending school and the Day-offer law (2007) which latest has been adopted in the Danish Parliament.

The second change follows, so to speak, in the wake of the first one but has a more practical pedagogical consequence as the day-care institution, through social-political laws and adoptions, are changed from being a predominantly offer for children at the age of 0-6 years to in the future to include a more explicit described social-pedagogical character which has to imply preventive as well as supporting efforts towards socially endangered children.

However earlier research inside the day-care institution area has increased important problems connected to the possibilities of the day-care institution to work with this group of children in the common pedagogical practice, so the children’s well-being and development possibilities can be improved – or actually we can talk about a break with a childhood affected of a negative social inheritance.

Starting from the existing research inside the area of the day-care institution this thesis, however, has taken a basis in the lack of research knowledge, looked upon from the professional persons’ understandings and actions connected to their work in the practice of the day-care institution with this group of children. While we have gradually gathered a wide research knowledge form a research perspective, we however are short of knowledge which directly is connected to the professional persons’ competences to be able to handle the social-professional tasks which the community demands in relation to socially endangered children, looked upon from the professional persons’ perspective and where the context of the day-care institution at the same time is involved in a total analysis.
Research topic/aim: This study examines how society handles children who for different reasons can’t manage, or be managed, in compulsory schools. Observations and interviews were made in three different settings: 1) a foster home with its own school, 2) a small school for troubled youth, and 3) a home for assessment and treatment, without its own school. Common for these arenas are that the children have been separated and set apart from regular school, and they take place on the boundary, or in the intersection between, teaching and treatment. The aims are to reveal how different discourses about troubled youth, education and treatment creates possibilities and limitations in relation to the goal of the practices targets, their means, and the actors

Theoretical framework: The study is based on research into interaction, daily life, and processes of identity transformation (Juhila et al, 2003; Hall, Slemrouck & Sarangi, 2006). The data is collected by ethnographic methods in the form of participant observations, and the analysis is informed by discourse analysis. In these communicative practices, educators and social workers were active in an area of research that is intimately related to identity (Gubrium & Holstein, 2001; Mik-Meyer, 2004).

Methodology/research design: Analysis of everyday situations in pedagogical and social practices provides valuable knowledge for understanding what is going on in this practices and what the implications are for the actors. Examinations of the studied children’s environments and activities reveal the different emphases of efforts addressing the children’s needs which are informed by (connected to) the use of different discourses.

Findings: The use of informal settings, playfulness, humor, and body contact help maintain consensus and build relationships. The relationships provide a basis for exerting influence. To offer support is also a means by which the young people can be controlled. Two strategies, care and control, are found to be linked in what Foucault (1982) describes as an exercise of pastoral power. These relationships are also the basis for intersubjectivity, that is, shared knowledge of the situation, including self-knowledge of the actors involved. The emphasis on informal environments and flexibility in interpreting the situation allows negotiation about who the children are and what they are expected to become. The balance in child welfare activities between coercion and free choice can be described as a balancing act in which employees have great responsibility for the children. The study discusses how different discourses affect young people’s identity. Considering the various working methods based on different discourses together with the specific child welfare activities suggests that there are several different ways to define the problem situation affecting the children; the children are in this way exposed to a number of troubled identities. The results also indicate that the children can refuse to make these identities their own. The children are actors who become visible through their resistance to what threatens their motives and through what is at stake for them, that is, their normality. Interviews with children have identified possible alternative identities that depend on repertoires of identities (Wetherell, 1998), in which some constructions are seen as more normal than others.
Relevance for Nordic Educational research: The work is given international relevance through the use of discourse analytical concepts like categorization and identity, as well as two instruments of analysis: interpretive repertoires (Wetherell, 1998) and accountability (Hall, Slembrouck & Sarangi, 2006).

Children’s experiences of everyday life in residential care. An anthropological analysis of institutional childhood

Schjellerup Nielsen, Helle
University of Aarhus, The Danish School of Education, Department of Education, Copenhagen, Denmark

My ongoing PhD-study is an ethnographic exploration of children’s experiences of their everyday life while living in residential child care in Denmark. The study is carried out in three residential child care units. An ethnographic fieldwork consisting of two times three months encompasses participant observation in the units; following a selection of children in their schools, after-school care and leisure activities, and interviewing the children (8–19 years old). As a part of exploring the children’s own perspectives on their life while living in care, I have used single-use cameras as a visual participatory research method. This method included follow-up interviews to get the children’s stories about their pictures.

The objective is to contribute with knowledge through an ambition to analyze the children’s perspectives on their everyday life and the many – often contrasting – circumstances that condition their daily life. The child perspective implies to regard children in residential care as institutional actors. The dissertation analyzes the children’s experiences and interactions with institutional practise and institutional processes. A daily life lived in tension between the general and the particular, and across public, private and personal spheres.

The analysis consists of three approaches to my data: mobility, space and relationship.

* Mobility as the children’s interaction with different social arenas, as well as moving across general and particular spheres.

* Space as the children’s possibilities to know and act in regard to different spaces, to negotiate and personalize spatial institutional logics.

* Relationship regarding institutional sociality or the children’s common group life as relatedness conditioned by intimacy as well as distance (e.g. atmosphere, engagement, humour, routines and rhythms as elements in creating sociality).

Associations of ethnical, cultural and religious minorities from a perspective of social pedagogic

Winman, Thomas¹; Lundberg, Martin²
¹IS, Högskolan Väst, Trollhättan, Sweden; ²IBL, Linköpings universitet, Linköping, Sweden

Historically the majority society in Sweden has categorized minority groups out of different inconsistent characteristics. It can be out ethnical or cultural belonging but sometimes it is out of religious believes and the point of departure for those categories can only be understood
out of a historical perspective. Examples of those historically well established patterns of categorizations are Romans and Muslims. In the group of Romans there might be several different religions represented, and in the Muslim group there might be several ethnical belongings represented.

The categories, Romans and Muslim, are historically often used to distinct people from a belonging to the majority in Sweden which has an excluding effect as it separates us from them. As an answer to this excluding or marginalizing process, the groups themselves have organised their activities within groups of associations. Those associations have served several purposes depending on the specific group of interest, such as education, culture issues, or building up communities of fellowship. From one perspective those associations can be seen as segregated groups which run the risk to strengthen the marginalization for their participants. But the associations themselves argue that they instead have a crucial role for the integration of marginalized categories of citizens, on both a group and an individual level.

In this paper we discuss associations which origin from two minority groups (Muslims and Romanise) with a theoretical frame of social pedagogic. They are built upon different categories, ethnicity and religion, but participants themselves says that the need for their associations origin from experiences of exclusion and marginalization from the majority society as well as needs for social cohesion within the groups. The aim is to develop knowledge and discuss the associations own purposes where the dichotomy between adaptation and mobilisation are of certain interest, and moreover, adaptation or mobilisation, to what? Such a question entails a discussion about the relations between minority groups and the majority society.

One core question is – how can this kind of associations be understood from a social pedagogical perspective? Is it a place where the groups can experience community or a place where knowledge, traditions and values can be transferred from one generation to another? Or is it more platforms for mobilization and consciousness awareness about the relation to the majority society, where the relations itself are seen as having a great impact on everyday life?

The empirical data derives from interviews with stakeholders from the associations and observations of group activities. Theories about participation and communities form the base for our analyses and understandings about the associations own work with issues like education, fosterage, commitment and mobilisation. We also lean on theories about multi-culturally politics of identity to analyse the associations’ relation and position to the surrounding society. The expectations are that the results will show which meaning the associations have for the minority group’s inclusion and relation to the majority society where the question of us and them is significant.

New dilemmas as an impact of transnationalisation?
Rosendal Jensen, Niels
University of Aarhus, The Danish School of Education, Department of Education, Copenhagen, Denmark

Which impact has transnationalisation of education policy making? This is particularly important given, as Kjell Rubinson points out with regard to the OECD (Rubenson 2009), the dominance of the discursive interconnection between the economic and the educational
spheres. This also runs throughout the Bologna Process and related learning policies, what might be referred to as the dominant discourse of economic growth. The power of this discourse (inside EU) is not only that it constructs a vocational view of education, but that — combined with the discourse of “equal opportunities” — it obscures the realities of an even more punitive approach to the education or training of young-sters and adults. This is especially so with regard to the least well educated, particularly if unemployed or if ‘economically inactive’. It appears that underneath the discourse of economic growth is a discourse of regulation and containment (Brine 2001). This narrow, regulatory, type of education goes alongside the accompanying loss of humanistic traditions of social pedagogical education. Both for social pedagogy as education to become a professional and for social pedagogues helping youngsters in second-chance education this seems to develop a tight vocational individual deficit or pathological model of training. Related to already existing dilemmas, like the dilemma between discipline and profession as well as the dilemma of both discipline and profession, the Bologna Process may sharpen the internal contradictions of social pedagogy as a discipline and as a profession (Schweppe/Sting 2006). Particularly, the dilemma of the profession is increasing. Will social pedagogy as a profession with its own values, beliefs and understandings be capable of meeting the impacts of the “economisation of the social”?

The ideology of inclusive social pedagogy and education is challenged by societal changes that appear to confront the traditional conception of the differences between normal and abnormal. A transition from ‘either-or’ to ‘more or less’ categories resulting in a changed view on diagnosis and consequences for those who get one, followed by a considerable self-normalization policy focussing on individuals themselves to take responsibility to behave and act normally in the ‘right way’. This presentation emphasizes inclusion and exclusion tendencies in society and in professional ‘good practice’, and increases the key issues to a more overall perspective based on topics such as diagnosis and neuroscience, normalization and governmentality policy, differentiation and inclusion ambiguity. Altogether, there is a picture of tendencies, that tends to overrule common professional social pedagogical and special education conceptions of normality (them and us, the normal and abnormal, the included and the excluded), and questions whether the inclusive pedagogy in practice follows other paths than those, that colloquially is in play within the social educational and pedagogical institutions’ self-perception. A development followed by a new differentiation with the ‘privileged’ children, adolescents and adults having a powerful explaining diagnosis, and other groups of exposed children, adolescents and adults as losers in the struggle for resources.
Talking about children’s resistance to the institutional order and the teachers in preschool
Markström, Ann-Marie
Linköping University, Department of Social and Welfare Studies, 601 74 Linköping, Sweden

Talking about children’s resistance to the institutional order and the teachers in preschool. This article highlights the parent–teacher conferences in the Swedish preschool and the talk about children’s inappropriate and undesirable behaviour in a preschool setting. The focus of the article concerns how teachers talk about the children’s resistance to the social order in preschool and especially how children show resistance to the teachers. The empirical material consists of twenty-two audio taped conferences included in a larger study of parent-teacher conferences in a Swedish preschool setting. The analysis reveals five different strategies concerning the talk about children’s resistance to the practitioners and the institution: physical resistance, emotional resistance, social resistance, verbal resistance and resistance through rejection. In addition, the article discusses what is expected of a “normal” preschool child.

Pedagogy for the elderly - distinctive features and praxis
Nilsson, Riitta; Hallstedt, Pelle; Högström, Mats
Malmö University, Health and Society, Malmö, Sweden

Research topic/aim: The essay describes the emerging discourse of elder pedagogy with special emphasis on the discussion of vital concepts. The aim of the study is to formulate a definition of the pedagogy for the elderly, as a discipline and a profession, using concepts from pedagogy, social pedagogy and general social science by relating them to the everyday praxis of elder pedagogy.

Theoretical framework: As the discourse of elder pedagogy is present in the praxis field as well as in educational contexts the reciprocal flow of ideas is essentially a process of recontextualisation. According to Bernstein, (1996) the pedagogic discourse contains two discourses, the regulative (normative) and the instructional (rules for conveying specific facts) discourse. The regulative discourse is always superior to the instructional discourse i.e. values and norms are central in understanding the pedagogical process. Does this mean that the pedagogue is stuck in her role as a transmitter of certain values and norms or is it possible for her to free herself from this coercion and to meet the other in a symmetric relationship? In Habermas’s concepts, is the pedagogue bound to communicate to reach success or is there an opening for communication to reach understanding (Habermas, 1984, 1987)? This is the eternal question in pedagogy about influencing the other or acting for emancipation.

Methodology/research design: To answer the aims three areas will be investigated: the programme for elder pedagogy at Malmo University, the professional work field and the discourse of elder pedagogy reflected in scientific journals. In the Malmö programme students’ exam papers, study guides and assignments will be analysed as tokens of instructional and regulative discourses. Elder pedagogue graduates from the Malmö programme will be interviewed on the implementation of the ideas from students’ exam papers. The emerging discourse of elder pedagogy will be studied in the light of the other material mentioned.
Expected conclusions/findings: We hope to reach a viable definition of elder pedagogy which can be used for further development of elder pedagogy as a discipline and a professional guidance.

Relevance for Nordic Educational research: At the same time this essay will contribute to the discussion on the dimension emancipation – discipline in pedagogy.

Understanding how Swedish children, teenagers and adults define violence
Gill, Peter Edward; Larsson, Paula
University College Gävle, Education, Gävle, Sweden

Threats to active citizenship come primarily from abuse of power and use of violence. Interpersonal violence reduces a citizen’s potential and may negate the advantages of active societal participation. Initiatives aimed at intervening in interpersonal violence are enhanced by a deeper understanding of how individuals define violence. Definitions of violence vary by gender, age and personal experience. Violence discourses within public and research spheres often rely on stipulative definitions. Interviews were carried out among a convenience sample of 332 Swedes ranging in age from 6 to 44 years. The main goal of the interview was to elicit subjects’ actual experiences of violence. The interview procedure began with a question asking respondents to relate their spontaneous associations with violence followed by a specific question as to how they would define violence. The interviewer wrote down this definition and then repeated it to the interviewee in order to confirm that the definition and/or spontaneous associations had been heard correctly. These written statements, mostly one or two sentences, written down by over thirty different interviewers, form the empirical data used in this study. The written definitions were transferred to an electronic file and entered into the Nvivo computer program. This program allows for the handling of rich or “thick” information, where in-depth analysis can be carried out on both small and large volumes of data. The program allows for classifying, sorting and arranging information in order to search for explore trends and test hypotheses that might arise in the analysis. The definitions offered by these interviewees are discussed in terms of physicality and degrees of implied seriousness. Definitions are compared by gender, age and experience of violence as perpetrator, victim or observer of actual interpersonal violence. Tentative conclusions point to an ubiquitous “physical” definition of violence. This is irrespective of age or gender.

Give and take. Negotiation in families as citizenship education
Hallonsten, Gunilla1; Nordstrom, Karin2
1Lund university, Centre for Theology and Religious Studies, Lund, Sweden; 2Jönköping university, School for Educatin and Communication, Jönköping, Sweden

Research topic/aim: The aim of this study is to investigate the educational significance of negotiation within family settings in relation to citizenship education. Negotiation is not related to a rights based-perspective, but emphasizes rather a relational approach to identity and an inter-subjective approach to education. Negotiation plays an important role not only
for modeling identities, but also for power structures between and within generations in families. Intergenerational relationships are based on different claims of asymmetries. In the process of negotiation, identities are constructed, deconstructed and redefined. The notion of (active) citizenship includes a general idea of an ability to relate in a competent way to situations of negotiation. It is thought of as a relational competence, containing skills such as balancing own perspectives with the ones of others, or meeting others with respect. To be part of family negotiation is, so we argue, a significant – although underestimated – aspect of citizenship education. Questions such as the following are addressed: What are objectives for negotiation in families? Who is involved in negotiations about what? In which ways do negotiations in families reflect educational ideals with regard to citizenship? Which educational potentials and risks may be identified in family negotiations?

**Theoretical framework:** The study highlights the family as a relational constellation which bridges between different categories, such as micro level – macro level, private and public, individual and collective. The term ‘institution of the family’ (Bourdieu) highlights the need to investigate and discuss the role of family as a public and societal issue. From the perspective of educational research the negotiating family is discussed as an aspect of an inter-subjective interaction with mutual dependencies (Meyer-Drawe, Oelkers) and in terms of ‘generationing’ (Alanen) as an identity modeling process (Appiah). Central for an understanding of the educational significance of negotiation is also the connotation of trust and trustworthiness as a crucial aspect of autonomy (O’Neill).

**Methodology /research design:** The presentation consists of an analysis and a critical discussion of portraits of ‘the negotiating family’ in assignments of 25 university students participating in a course on the family. The students’ narrations and reasoning in relation to family negotiation are discussed with regard to the significance for citizenship education. This present study is planned to be a basis for a further research project.

**Expected conclusions/findings:** Different categories of negotiations are identified with regard to power structures, object of negotiation and mode of negotiation. Concerning power structures, different levels of claims which are related to asymmetrical relationships are described. They are related both to the understanding of education and its ideals and stretch from strong asymmetry to dialectic asymmetry. Concerning objects of negotiation, families negotiate on issues such as the definition of risk, religious practice, autonomy, and household duties. Concerning the mode of negotiation, the study indicates that negotiations are taking place as fierce conflicts, hidden negotiations, and ‘fair discussions’ (as ‘ideal speech situations’). These categories are interpreted as expressing different negotiation-cultures with implications for the modeling of competencies of citizenship. A crucial feature of a legitimate negotiation culture with regard to active citizenship seems to be the degree to which negotiation facilitates and expresses trust and trustworthiness.

**Relevance for Nordic Educational research:** The project is a contribution to an open discourse on family as part of a renewed public interest while avoiding to reproduce attitudes which make family ‘disposable’ for political interests.
Research topic/aim: Some 1000 individuals, aged 11 to 20, are committed to Rehabilitation Institutions designated for young offenders annually. There are 33 such institutions in Sweden. Signifying this group of young people is an often harsh childhood. As a result they are also failing at school resulting in a continuous need of rehabilitation as well as remedial work by a variety of experts. Rehabilitation work also includes school and education-related activities. Most of these individuals are in great need of innovative and special-educational efforts during the time they spend in such an institution. This constitutes the research context. The current study aims at understanding how these individuals experience school and thereby come into a position being able to propose how to best improve education in this unique environment. Hence, a general research objective is to answer the question how could education at such institutions be organized in order to better motivate and encourage meaningful learning?

Theoretical framework: The research is based on a phenomenological worldview, and within this framework especially the notion of Life Worlds. A life world is understood as everyday life constituted by all things surrounding us in a taken-for-granted fashion. Life world study focuses on the unreflected everyday-understanding of knowledge, learning, studying and ideas. The life world researcher endeavours to outline genuine human experience and to describe it with a qualitatively different content for each and every one participating. In order for the researcher to observe and understand each individual comprising the research context he or she must first manage to establish rapport; a closeness to everyone being part of the study. One prerequisite is therefore to share their everyday life by “close observation” in a few selected groups consisting of both pupils and teachers, strategically sampled amongst the 33 institutions. Descriptions of their respective life world; their taken-for-granted understandings of school and education, will be achieved by so-called “thick descriptions”.

Methodology/research design: The study is designed as a three-part effort. First comes surveying the school and educational-related activities being part of rehabilitation in all of the 33 institutions by means of a questionnaire. The aim is to chart organisations, curricula, teaching staff resources and teaching philosophies.

The second part is focused on the young individuals and their experiences of school, their motivation for studying, capacity to learn and possible future goals in terms of learning.

The third and final part consists of studying eight strategically sampled groups of pupils and teachers by means of close observation for a longer period of time.

Expected conclusions/findings: Teaching and learning are complex phenomena, the result of which are highly dependent on who is taking part in a study, which the objectives are and under what circumstances the research is taking place. Results are therefore difficult to predict with any accuracy. However, the research is likely to shed much-needed light on teacher attitudes, pupils’ experiences of engagement in the schooling process, the educational organization, pupils’ attitudes to education and how well or how badly the interchange between theory and practice functions in an institutional setting.

Relevance for Nordic Educational research: The current research is highly relevant in a Nordic perspective, since an educational setting such as that offer by schooling within an
A research effort constitutes basic research focusing on a hitherto largely neglected group of “troubled” pupils where failures and problems at school are rule rather than exception.

**Organization of a special education group. An individual program for pupils diagnosed with Aspergers syndrom**

Hellberg, Kristina
Department of Behavioural Sciences and Learning, Linköping University, Sweden

Emphasis on individualization has emerged, in which the individual’s own responsibility and initiative are a powerful incentive. Accordingly non-segregating solutions have been obscured by the requirement for choice and individualization. The individual right to develop his or her individuality has been emphasized, each person’s individuality is seen as specific, with specific needs that must be provided for.

In this paper I will discuss the individual program that has been organized for pupils diagnosed with Asperger’s syndrome. The theoretical starting point is social constructionism. It means that Asperger is perceived as a socially and culturally constructed diagnosis. The purpose in this paper is to understand the process that leads to the establishment of a special Upper secondary school program for Students Diagnosed with Asperger’s syndrom. The material that is analyzed is documents from local authority. For example letters from parents to local authority where the parents argue for a special program for pupils with diagnosis Aspergers syndrome and also different kind of resolution. In this paper I will investigated the process that lead to establishing of an individually adapted upper secondary school programme.

The analysis is based on what Blumer (1972) called construction of a social problems. According to Blumer (1972) is there are five levels that lead to that a problem could called a social problems. The definition of a social problems is different from one time to another and also between different cultural.

**Education as animation**

Silius-Ahonen, Ellinor
Arcada, social, Jan-Magnus Janssons plats 1, Helsingfors, Finland

The purpose of this paper is to draw attention to a feature in a socio-pedagogical perspective, animation and it’s potential in curriculum construction. This particular interpretation, exploring the impact of the intrinsic value in socio-cultural inspiration in a formal educational setting, is guided by theoretical departures that are linked to the embedded socio-cultural approach (Vygotskij 1978). One departure to the reasoning emerges from the inspiration itself (Kurki 2000, 2005, Freire 1972, Boal 1979, 1980). Considerations concerning curriculum theory (Reid 1994) and communities of practice (Wenger 1998), are framed by the contextual understanding of Problem Based Learning with references both to methodology and epistemological choices (Poikela 2003, 2005) into a proposal.

Education in sociopedagogy, actualizes social, pedagogical and cultural dimensions in activity settings. The advance empowerment, as giving voice, enabling human beings to act responsibly
as subjects in relation to active citizenship, is regarded a central competence for a social pedagogue in practice. A socio-pedagogical degree program in higher professional education is the object for a case study. Student participation is presupposed to trigger these subtle competences. Regarding curriculum construction a practical matter, the interest for the context; as place and underpinning theoretical standpoints, puts focus on the curriculum construction process as collaborative learning. As constructors develop an arena for studies their own meaning making processes are activated. Both teachers in collaboration, as the team of students in a tutorial, are supposed to be involved in creative participatory process of knowledge production.

How to situate educational activities in spaces that motor and foster social pedagogical competence? How does a Problem-based concept provide opportunities for students and teachers to act out in practice what is the object for theoretical elaboration? In exploring the premises for animation on the educational stage, light is shed on issues of authenticity according to co-presence and involvement referring both to the team of teachers and the teams of students. Meaningful learning experiences are connected to participation through personal and cultural interplay; an atmosphere of encouragement, epistemic challenges and commitment. The proposal of inspiration, understood as an emergence of mutual energy where pedagogues work on a deeper level, emphasis is placed on the complexity in scaffolding both teachers and students in their meditative pedagogical roles. Where capability and willingness to reflect in, and on action, is found crucial, the movement of engagement is a constant dialogic process within the educational culture, is found relevant to illuminate.

Three in one. How to combine theories from different traditions in one study

Jobér, Anna
Nature, environment and society, School of teacher Education, Malmö, Sweden

To be positioned in the cross-section between natural science, education and sociology traditions, what does it mean? What does it imply to have a critical perspective on science education?

It is a well known fact that many students fail in the school science subjects (OECD, 2007; Skolverket, 2005). Studies show that students form disadvantaged home and/or foreign backgrounds are failing to a greater extent and there is a considerable risk that they are excluded from school science. Instead of equipping students to take responsible and thoughtful decisions that build a democratic society, school science might contribute to reproduce an unequal society (Banks, 2008; Linder, Östman, & Wickman, 2007). The aim of my thesis is to contribute to the understanding why so many students from home with low socioeconomic standard and/or with foreign background fails in physics, chemistry and biology and what consequences this might have.

The study has progressed towards a critical perspective dealing with questions such as: What is a failure? Who and what determines what constitutes a failure? Who decides what kind of knowledge to be included in the scientific knowledge? The overall aim is to study how relations of power and structures are reproduced in school and particular in school science (Bourdieu & Passeron, 1977; Broady & Börjesson, 2008).
Spring 2010 data will be gathered by using methods from the fields of ethnographic studies. The data will be analysed from a sociological perspective by applying notions from Pierre Bourdieu (Bourdieu & Passeron, 1977; Broady, 1985).

At the NFPF/NERA conference I would like to discuss following questions: What kind of problems and concerns do I have to deal with in the cross-section between natural science, education and sociology? How to run methods inspired by ethnography in a critical perspective? What is my unit of analysis in this point of intersection? How do I combine theories from different traditions in one study?
A compulsory directive for the Swedish schools is to lay the foundation for democratic values and ideas, making the school children later in life well educated and prepared to partake in the democratic process of the society (SFS1985:1100 1985 December 12). In the schools the students therefore are to acquire knowledge about the democratic process and to be engaged in the development of their schools. The goal is active citizenship.

In several ways it is emphasized that the effects of the education offered in school on students’ democratic values and attitudes is not sufficient in itself. It must also be combined with personal engagement, where the students learn to manage the democratic process in everyday work. Therefore the education is to be organised in such a way that students are assumed to have necessary opportunities to gain personal experiences from democratic work at school (Lpf 94, p.5, 14-15). The importance of this educational goal is very large and it is in Sweden reflected by the wealth of books covering it.

**Research topic/aim:** The primary aim of the study is to investigate upper secondary school students’ views on issues reflecting their democratic values and what concrete influence they have at school. Another goal of this study is to investigate what similarities and differences which may exist between the four studies. Also, a final aim is to study what effects some background variables may have on the outcome.

**Methodology:** In our paper we present the outcomes from a questionnaire study of upper secondary school student’s views on the democratic process as it is shown in their ordinary school day performances. A questionnaire was developed to assess students’ views on five areas of principal interest, namely on: student democracy and active citizenship, mobbing, study approaches, learning and finally on lectures and teaching received. In this presentation we have chosen to report solely the students’ views on school democracy and their partaking in decision making in school.

The research reported is founded on four empirical studies carried out during the years 1996, 2002, 2005 and 2009. A total of 561 upper secondary school students were participants and completed a questionnaire that was developed for this study. It contains 97 items constructed as statements to which the student can chose a position ranging from 1, “I do completely disagree” to 5, “I do completely agree” along the lines of 5 stage modified Likert-scale. Items covering school democratic issues amounted to a substantial part of the questionnaire. The students, who participated voluntarily, completed the questionnaire when in class. The outcome of the students responses where then analyzed statistically, by ANOVA and factor analysis.

Preliminary findings from the statistical analysis show there are several factors explaining the students’ responses to the questionnaire and thus forming their views on democratic values and partaking democratic work at school. In the paper this outcome will be presented and discussed in more detail. Also the effects of the background variables and the similarities and differences between the four studies will be fully presented and discussed.

**Relevance for Nordic Educational research:** The research presented reports the findings of four
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studies covering a time period of 14 years. The study was initiated when the curriculum for the upper secondary school was quite new and has continued until a new curriculum is announced to arrive. The study offers valuable insights in the processes and changes of school students’ ways to view the democratic conditions present in school.

**Documentation for learning and participation**
Höstfält, Gabriella
Didaktik och pedagogiskt arbete, Stockholms universitet, Stockholm, Sweden

Documentation at school and the models of record keeping, that teachers can take as a general rule, has developed in other contexts than the pedagogical, preferably within the framework of social services and special education. In school the concept of ‘equivalence’ can be defined as an idea in order to achieve the objectives of the decentralised actions. On the basis of secondary concepts such as the rule of law, gender equality, democratic participation and freedom of choice, schools are responsible for the implementation of the intention of the plans that accompanies the objective-and results-oriented system.

Implementation of a national curriculum aims to develop certain ‘studentabilities’, both individual and social. A social capacity that is central to the current curriculum is the ability to understand and relate your fellow man’s conditions and values. This ability can be described as a ‘citizenshipability’, which among other things aims to support the basic values of a democratic society and the citizens responsibility to manage such values. In accordance with the text of the regulation individual development plans assess and document both pupils’ knowledge development and other development. My aim is to investigate how the individual development plans formulates this and how they thus supports and shape civil abilities – ‘citizenshipabilities’ that are desirable in our current society.

By examining and comparing two documentation practices; action program practice within special education and the individual education plan practice within the mainstream pedagogy, didactic research questions elucidating our time issues will be answered, i.e. the skills that are important, how learning is to be organised and which groups that will gain access to the different learning paths. The theoretical framework is constructionistic with a Foucault inspired discourse analysis research design. The school’s documentation practices are here regarded as a phenomenon embedded in a historical, cultural and social context. Text analysis at various levels – ideology analysis, discourse analysis and argumentation analysis – makes it possible to critically examine and identify the problems of political power that carries ideas about a general school and everyone’s opportunities for learning and participation.

An analysis of the documentation practices textually and rhetorical aspects, intended to enable specific interpretations of the objectives intentions can thus contribute to a development of theory, methods and knowledge within the educational research in the Nordic countries.
**School buildings for the 21st century**

Sigurdardottir, Anna Kristín¹; Hjartarson, Torfi²; Pálsdóttir, Árný Inga²; Guðmundsson, Egill³

¹The University of Iceland, School of Education, Faculty of Teacher Education, Reykjavík, Iceland;
²Víkurskóli, Reykjavík, educational department, Reykjavík, Iceland;
³Arkís (architect studio), Arkís, Reykjavík, Iceland

This research project takes a close look at Icelandic school buildings at the primary and lower secondary level (ages 6 to 15). The aim of the project is to identify features of change in school buildings, reflecting new challenges over the last few decades involving architecture, educational ideology, school policy and digital technology.

Environmental and architectonic features characterizing each school building and its surrounding area are tested against seven emerging themes for 21st century learning environments as defined by the OECD Programme on Educational Building and Department for Education and Skills (OECD/PEB and DfES, 2006). These themes are; the challenge of designing schools in a changing world; the impact of new technology; increasing access to education through school design; designing sustainable, comfortable school buildings; involving all stakeholders in the design process; educational facilities as a learning tool; and assuring design quality.

Twenty school sites are explored and reviewed by a multidisciplinary focus group of researchers including researchers at the University of Iceland, a school principal and an architect. Data is collected by observations and photography at each location, interviews with selected members of staff and student body and review of technical documents, drawings and writings.

The study is in early stages, six school buildings out of twenty have been explored by the team. The preliminary results indicate that recent Icelandic school buildings fulfill requirements in some of the seven themes, such as involving stakeholders in the design process while others are further down the road such as sustainability in school buildings.

The study is a part of a larger research project on teaching and learning in Icelandic schools lead by the Research Centre for Educational Development at the University of Iceland, School of Education.

**Students’ motivation in Icelandic basic schools:**

**Research design, background factors and levels of motivation**

Hansen, Borkur; Björnsdóttir, Amalia; Kristjansson, Baldur

University of Iceland, School of Education, Reykjavík, Iceland

Research topic/aim: The purpose of the study is to examine student motivation and factors that might influence their motivation – factors such as the students’ social background, attitudes and expectations of teachers and parents alike, social behavior of students, and teaching culture. The relationship between these factors and motivation, as well as achievement on standardized tests, is also explored in the study.

In this paper presentation, an outline of the study design is provided along with preliminary findings concerning the general motivational level of students and their interest in studying selected subject areas.

Theoretical framework: Theories of motivation provide the theoretical framework for the research. Also we draw from theories of relationship between social status and school
achievement and theories about relationship between extracurricular actives and school achievement.

**Methodology/research design:** In a longitudinal study focusing on students’ motivation, as well as their learning environment, is conducted in grades 1, 3, 6 and 9 in eight basic schools in Iceland (a basic school is a combination of an elementary and a lower secondary school). Data was collected with questionnaires from the children and their parents. The data collection is not completed, due to the longitudinal design.

**Expected conclusions/findings:** The findings presented in this paper suggest that there are significant differences in motivation between boys and girls, and that the level of motivation of students decreases with increased age. These findings are based on information from students and their parents.

**Relevance for Nordic Educational research:** School motivation is the key to successful learning. The skills taught in schools are then the key to active citizenship. There are certain similarities between the school systems in the Nordic countries that should make this study relevant to the Nordic educational research community.

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Students’ motivation in Icelandic basic schools: Relations with standardized tests scores in grade 4 and 7

Bjornsdottir, Amalia; Hansen, Börkur; Kristjánsson, Baldur

University of Iceland, School of Education, v/Stakkahlid, Reykjavik, Iceland

**Research topic/aim:** The aims of the research are to measure school motivation of students in grades 1, 3, 6, and 9 in eight basic schools in Iceland and how it is connected to school achievement. We will explore the relationship between attitudes, behavior, and family situations and school achievement. We will also explore factors connected to gender, social status, peer relations, family relations, school motivation, and attitudes towards school. In Iceland all children are required to take standardized tests in Icelandic and mathematics in grades 4 and 7. Those measures are used here to assess school achievement.

**Theoretical framework:** Theories of motivation are the theoretical framework for the research. Also we draw from theories of relationship between social status and school achievement and theories about relationship between extracurricular actives and school achievement.

**Methodology/research design:** In an ongoing longitudinal study focusing on students’ motivation as well as their learning environment was conducted in grades 1, 3, 6 and 9 in eight basic schools in Iceland (a basic school is a combination of an elementary and a lower secondary school). Data was collected with questionnaires from the children and their parents.

**Expected conclusions/findings:** In this paper, preliminary analysis shows that the connection between those factors and achievement in mathematics is stronger than the connection with achievement in Icelandic. Girls perform better than boys in Icelandic, but there is no difference in achievement in mathematics.

**Relevance for Nordic Educational research:** School motivation is the key to success in school. The skills taught in school are then the key to active citizenship. There are certain similarities between school systems in Nordic countries that should make this study relevant to the Nordic educational research community.
Students’ motivation in Icelandic basic schools: Extra-curricular activities and relationship with standardized scores in grades 4 and 7
Kristjánsson, Baldur; Björnsdóttir, Amálía; Hansen, Börkur
University of Iceland, School of Education, Reykjavik, Iceland

In an ongoing longitudinal study focusing on students’ motivation as well as their learning environment was conducted in grades 1, 3, 6 and 9 in eight basic schools in Iceland (a basic school is a combination of an elementary and a lower secondary school). Data was collected with questionnaires from the children and their parents.

In this paper we will look into extracurricular activities of children in grades 1, 3, 6 and 9. We will explore the connection between those activities and motivation. In grade 3 and 6 we will also explore connection of those activities with school achievement.

The findings indicate that girls are more involved in structured extra-curricular activities like arts, and they participate at the same level as boys in sports. Furthermore, the findings suggest that it is much more common that boys have access to TV in their bedrooms than girls, which is associated with lower school achievement. Leisure reading is also strongly positively associated with school achievement both in Icelandic and mathematics.

The difficult challenge to improve students’ learning environment
Results from an evaluation of the Norwegian school-improvement program “The Knowledge Promotion Reform – from word to deed”
Blossing, Ulf; Söderström, Åsa
Karlstads university, Estetisk-filosofiska fakulteten, Karlstad, Sweden

We will present results from an evaluation of the central government program “The Knowledge Promotion Reform – from word to deed” in Norway. The aim of the program has been to develop schools as organisations with the purpose of improving the learning environment in order to increase students’ social and intellectual development. Schools applied to the program on their own initiative (open application) or after encouragement and guidance according to needs (guided application).

An important feature of the programme has been the reliance of a cooperation model that involves three parties: one or more schools, school owners and external “competence partners”. The evaluation is based on 1) qualitative interviews with teachers, headmasters, school owners and external competence partners in five case projects with several schools involved 2) surveys to school-leaders, project leaders, teachers and representatives of external competence partners.

The schools’ initial improvement capacity and the kind of development support they receive are central groups of factors that influence the outcomes. For concepts and identification of relevant factors on schools improvement capacity, we rely on the school development research (Hopkins, Ekholm and Miles etc).

In our presentation we reflect on the school-improvement strategies of the program and on some of the assumptions in the school’s project descriptions of the measures that improve teaching practice and thus also will improve the student’s learning environment.

About the school-improvement strategies: The external support can be distinguish between
various forms/roles of external support and develop concepts that may increase our understanding of how external support affects the school, particularly the role of the external competence partners. Tentatively we argue that goal-directed strategies intended to change activities directly related to pupils’ learning may lead to better results than means-directed strategies where the link to pupil-related activities is less clear.

About the improvement of the teaching practice: Most of the project includes measures that not directly intervene in teaching practice and thus also affect the student's learning environment, though the intention it is to improve this practice in the long run. We will discuss four of these assumptions:

- The assumption that improving teacher’ cooperation and ways to talk about teaching also improve teaching.
- The assumption that the development of monitoring and planning activities by using, for example, “målark” and individual work plans also improve student learning and development.
- The assumption that an increase in students’ well-being during the school day will increase their willingness and ability to perform better in school.
- The assumption that efforts to bring order in and outside of class time also enhance students’ learning outcomes.

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**Students and teachers in communities of research and development (FoU)**

Wangensteen, Ragne; Haug Syversen, Margrethe
Sogn og Fjordane University College, Department of teacher education and sport, Sogndal, Norway

**Topic / aim:** “With portfolio as a meeting point” (2007-2009) is a part of the PraksisFoU-program, funded by the Norwegian Research Council, in connection with the Knowledge Promotion Reform. The teachers’ competence in guiding the students, during their choosing period for vocational education and training, is the focus for this presentation. Another aim for the project is to give strength to the cooperation between practice schools and the teacher education at the college. The involvement of teacher-students during pre-service, and their tutors, is developing competence on all levels.

How can the teachers’ participation in action research contribute to this part of their professional development? Teachers who are continually reflecting on practice, may empower their professionalizing. Through constructive and critical views, both to the past traditions and future possibilities, they can create the education for cultural development. By being active in self-assessment the students can be more conscious of their own competence. School-parents and the local surroundings are supposed to take part in the process. These common activities are important in accordance to the sociocultural view of learning. During this cooperation, they may support and give opportunities for participation. The aim is to prepare for the active citizenship on different levels in the futural society, aimed for the local, regional and global perspectives.

**Theoretical framework and methodology:** The basic structure of theory for this project are framed on sociocultural theories of learning, action research, and formative assessment: (Bjørnsrud 2009, Black and Wiliam 2006, Dysthe og Engelsen 2003, Harlen 2006, Hattie and

Mixed methods, mostly open questionnaires have been used to collect information from the teachers, regarding the possibilities for professional development offered by being members of the project. Some of the informants started in the project as pre-service students. In addition narratives from these students have been analyzed.

**Expected conclusions:** The answers from the teachers in service is mostly positive, compared to their previous practice. Towards the end of the project there seems to be some progress in the transfer-communication between lower and upper secondary. Agreements are established about meetings, content and transfer of portfolio. The students, who have been involved in the project as a part of their teacher education, now working as teachers in school, seems to be the most satisfied. They see that effort for updating competence during their practice is valuable, and even ought to be compulsory.

**Relevance:** The project breaks new ground for the continuous competence development among Norwegian teachers and students. It has brought the involved partners on different levels of education closer.

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**Theoretical considerations in evaluating school-level pedagogical interventions**

Gill, Peter Edward

University College Gävle, Education, Gävle, Sweden

From one perspective all pedagogical and didactical activity in school resembles systematic intervention. The very act of teaching and instructing assumes goal-directed change on the basis of pedagogical principles. Incremental learning in subject areas and social skills is the reasonable expected learning outcome of attending school. Schools are evaluated on this basis. Within the normal activity of schools, specific programs are commonly introduced where extra funding and/or allotment of finite resources are demanded. These programs are expected to be evaluated. A gold standard of evaluation strategies is articulated in the double-blind experimental model. This is the common benchmark by which adopted evaluations are measured. ‘Blind’ control groups, such as parallel classes or randomly assigned control groups, is the key design logic. Random assignment involves special ethical issues in a school context. This general evaluation logic is explored through the example of school-based anti-bullying programs in Sweden. Anti-bullying programs are common and are often introduced as extra-curricular initiatives. In addition, they arise in specific national, local, social and judicial contexts. In Sweden, all compulsory schools are mandated by law and school ordinances to have viable “Equity of treatment plans”. These plans, in themselves, may be partly regarded as anti-bullying programs. It is argued that the very fact of these plans ‘corrupts” and makes impossible the implementation of double-blind evaluation strategies. In a large evaluation study it was found that no schools, of 39 participating schools, housing more than 8000 pupils could be regarded as legitimate controls. All those schools, designated as having implemented a specific anti-bullying program, were found, in addition to having their own equity of treatment programs, to have been ‘contaminated’ by earlier, and even current use of other anti-bullying models. The implications of these results are discussed in terms of theoretical best practice program-evaluation models in school settings in Sweden.
Symposium title: School Development as Narrative

Five researchers from Stockholm University and Mälardalen University are in a project, financed by the Research Council, studying school development as narrative. The purpose is to take inventory, describe and analyze various narratives about school development dominating Swedish school policies and pedagogy in past and present time. The school as an agent of cultural transmission and social change is the subject of constant negotiation and review.

Negotiations on school development is seen in political programs and debates, in written policy, in talks at the municipal and school level, expressing different rationalities in relation to school history, problems and actors. ‘School Development’ is hosting a series of stories about near history, present and the future. These categories are used to structure the political, administrative and educational fields in which school is subject to discussions, decisions and positions. Linked to this, the project focuses the making of the modern citizen and the norms behind it. Which subject positions are produced in these stories? How are they related to historical narratives of school development?

At this time, four different empirical studies are under progress:

1. In one study conceptions about the future society are analyzed and what the implications are for School development, and also what impact these images and narratives about the future society might have on Educational Policy and Politics. The images and narratives derive mainly from debates in the Swedish parliament during 1991 and 2008.

2. Research grants have in Sweden been specially aimed at school development. Researchers from different disciplines have applied for those grants. The narratives told and the rationales offered for the proposed research together with the expected outcome sketched in a sample of these applications from 2007-2009 is the empirical focus in this study in order to analyze how these narratives rhetorically legitimatize research as a possible ground for the improvement of practice.

3. A growing number of authorities today are obliged to present their missions in the public sphere. We are studying how school development emerges as a concept and phenomenon in public texts produced by different types of official authorities with a political mandate to govern, develop and steer. Evidently, school issues are of central interest here, but school development is also a matter of audits, assessments and follow-ups.

4. Myndigheten för skolutveckling (National Agency for School Improvement) has used a special school improvement method – Utvecklingsdialogen (the Development dialogue) – to communicate with the local authorities. The dialogue is in focus in this study, using data from the evaluation of Mångfaldsprojektet (the Diversity project), implemented 2003-2008.

5. In this fourth study the aim is to analyze how school leaders and researchers engaged in school development, construct images of school development in Sweden. What kind of tools are supposed to lead to the better and what kind of promises for the future, are produced in narratives about change and development of educational practice. The empirical data is provided by recorded information meetings and hearings (for parents), programs, concepts and pages on the internet by local authorities and Swedish universities.
Educational system is shaped by interplay of several factors like culture and society, spirit of time and different political manifestations and of course - wills, but also ideas about the future, it’s possibilities and requirements. In the context of these factors, different time concepts are comprised as a form of border markers; a past, a present and a future. These time concepts are important elements in the narratives of what the school is today and what it should be. The school has the mission to both preserve important cultural values, our heritage and our history and to shape tomorrow’s citizens. The school is expected to be both a mirror of the society and a driving force in society (Bergström, 1993). The idea of school as a plough for development of society was strong when elementary school took form and expanded in the late 1800s and early 1900s (Richardsson, 2004). The school would shape citizens of tomorrow and thereby the future society.

Education is a phenomenon that per se is aiming ahead. Half of all children are expected to continue with higher studies in what we call “knowledge society”, a number of years after upper secondary school. But what kind of future will they meet? It is almost impossible to predict how the society will look like when these youngsters will step into working life. Despite this fact, there are a number of competing narratives and ideas of where our society is heading. A dominant narrative is a Society in a faster change than ever and that we now have to adapt to a different future (Bauman, 2000; Beck, 200; Castells 1998; Giddens, 1999). It is a recurring theme in the narrative of the Knowledge Society. To govern in the name of “future” are probably an important part of the public rhetoric surrounding modern school of post-war model. It is not only a national phenomenon; it’s to be found in the global speech about education, for example in policies from OECD, EU and the World Bank. In this context, ideas, hopes and visions of the future society and the school of tomorrow are expressed, and also the demands and expectations from different actors on the educational arena. A key question is whether this type of analysis of social change and the future society affects educational policy and, if so, how?

In this paper the focus is on the education policy debate in the Swedish Parliament during the period of 1991-2009 and the aim of this paper is how images and narratives of the future society are made in the debate, in an era of changing demands and challenges represented by knowledge society and globalization.

I’m using different kinds of research and knowledge traditions to understand and interpret my empirical material. I will use narrative research methods (Ricoeur, 1985, 1991; Mishler, 1995; Riessman 2008), with a special focus on public narratives (Somers 1994 and Boulding 1956, Laginder 1989) together with traditions from discursive psychology (Wetherell& Potter, 1987 and 1992; Potter, 1996 and Billig, 1991). I see narrative analysis as a possible bridge between hermeneutical philosophy and discourse analyse.
School Development appears to be a word that generates a number of stories. It seems to be a signal word that produces a series of stories about the state of society and its historical mapping. School Development, today almost something self-explanatory, can be used as a rhetorical resource for various kinds of societal narrative with political and moral intrigue. School development is part of a bundle of narrative of a political nature. Some of the grand narratives where ‘school development’ is used as a rhetorical resource we can find in:

School development as social inclusion work (‘school is for society’s other functions and to its development’).

School development in realization of the cultural diversity and the sustainability community.

School development and politically egalitarian (‘for pupils from disadvantaged students home’).

School development in the efficiency of government interventions (effectiveness, efficient use of tax money, etc.).

School development that future adjustments (the design of future requirements and benchmark).

For some time we have a research project funded by VR, entitled “School development as narrative.” A central part of the project is to see what uses there are for the concept of School Development - What is the School development hope for the future? What should be developed, for whom, at what level, to what benefit, etc? It is the discursive petitions and their dramaturgy that stands in focus. In this project we do not start off with some presumptions about a fundamental difference in credibility or accuracy between the different contexts and actors. It simply means that regardless of whether the request is made by an authority, a researcher or a blogger - we are studying them on an equal level, without attempts of ranking their potential correspondence with a given reality out there - in short; in its own right. The point of this is to get hold of a more general speaking about school and its relationship to society.

Methodologically I will connect to some different research traditions: First narrative research methods (Riessman, 2008; Czarniawska, 2008; Gabriel, 2000), with a special emphasis on narrative structures and literary genres. Secondly on rhetoric’s and discursive psychology, such as (Wetherell & Potter, 1992), (Potter, 1996; Edwards, 1992) and (Billig, 1987), with a emphasis on interpretative repertoires, ideological dilemmas, and the rhetorical structuring of an out-there-ness. Third, I am going to use the recent broad research-tradition concerning the uses of historical time (the uses of history) for different types of political strivings. This research is also represented in reflexive oriented historiography.

The presentation is going to be about research-design and reflexivity on the part of us as researchers. How do we go about in order to study the enormous amount of narratives on School development that are told in our time – and how can we formulate the patterns here? How do we study the construction of school development and at the same time avoid to have a bottom-line of our own? What about ontology?
Development has been a leading concept in text and talk about school in recent years. This can be seen in the many concepts related to it, for example: school development, school improvement, problem-based school development, best practice, self development, school based staff development, sustainable development, transformative leadership (Fullan, 2001; Leithwood et al., 2006).

In a research project, financed by the Swedish Research Council (Vetenskapsrådet) 2009-2011, school development as narrative is in focus. In the particular study presented here, a special method – the development dialogue is analysed. This dialogue was introduced in the beginning of year 2000 by Skolverket (the Swedish National Agency for Education, from 2003 transferred to Myndigheten för skolutveckling, MSU, the national Agency for School Improvement) as a response to a Government request to develop the forms for supporting quality in the educational practices in the municipalities. In this study, data is used from a specific project, implemented 2006-2008, called Mångfaldssatsningen – the Diversity project. MSU invited 32 local municipalities (kommuner) where the goal fulfilment among the students were low and the number with foreign background was high, to participate in ‘dialogues’ with representatives from MSU.

The aim of this study is to examine school development and dialogue as concepts and phenomenon in texts produced by MSU and the municipalities, as well as in interviews with representatives for MSU and municipality officials, school leaders, teachers, and students. It is of interest to analyse how different constructions of dialogue and school development are created in texts and talk.

Methodologically I will try to reconcile some different research traditions: narrative research methods (Riessman, 2008; Czarniawska, 2008; Gabriel, 2000) together with interpretative repertoires (Wetherell & Potter, 1992) and ideological dilemmas (Billig, 1987), rooted in discursive psychology (Potter, 1996; Edwards, 1992) and constructionist rhetoric analysis (Potter, 1996; Börjesson, 2003). Furthermore discursive identity theory and method (Benwell & Stokoe, 2006; Antaki & Widdicombe, 1998) as well as previous research about dialogue can be productive instruments in analysing the empirical material.

A focal point of the development dialogue can be found in the concept of dialogue. The naming of the method brings with it positive connotations and places it in a neighbourhood with a number of concepts referring to a democratic discourse, for example openness, respect, voice, mutuality, negotiation to mention just a few. The concepts we use structure what we perceive, how we get around in work, how we relate to other people, and our conceptual system thus plays a central role in defining our everyday realities (Lakoff & Johnson, 2003). Already a decade ago it was emphasized that the dialogue scholarship is so extensive that it cannot be comprehensively yet briefly reviewed (Cissna & Anderson, 1998). However studies focusing on dialogue as a tool for communication between a government agency and local municipalities are wanting.

A schematic and comprehensive analysis of the empirical material from the diversity project can, with a narrative approach (in time of writing), be presented as three major narratives: dialogue for learning, dialogue as school improvement, and dialogue as support.
The aim of my study is to analyse how principals, educational researchers and educational debaters, in verbal and written accounts construct images of development in schools in Sweden. I analyse how they present the possibilities for development and improvement. My interest here is on the one hand; what kind of tools are supposed to lead to the better, and on the other; what kind of promises for the future, narratives about change and development of educational practice produce. I also analyse the different types of repertoires of characterizations and categorization of teachers and pupils in the developmental discourse.

The empirical data of this study is provided by recorded information meetings and hearings (for parents) from compulsory schools in Stockholm, programs, concepts and pages on the internet from local authorities and Swedish universities about how to develop schools. With influences from theoretical and methodological perspectives from discourse analysis, and a narrative approach, this study discuss how verbal and written accounts (descriptions, categorizations and representations), form narratives of schools development and underdevelopment. Narratives that in their suggestions and solutions forms repertoires of promises concerning; certain (“magic swords”) methods as tools for change and development that will guarantee certain outcomes, but also legitimize actions, and place actors in certain roles with attributed/ascribed emotions, motif and expectations.
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“This problem, as you call it, with teachers not promoting critical thinking in their classes is simply a load of crap. What about insisting that your pupils must do what they are told instead? I don’t agree at all with all these spaced out people pleading for endless dialogues. Sorry, but this is what I think.”

Male student, 3rd semester