

Welcome to

the 40th Annual Congress of the Nordic Educational Research Association

8 – 10 March 2012



Department of Education, Aarhus University, Copenhagen, Denmark

Everyday life, education and their transformations in a Nordic and globalized context

ABSTRACT BOOK

Welcome to the 40th Annual Congress of the Nordic Educational Research Association

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PLEASE NOTICE

If there are more authors to an abstract, you will in the programme in most cases only find one author announced i.e. the presenting author.

However, in the Abstract Book (this document) you will find all the authors and in the list of participants (also on the Usb-stick) you will find further information about the participants.

Welcome to
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Workshop abstracts

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A401

CHAIR: EVA ANDERSSON

513 EXPLORING THE SOCIAL CONSTRUCTION OF BIOGRAPHICAL LEARNING AMONG ELITE SPORT COACHES

MK Christensen

Institute of Sports Science, University of Southern Denmark, HJORTSHØJ, Denmark

Qualified and skilled sport coaches are vital to the development of sport in general and of elite sport in particular. Research suggests that the development of coaching expertise in elite sport is a complex matter involving mediated, unmediated and internal learning situations (Werthner & Trudel, 2006, 2009). However, it is less clear to what extent and in which ways these learning situations are woven together in the coaches' learning paths. In other words, what is the 'gluey' link between these learning situations and the coach's idea of what constitutes expertise in coaching? The aim of this paper is to respond to this question by exploring the learning paths and learning situations of elite sport coaches from a biographical learning perspective (Alheit & Dausien, 1999, 2002). A micro-sociological cross-case analysis of qualitative research interviews with eight Danish elite soccer coaches about their pathways to coaching expertise laid the foundation for three insights. Firstly, an autopoietic (i.e. self-creative, self-organising) resource more or less intentionally and deliberately pervades the thoughts and actions of coaches as they reinterpret what they learned in any given situation. The term breathing spaces may describe the process whereby the coaches' 'biographicity' pervades and oxidises their sense of expertise and personal style. Secondly, important face-to-face interactions and dialogues with other coaches seem to portray a coach's learning paths and experience of coaching expertise. Thirdly, more nuanced descriptions of a coach's learning situations interweaving mediated, unmediated and internal learning situations may be fruitful to future studies of coaches' learning paths. It is suggested that future coach educations might incorporate an approach that favours the coaches' biographical learning and development of expertise as personal journeys in authentic learning situations, an encouragement to create breathing spaces in the coach's professional life and assistance in learning from them.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A401

CHAIR: EVA ANDERSSON

77 COMPETENCE DEVELOPMENT AMONG MENTORS: SMALL EVERYDAY LIFE ACTIVITIES - GREAT LEARNING OPPORTUNITIES

Kragelund, Hybholt

The National Centre of Competence Development, Aarhus University, COPENHAGEN, Denmark

This paper presents findings about mentors' competence development in relation to exploiting learning opportunities in everyday life activities in hospital wards. They are from the Danish action research 'Development of Regional Psychiatric Institutions as Learning Environments' where around 100 mentors of student nurses participated.

Findings are based on data from focus group interviews, logbook notes and notes from peer observation. In the Danish context a mentor is a nurse who teaches student nurses how to practise nursing.

The analytical approach was qualitative content analysis. The theoretical approach was Kragelund's 'Windmill model' and concept of 'pseudo-everyday life activities'. Furthermore it was Lauvås and Handal's concepts of mentoring and the 'Mentoring -loop', which is a teaching strategy.

Findings show that mentors are aware of great learning opportunities in everyday life activities, and give students pre-mentoring in relation to them, but seldom join in the activities. A consequence is that students often make mistakes in those activities. Findings also indicate that mentors prefer to mentor after the fact, and choose 'wall-to-wall' and 'knowledge sharing' rather than 'exemplary' mentoring.

Mentors could improve their competence by using the 'Mentoring-loop' as a total teaching strategy. Student nurses' learning opportunities could be optimised by reorganising mentors' schedules to allow more time on pre-mentoring and 'Sitting next to Nanny' and less on post-mentoring.

Findings presented here are relevant to Nordic educational researchers because they have to do with both workplace learning and learning in everyday life in a Danish (health) setting which might have many similarities to settings alike in other Nordic countries.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A401

CHAIR: EVA ANDERSSON

82 SOCIAL AND HEALTHCARE ASSISTANTS' DEVELOPMENT OF COMPETENCES IN CLINICAL PRACTICE

JG Jensen

PDU, AARHUS N, Denmark

PhD student: Jonna Gintberg Jensen, Center for Compulsory School Research, DPU, AU

Research theme: How social and healthcare assistants observe development of competences and how to use skills in clinical practice.

Theory: When system theory is selected as the theoretical framework, constructivism is the theoretical starting point. Using the concept of observation, it becomes possible to describe and clarify the social and healthcare assistants' own perceptions of their competences in clinical practice. The concepts: observation, system/environment and communication will become the key theoretical starting point.

Methodical: An empirical study of 29 social and healthcare assistants in four different medical departments at a university hospital. Social and healthcare assistants are strategically selected, and issues regarding privacy and deselection of participation are met and approved by Danish Data Protection Agency. Observational studies and individual interviews have been the method of collecting empirical data. This made it possible to observe what the 29 social and healthcare assistants express, and to observe how they have observed their own competences.

Analytical: I am using a radicalized interpretation hermeneutic approach. Afterwards questions are asked about the assigned differences by using two sets of concepts: functional differentiation and meaningful dimensions. Nvivo9 helps to systematize the data and creates transparency in the process of analysis.

Observed analytical problems: Social and healthcare assistants' assertion: 'That they rarely lack knowledge and only sporadically remember, when they last were in a learning situation' is a paradox, when they are responsible to say yes or no with regard to the special nursing tasks they want and feel competent to perform in hospitalized patients, who often have quite complex nursing issues. Analytically I will process these issues and present the results on the conference.

Relevance to NERA: Social and healthcare assistants learning in practice is a part of lifelong competence development and learning, as contemporary is relevant and topical in a health system in constantly changing.

NETWORK 2: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D120

CHAIR: NINNIE ANDERSSON

133 CHILDREN'S ENCOUNTER WITH SLOYD IN PRESCHOOL

E Ahlskog-Bjäärkman

Obo Akademi University, VASA, Finland

This study focuses on children at preschool and their motivation and engagement in a sloyd activity.

The purpose of the study is to investigate how a traditional handicraft technique such as weaving is able to arouse interest and how the motivation for weaving is maintained despite non-optimal conditions. Videography as a methodological approach provides the foundation for the study. Through videographic observations, human actions can be described. This enables a deeper analysis of the content and meaning that can be discerned from the weaving situations that the preschool children participate in. The data material comprises a videotaped sequence of a situation where a one-year-old child and a five-year-old child are weaving at a small loom with the assistance of a child pedagogue.

The videotaped sequence has been used as data material in earlier research, but with a focus on the younger child (Lindahl, 1998). In this study I strive to interpret children and their learning processes in sloyd, which is why I have chosen to take into consideration several aspects emanating from determined perspectives. One of the perspectives considered is the preschool children's experiencing and learning, which is why the phenomenographical approach becomes central. The children's sloyd activities are also considered from a sociocultural learning perspective. A central theme within this perspective is communication, where language and tools comprise the mediating factors. The children's contact with the tools and their experiences and experiencing of the sloyd activities are discussed in relation to the Zone of Proximal Development (ZPD). Furthermore, the videotaped sequence is considered from a didactic perspective, where the child pedagogue's actions in relation to the children are highlighted and discussed. The analysis and interpretation of the data material strives to reveal human interaction and its importance in motivating and engaging children in their sloyd activity.

NETWORK 2: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D120

CHAIR: NINNIE ANDERSSON

329 CRAFT PLUS ACTIVISM EQUALS CRAFTIVISM

Koch

PhD fellow at Åbo Academy University, Vasa, KØBENHAVN S, Denmark

Activist performing craft like knitted tubes is a new subcultural phenomenon – Craftivism.

In order to expose the values these activists ascribe to the craft process and the artefact the activists create, we need to listen to their narratives. The narratives are supporting their identity as activist using the paradox of old fashion craft and rebellion as performative language.

We need to combine two points of view in search for an improved understanding: Cultural and Educational Theories, exemplified by a dialectic use of socio cultural vs. discourse theory and situated learning vs situated knowledge. The theories will be used to study the informal space in which the aesthetic process of learning and creating the artefacts evolve. The main focus will be placed on the narratives as told by the subcultural activists.

The ethnographic methodology is used to identify and examine the subcultures virtually or in real life and build the narratives. The narratives are studied using the discourse analysis of the narratives.

According to Judith Butler's performance theory, gender performance and other behaviours are defined by culture. Likewise, doing craft is culturally defined and the aim of this research is to look for cultural values that characterise the sub-cultures and activist when performing Craftivism. Geographically the subcultures being analysed are operating in the capitals of the Nordic countries.

Finally the aim of this paper is to present a search for new values and new thinking that might add useful knowledge to the craft field in schools and education. The question is: How can Craftivism inspire craft?

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D168A

CHAIR: MARIA REIS

58 RE-DISCOVERING MATHEMATICS - ENHANCING TEACHERS' EDUCATIONAL PROFESSIONALITY IN PRE-SCHOOL

Björklund

University of Gothenburg, GOTHENBURG, Sweden

Research on children's mathematical skills is of great interest in recent discussions in politics as well as education. The Swedish curriculum for pre-school was revised in the year 2010, in which mathematics is a domain of knowledge that stands out more than before. This means that mathematics should be a natural content in the pre-school context, a meaningful tool in children's daily life that they will explore and use in play and communication. However, the question that has to be raised is if pre-school teachers are enabled to validate their work and educational environment, in that the best possible milieu is created for children to learn and develop mathematical concepts?

Ninety pre-school teachers take part in a continuing course in mathematics education for pre-school. The purpose is to gather inspiration and knowledge necessary to develop their work with mathematics in their pre-school departments. The theoretical part of the course is closely connected to the teachers' own experiences and pre-school environment, with a Variation theory of learning approach, which highlights the necessity to discern features of the learning objective and to bring forth varying aspects of a phenomenon in explorative and communicative interaction. Twelve of these teachers take part in an in-service program inspired by Learning Study, a project financed by the Swedish Research Council. These teachers scrutinize specific mathematical objects of learning, to further develop their understanding and educational approach of certain aspects of mathematics and how children experience and learn about these aspects.

The over-all aim of the paper is to analyze teachers' awareness and competence to organize for children exploring and learning mathematics with respect to the children's own intentions and the conditions of pre-school, through a new assessment tool. The tool will work both for assessing the effects of the continuing course on educators' awareness and as an educational tool that will raise awareness on mathematics as a learning object that is complex in character yet an important aspect of the thematic work in pre-school, all in accordance with the curriculum for Swedish pre-school.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D168A

CHAIR: MARIA REIS

454 MATHEMATICS IN CHILDREN'S BLOCK-BUILDINGS

G Pálsdóttir

The University of Iceland, School of Education, REYKJAVIK, Iceland

In the Icelandic action research study: *On the same way - Mathematics and play* a lot of interesting data was gathered on children doing mathematics. The research was done collaboratively by teachers from a kindergarten, primary school and the school of education in the years 2009 and 2010. The focus in the study was on mathematics and play and the group chose to use Kapla-buildingblocks as a material to support mathematical learning. The main goal with the research study was to develop ways to support the development of children's mathematical ideas through play.

In the presentation a special study of part of the data is in focus. The data is photographs the teachers took during the two years of 5 to 7 years old children working with Kapla-blocks. The aim in this special study is to try to make sense of the photographs looking for answer to the question: What mathematical ideas are the children are dealing with and developing? The data consists of over 2000 photographs and they are both showing buildings and buildingprocesses. The main conclusion is that the children are dealing with many of the big ideas of mathematics. In their buildings they show e.g. that they know that a whole is made of parts, the relation between a cause and a effect and about ways to arrange shapes. The children are energetic and resourceful in building with Kapla-blocks and know several ways to solve problems.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D168A

CHAIR: MARIA REIS

13 THE DEVELOPMENT OF TODDLER'S MATHEMATICAL ACTIVITY IN PRESCHOOL

Reis

University college of Borås, BORÅS, Sweden

The aim of this paper is to describe the development of toddler's mathematical activities in preschool and in this presentation I describe my dissertation study. The aim of this thesis is to contribute to the knowledge about how toddlers' mathematise and develop mathematical knowledge and understanding through activities with concrete material. The theoretical framework is based in variation theory (Marton & Booth, 1997; Marton & Tsui 2004), and combination with ideas offered by Gibson and Pick (2000). In this framework sees phenomena from a second order perspective, focusing on "children's perspectives" and the object of learning.

The collected data consists of 47½ h. of video documentations of 16 toddler's everyday activities and arranged situations in a longitudinal study. "Fine-grained analysis" is made of four toddlers' activities with nesting cups and a ring tower, that could be ordered according to their size and slope in series. The toddler themselves chose the material (self chosen activities). From the analysis the following categories have been identified: Building a tower without apparent order, Makeing an order, Bringing and maintain size order. Challengeing order, Creating new order to challenge friends' knowledge. Based on previous knowledge the child distinguished by differentiation some dimensions of variations particularly orientation, tower property and size, and values within these dimensions of variation.

The interest of this research was to study toddler mathematizing "in situ" and focus on how children's mathematical development is interactively constructed "here and now". Toddler's activity of this kind is a crucial preparation for fundamental arithmetic such as properties of number and basic operations. Structuring and ordering in series are important in relation to sense making in early mathematizing.

Marton, F. & Booth, S. (1997) Learning and awareness. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publisher.

Marton, F. & A.B.M. Tsui, (Eds.). (2004). Classroom discourse and the space of learning. Mahwah, New Jersey: Lawrence Erlbaum. Associates, Publisher.

Gibson, E.J. & Pick, A.D. (2000). An ecological approach to perceptual learning and development. Oxford: Oxford University Press.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A405

CHAIR: CAMILLA OHLSSON

138 **KEEPING THE BALANCE BETWEEN THE GROUP AND THE INDIVIDUAL IN TEACHING WITHIN SCHOOL-AGE EDUCARE (FRITIDSHEM)**

M Hansen Orwehag

University West, TROLLHÄTTAN, Sweden

A delicate dilemma for any teacher is to see and respond to the needs of the group/class and the needs of the individual child in support of both learning and development. A collective approach to teaching does not always allow recognition of the individual's particular needs, while a focus mainly on the individual tends to overlook the pedagogical usefulness of group interaction in learning. Another consequence of a strong emphasis on individual learning in Swedish classrooms today is suggested by the Swedish National Agency for Education - in an environment with 25 or more pupils, the individual child is to a great extent left with the textbooks, without the proper guidance of the teacher. This is regarded as one of the important factors in recent years of sinking results for Swedish students in international school assessments (PISA, TIMSS etc).

The subject of this paper is part of a larger research and development project to explore the complex relation of group and individual in teaching, particularly in younger years (ages 1-12). Data in the main project consist of observations made by student teachers of how their supervisors in preschool, after school centers and (mainly primary) classrooms handle the group/individual dilemma. These observations are used as illustrations in an analysis of teachers' strategies in different contexts of environment and content (learning objectives). In this paper the teaching strategies of teachers in after school centers are analyzed and the results point towards an emphasis on group learning and development, whilst the individual learning forms a necessary background - which in turn is found to be the reverse of the strategies of classroom teachers. The reasons for this can be attributed to the different demands and expectations placed on teachers in the classroom and in the after-school center, where the classroom teacher focuses on cognitive learning and the teacher in the after school center on social and relational learning.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A405

CHAIR: CAMILLA OHLSSON

70 WALK-AND-TALK CONVERSATIONS - CHILDREN'S PERSPECTIVES OF THE ACTIVITY IN LEISURE-TIME CENTRES

B Haglund, A Klerfelt

University of Gothenburg, GÖTEBORG, Sweden

This article highlights children's, but also leisure-time pedagogues, perspectives concerning the activity at two Swedish leisure-time centres. Two different topics are stressed: children's perspectives and leisure-time centres as a social and educational practice where different discourses emerge and get prominent.

The theoretical framework originates from a social constructionist perspective and critical discourse analysis. This means that the social practice at leisure-time centres is a consequence of human conceptions and attempts to structure and categorize the activities. The participants, in this case leisure-time pedagogues and children, are producing and reproducing the everyday social practice by mutual negotiations. Data was constructed through walk-and-talk conversations supported by photos from a digital camera. The results are described through narratives that define children's and leisure-time pedagogue's discourses concerning leisure-time activity. The emerging discourses show that children's perspectives are respected in several ways but also that their perspectives are perhaps not always known to the adults or are what the adults expect. The study also shows, however, that children's perspectives in some respects are not listened to. These results could contribute to make children's voices heard as a tool to develop the social practice in leisure-time centres.

The presentation should be relevant to Nordic educational research for at least two reasons. Research has paid more attention to children's perspectives and right to be heard during the last years. This condition could give children a more active role in the research process and, as in this study, also opportunities to make children's voices heard. The other reason is that, although leisure-time centres are an integral part of the Swedish school system and are situated in schools, our knowledge concerning the construction of the social practice at leisure-time centres are rather modest. It is therefore important to extend our knowledge about this practice through investigating current leisure-time centre discourses and how these discourses get established.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A412

CHAIR: TOMAS ENGLIND

438 A COMMUNICATIVE UNDERSTANDING OF EDUCATIONAL COSMOPOLITANISM

N Wahlström

Örebro University, ÖREBRO, Sweden

1. The aim of this paper is twofold: to place cosmopolitanism within a framework of curriculum research, influenced by philosophy of education; and to examine, from a cosmopolitan perspective, from which point of departure educational conversations between different groups and outlooks can take place and what will be its crucial notions.

2. Theoretical and methodology framework: The methodology in this paper is mainly a conceptual exploration of the concept of cosmopolitanism in a time of globalization. In the first part of my paper I will discuss cosmopolitanism in relation to curriculum theory. This has previously been done by for example Camicia and Franklin (2010). There is already a strong policy research in education, which often analyzes globalization in terms with economical connotations, as marketization, privatization, global competition etc (c.f. Ball 2007; Ozga 2009; Lundahl 2007). In this paper I will instead explore globalization in terms of the more philosophically influenced concept of cosmopolitanism, with its (also more) didactic implications. I draw on Kwame Anthony Appiah's (2003, 2005, 2007, 2008) ethical perspective on cosmopolitanism and David Hansen's (2008a, 2008b, 2009, 2011) concept of educational cosmopolitanism. In the discussion from which point of reference communication with 'strangers' becomes possible, Donald Davidson's (1991/2001) notion of a shared world and a triangulation between one's own thoughts, others' thoughts and a common object is fruitful. It is suggested that sharing a language of values is the essential common frame of reference for meaning-making (Appiah 2007). However, as Parker (2006) observes, listening, as an important part of conversation, requires itself special attention. We must, as Garrison (1996) puts it, put our own ideas at risk in listening with openness to others if we understand educational cosmopolitanism as reflective conversations.

3. Expected conclusions: that educational cosmopolitanism can be understood as making meaning through conversations with 'transactional listening' as its crucial point.

4. In Nordic suburban or inner-city schools there are common challenges in students' meeting with a school content from diverse global connections, and to understand this interaction in terms of research.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A412

CHAIR: TOMAS ENGLUND

257 TO LIVE EDUCATIONALLY - TO DEVELOP CURRICULUM IN LINE WITH COSMOPOLITAN INHERITANCE

E Englund

Dep. of Education Örebro university, ÖREBRO, Sweden

Is it possible to develop a next step in research juxtaposing "curriculum as cosmopolitan inheritance with recent curriculum inquiry on educating the human capacity for critical dialogue and deliberation", David Hansen (2008) asks and clarifies: "Can the willingness and the skills to deliberate critically across difference be conceived as an ongoing world inheritance?" (Hansen 2008 p. 307). If we interpret deliberation / deliberative communication "as an endeavour to ensure that each individual takes a stand by listening, deliberating, seeking arguments and evaluating, while at the same time there is a collective effort to find values and norms on which everyone can agree" (cf. Englund 2006), we can make an attempt to elaborate and analyse the preconditions for what we could call a cosmopolitan deliberation.

To begin with, there is the still existing and all-pervading political problem of how to organize publics capable of imagining and bringing into existence cosmopolitan governing institutions. Consequently, cosmopolitan inquiry "would start with the problems of cosmopolitan disorder as presented - migrations, illegal immigrations, humanitarian breakdowns - and further define them by establishing conditions under which affected people can be heard, relevant facts determined, questions refined for investigation, and ends tentatively projected" (Waks 2008).

To develop deliberative attitudes, 'deliberativeness' and transactional listening (Waks 2011), the practical intelligence of actors must, as I will argue, be nurtured through schools as encounters being a function of knowledge, education and culture. Any study of the public and its problems today must aim at cross cultural communication through the formation of nascent publics, and must take account of the barriers that inhibit it. By using conceptual perspectives developed by Habermas on normative rationalization and deliberation (1996, cf. Englund 2009), the institutionalization of deliberative processes (cf. Englund 2010) and Nussbaum (1997, 2010), with cosmopolitan hope based on universal reason seeing human development as development of the capacity to transcend local prejudices of one's immediate context, I will exemplify and critically investigate different ameliorative and deliberative educational practices.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A412

CHAIR: TOMAS ENGLIND

283 ONLINE REFLECTIONS ON PEDAGOGICAL TACT

S Högberg

Dalarna University, FALUN, Sweden

The base of teacher professionalism can be understood as a moral issue. In every pedagogical situation the teacher has to take into consideration a number of circumstances linked to intentional and contextual questions. The way the teacher handles these questions and acts in a given pedagogical situation can be described as a matter of pedagogical tact. Being sensitive to the situation without losing the idea, the aim of the syllabus, has to do with the teacher's ability to keep attention on pupils' being and their becoming at the same time. When teachers teach, their way of acting relates to previous experience and learning. When reflecting on actions in pedagogical situations, teachers create a repertoire of ways to deal with pedagogical situations that comes out of a rich understanding for, on the one hand, different ways of pupil reactions accompanied by identity processes and, on the other hand, different teaching traditions along with curriculum theory.

The aim of my paper is to give a first presentation of results coming out of my doctoral thesis in progress. I will present results from online teacher education where students reflect on pedagogical situations during their teaching practice. The online seminars are recorded and analyzed in relation to the concept of pedagogical tact, where its aspect of reflection on actions in pedagogical situations is the empirical material. Since the data collected are from synchronous online seminars, some attention will be on the impact of the place of reflection itself. What kind of conditions will the place, the online seminars, implicate when students reflect? What kind of conclusions can be drawn out of the fact that students come to the online seminar with experiences made in schools placed in different parts of Sweden? It all comes down to a discussion on online students possibilities within teacher education to develop a professional base for their future work as teachers. Online based teacher education has had a tremendous development during the last decade in Sweden. Does it matter?

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D165

CHAIR: MARIT AAS

353 EDUCATIONAL LEADERSHIP IN HEIS IN FINLAND -A DISCOURSE ANALYTIC PERSPECTIVE ON THE RECTOR'S LEADERSHIP

C Tigerstedt

Åbo Akademi University, ESBO, Finland

The focus of this paper is on the HEI (Higher Education Institution) leadership in Finland. This is a field where many changes have occurred and are still occurring. This has surely had an impact on the leadership. Some of the changes that apparently are of importance are: the new university law, internationalization, re-structuring and the third task etc.

The rector's leadership is in focus. Rectors in both traditional universities and universities of applied sciences are included in the study. The researcher applies a micro perspective and it is the rector's view that is of interest. This is a perspective that has not maybe been widely investigated in Finland nor in the Nordic countries. This paper also shows an interdisciplinary side by combining more traditional educational research with organization theory.

The aim is to describe the current leadership discourse in HEIs in the chosen setting. What kind of a discursive practice is the HEI leadership of today? The material consists of interviews and inauguration speeches. The latter is discussed in this paper.

Research that highlights the Finnish HEI system and leadership forms the background for this research although international research will be taken into consideration.

The research is a discourse analytic study influenced by the discursive psychology (Potter & Wetherell). The material analyzed so far consists of approx. 60 inauguration speeches given during 2008-2010. Results from two readings will be discussed. It is the speech as such that form the leadership discourse in the research and parts of the speeches will together form the unit for analysis. The research is influenced by social constructivist- and post-structivist theories.

The research relates to the current topic of higher education leadership within the network. The focus is also somewhat new, since focus on the individual rector's talk in HEIs has not been widely reported within the Nordic countries.

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D165

CHAIR: MARIT AAS

33 THE DEVELOPMENT OF MENTORING SKILLS FOR SCHOOL LEADERS - AN ACTION

NO Nilsen¹, NG Næss

¹ Associate Professor, University of Nordland, BODØ, Norway

The purpose of our action research is to make school leaders able to implement systematic mentoring in their own school. It seems that school leaders must have a basic understanding of different perspectives on mentoring and guidance to achieve this. The participating schools leaders in this study will, through this action, develop skills in how to create a good basis for mentoring in the organization. Some innovation phases require that the school leader must support and challenge teachers involved. Not only from own analysis and review, but also from understanding of and empathy for the teachers situation. A sustainable culture depends on how the school leader can guide his employees to break boundaries and conquer the action room.

To develop a learning culture in the organization it seems important to develop: generosity, resilience, honesty and reflection (Christiansen, Heggen & Karseth, 2004). Participants in the mentoring program will learn through supportive and challenging dialogues. Characteristics of the mentoring are solving- and development-oriented conversations where the purpose is to encourage self-reflection. Another aim is to give the person receiving this mentoring assistance to make conscious choices for change and improvement. Mentoring must be characterized by openness, clarity and receptivity.

The Action research project started Sept 2011. Methodologically, the data are collected through questionnaires, interviews and observations. The empirical basis is complemented with some theoretical discussions. The article emphasizes the importance of managers' individual mentoring competencies, and will present and comment on the experiences from the participating school leaders; so far the project has come to March 2012. The Norwegian Directorate for Education and Training focuses on mentoring skills as a management category. This provides action relevance of the Norwegian and Nordic context.

Our paper will fit best into one of these two networks / headers:

1. Educational Leadership Network
2. School Development

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D165

CHAIR: MARIT AAS

221 COMPETANSE DEVELOPMENT AND LEADERSHIP FOR LEARNING IN THE KNOWLEDGE PROMOTION REFORM. NEW CHALLENGES TO WHOM?

BB Ballangrud

Buskerud University College, HØNEFOSS NORWAY, Norway

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, the county is responsible for the upper secondary schools according to the national competence strategy 'Kompetanse for utvikling' ('Competence for development'). By using both policy theory and educational leadership theory the aim of this paper is to analyze what kind of leadership and steering we find in different competence development initiatives for teachers.

Methodology: 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 how leadership for learning (Møller, 1996, 2005) is related to changes in different competence initiatives by using institutional analysis (Washington, Boal & Davis, 2008).

Expected conclusions: Different competence initiatives, the teacher networks, the actions learning projects, the local curriculum work and the school assessment are changing. According to the new reform coordination and developing legitimacy in the system is a big issue. New policy instruments as curriculum, student assessment and leadership are important, and need coordination. Different leaders have their focus at different levels and at different initiatives. The "logic of action" (Olsen & March, 2009) is changing, even though the tradition is strong. Support from university and colleges /recourse persons and use of evaluation and research play a very little role. Partnership is mostly initiated from the municipality. Collaboration and support are difficult because some of the collaboration is based on market logic. The school culture plays a big role. A challenge is integration of the different initiatives and leadership for learning.

Relevance for Nordic Educational Research: By using both education leadership theory and policy theory I want to highlight the connection between school leadership and steering, and make this connection clearer according to teachers' professional development.

NETWORK 7: EMPIRICAL RESEARCH ON VALUE ISSUES IN EDUCATION

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D219

CHAIR: ANNA REETTA RÖNKÄ

429 BULLYING IN SCHOOL FROM THE VIEW OF STUDENTS WITH NEUROPSYCHIATRIC DIAGNOSES

Hellberg, Thornberg

Linköping University, LINKÖPING, Sweden

Research has shown that students with disabilities, such as ADHD and Asperger Syndrome, are more often bullied compared to their peers. With reference to interactionist and social constructionist perspectives, selves and identities are social products which are never fixed but in an ongoing process in and by social interactions with others. Identity and social life are thus inescapably social, collective and cultural process, constructed and reconstructed in everyday social interactions. The aim of this study was to investigate school experience narratives with a particular focus on social inclusion, social exclusion and bullying from students with ADHD diagnose as well as students with Asperger Syndrome diagnose. We adopted a qualitative interview design, guided by grounded theory methods. Twenty students (10 with Asperger Syndrome diagnose and 10 with ADHD diagnose; age range = 16-19 years) were interviewed about their school experiences from elementary school to upper secondary school. The interview data was then analyzed through grounded theory methods (initial/open, focused and theoretical coding, constant comparative method, and memoing). The findings indicated that teachers and peers' actions toward these students contributed to their feelings of being deviant and marginalized in school. The analysis of the narratives indicated that they repeatedly were targets of social exclusion processes in classroom as well as among the peer groups during the breaks and in other school settings. A culture of intolerance and a discourse of normativity in school were underlying social exclusion and bullying processes in which the students in the current study were targets and constructed as deviant. The analysis of these students' narratives has important implications for special education practices as well as for bullying prevention and interventions work.

NETWORK 7: EMPIRICAL RESEARCH ON VALUE ISSUES IN EDUCATION

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D219

CHAIR: ANNA REETTA RÖNKÄ

57 EVERY DAY LIFE AT THE LEISURE-TIME CENTRE

L Lindstrom

Luleå university of technology, LULEÅ, Sweden

The leisure-time center is an educational activity for school children through the age of twelve, where children are enrolled. Under the Education Act, the leisure-time centers provide children with meaningful leisure. Prerequisites for the children to experience leisure time as meaningful is that the activity is safe, fun and stimulating where play and creativity have much space and are shaped by children's age, maturity, needs, interests and experiences. The leisure-time center also has the task to teach and train future democratic citizens.

The purpose of this paper is to highlight and explore the staff's perception of the organization's contribution to children's development and learning. Theories of entrepreneurship and citizenship education are used as a theoretical framework.

Method used is an attitude survey questionnaire. A survey involving 39 statements were sent out to all 13 municipalities in the county of Norrbotten, in total 146 leisure-time centers. The questionnaire was distributed to professionals and other personnel working with children who are enrolled in after school. There are 164 professionals who answered the questionnaire; in the material are leisure-time centers from all municipalities represented.

The results show that 65.6% agreed with the statement that children can develop their ability to play and 61.6% of respondents believe that children can develop their ability to work with others at the leisure-time centers. Many respondents strongly agree with the statement that children can develop their curiosity 52, 5%, and 48, 1% believes that they can develop their imagination staying at the leisure-time centers. Conclusions that can be drawn from the research is that the relationship between entrepreneurship and citizenship education is a close one and it is possible that one may lend itself to the other and strengthen the development of individuals skills for inclusion in society.

NETWORK 9: GENERAL DIDACTICS

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A104

CHAIR: JONAS ASPELIN

1 'HAVER TIL MAVER' - EVALUATION OF NORDIC OUTDOOR EDUCATION

Dr. Wistoft

Departement of Education, COPENHAGEN, Denmark

Background: 'Haver til Maver' (in English 'Gardens to Guts') is an organic centre for nature experiences situated at Krogerup farm in Northern Sealand, Denmark; a non-profit organisation. The educational intention is to expand children's competences and their knowledge of nature, farming, and cooking as well as healthy eating habits. The children attend, together with their teachers, 8-10 times during the season from April - October. The present evaluation is an example of empirical educational research in the school gardens' pedagogical effects and outcomes. It is an important contribution to the development of the existing knowledge and evidence of Nordic outdoor education.

Objectives: The purpose is to evaluate the concept and outcome of 'Haver til Maver', to optimising and further developing the programme to implementing the concept at other farm. The research objective is to describe: the pedagogical effects of 'Haver til Maver'; review the history and knowledge about school gardens; and improvement potential. The evaluation began in September 2010, with qualitative as well as quantitative studies based on: field observations; individual and focus group interviews with pupils, teachers and parents; literary reviews; a questionnaire of parents; and workshops with the project developers.

Results: 'Haver til Maver' is an all-round educational option which appeals to pupils across gender, age group, social background, skill and physical capability. The learn to grow vegetables in their own school gardens using specially designed outdoor kitchens where they prepare the vegetables together with a cook, and accompanied by a ranger, they explore the woods and surrounding fields. The observed positive health promoting outcomes can be categorised as: a) outdoor life b) farming and cooking c) development of social competences d) experience and enjoyment.

Conclusion: 'Haver til Maver' has a positive impact on school children cognitive, social and mental health. The programme is a unique addition to the ordinary education in schools, providing the possibility of interdisciplinary and authentic links. Two main factors for improving the concept is: I) preparation and integration in the primary school curriculum; and II) relate the results to subject and general didactics.

NETWORK 9: GENERAL DIDACTICS

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A104

CHAIR: JONAS ASPELIN

398 STUDENT'S EXPERIENCES WITH WORK PLACE LEARNING IN VET

Sandal¹, Wangensteen¹, Smith²

¹Sogn and Fjordane University College, Dept of Teacher Education and Sports, SOGNDAL, Norway

²University of Bergen, Faculty of Psychology, Dept of Education, BERGEN, Norway

Research topic and aim

This presentation is a part of a qualitative study of students experience with practical education in the subject In- depth Study project (ISP), which is a substantial subject in VET in Norwegian Upper Secondary School. Work place learning is a crucial part of ISP, and students are supposed to be a part of social learning contexts and develop vocational knowledge at work places. The aim of this study is to examine how work place experience and students reflections upon learning can be a foundation for choosing further (vocational) education and profession.

One question to ask is how students appraise their possibilities for relevant and meaningful vocational education in Programme for Health and Social Care, and towards apprenticeship after 2 years in school.

Theoretical and methodology framework

The study was conducted by focus group interview with two groups of students in Programme for Health and Social Care in their first year. Main themes in the study was the discussion of students work place learning experiences and their learning expectations and what they actually experienced. Learning in authentic work communities where students are led into central tasks in the profession will give new learning experiences to students (Wenger, 2006; Nielsen & Kvale, 1999, 2003). Reflection in action and reflection on action (Schön, 2001; Handal & Lauvås, 1999) is crucial for the development of vocational knowledge.

Preliminary findings

Students experience a gap between theory in classroom teaching in ISP and the practical knowledge students gain through work place learning. The students draw a picture of "school knowledge" and "practical knowledge" as opposites. There is also a contrast between the students everyday life knowledge and their understanding of practical work, and the vocational knowledge emergent in work tasks at work places. Students need guidance to discover the knowledge imbedded in everyday activities at work places.

Relevance to Nordic educational research

This study is relevant to the research on VET, and might contribute to the understanding of students experiences of VET. The need for further research in this field is also emphasized in the White Paper St.meld. nr. 44 (2008-2009).

NETWORK 10: HIGHER EDUCATION

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: D174

CHAIR: YNGVE NORDKVELLE

19 MALLEABLE OR STIFF SOCIOLOGY? THE STATE OF SOCIAL INQUIRY IN HIGH-SPEED SOCIETY

Vostal

University of Bristol, BRISTOL, United Kingdom

Reflexive distance between the pace of (everyday) life and the pace of practices of education has been somehow inherent to many established academic disciplines. Using the example of the formalised and institutionally embedded discipline of sociology, this paper examines current attempts to reconfigure and reformulate its theories, concepts, and organisational arrangements within conditions of high-speed society. It has been convincingly argued that speed and acceleration have been defining features of modernity (Rosa & Scheuerman 2009, Tomlinson 2007). Against this background I explore present suggestions which deal with the ways in which sociology should react - either by principles of synchronisation or differentiation - to the accelerated pace of technological advancement and social change. Therefore, two opposing views are discussed - one that broadly suggests epistemological adoption of high-speed modality and practice, the other that considers reflexive slowness as a constitutive trait of social inquiry. Whereas both positive and negative experience and fascination with speed and acceleration seem not to be epochally unique, the rate of certain speeds inherent in socioeconomic processes as well as speed imperatives and even dogmatism rooted in postmodern thought could be viewed as historically new. Focusing on social theory and method and qualifying some contemporary attempts to paradigmatically amend epistemological bases of sociology, the conclusion will re-evaluate the question of what is new about speed and acceleration at the outset of the 21st century.

The problems that the paper will outline relate in multiple ways to the NERA's agenda. This is because they concern contemporary social scientists as their disciplines attempt to variously describe, interpret and explain not only the problem of the 'pace of everydayness', its roots, consequences and symptoms but also the synchronisation/differentiation dilemma imposed by high-speed society. The paper would be best attached to NERA's Higher Education network which covers manifold aspects and phenomena related to the transformation of HE sector. I focus on the discipline of sociology - institutionally and epistemologically anchored in HE sector and the university - in order to illustrate broader dynamics as well as concrete manifestations of high-speed society.

NETWORK 10: HIGHER EDUCATION

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: D174

CHAIR: YNGVE NORDKVELLE

440 UNIVERSITY TEACHERS' EXPERIENCES ON EMPLOYABILITY DEVELOPMENT IN HIGHER EDUCATION

M Martinsson

LUND, Sweden

The issue of higher education and its relation to working life of graduates has been intensely discussed since the beginning of the 1990's. Generally there have been constant complains about an alleged mismatch between graduate competence and competence required by potential employers. Previously we have explored the alleged mismatch within the field of human resource education and work as it has been described and in relation to research regarding Higher education and graduate employment. In a previous paper we have also discussed the competence gap in relation to tourism education and work as described in previous research.

Employability can be referred to in several ways. Two common constructions are "employability as skills" and "employability beyond skills". The first construction refers to employability as attributes, attainable during higher education and directly applicable in working life whereas the second construction refers to employability as an integrated process, starting within higher education and continuing in working life. The purpose of this contribution is to analyze the relationship between education and work in terms of employability development as well as to discuss how higher education can contribute to such a development, based on university teachers' experiences within the two educational fields. The experiences of the teachers will be analyzed according to i) how they are talking about employability ii) how they are talking about the competence gap and iii) how they are talking about their teaching practice in relation to the two concepts. The result of this study will form a base for further research in a larger scale.

NETWORK 10: HIGHER EDUCATION

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: D174

CHAIR: YNGVE NORDKVELLE

497 STUDENTS USE OF FEEDBACK IN RELATION TO LEARNING OBJECTIVES AND FEEDBACK TYPES

KH Karlsen, J Karlsen

Høgskolen i Østfold, HALDEN, Norway

This paper reports from our work on understanding how students use feedback in their learning processes in higher education. We have applied Krathwohl's (2002) revisited framework of Bloom's taxonomy and Karlsens latest work on classification of types of feedback in order to explore this complex phenomenon. Normative aspects of student feedback-use are described thoroughly in the literature; how student should use feedback to gain learning. Feedback-use is also described in terms of: "acceptance", "refusal" and "to bear comments in mind". The cognitive processes students engage in when feedback is accepted are not described in this literature. In order to move beyond superficial approaches to this challenging phenomenon we have made a thorough and in-depth exploration of the learning processes which occur when the feedback it is accepted. To make progress in the field of feedback, both theoretically and practically, research on the use to which student put feedback is required.

A three-axed model of feedback-types proposed by Karlsen (unpublished manuscript) is used to categorise types of feedback student receive. The model includes categories related to feedback-form and feedback-style. We have applied Krathwohl's (2002) six cognitive processes (remember, understand, apply, analyse, evaluate and create) in the analysis of student learning activities. The aim of this study is to explore the relationship between the two; feedback-type (input) and cognitive processes (activities). The following research question, formulated as a claim, was chosen: students are more likely to use feedback in their learning process if its type matches their level of cognition.

A qualitative framework drawing upon ethnographic methods for data collection was used. The case includes 28 third year bachelor thesis projects in two technology programs at a Norwegian University College and four supervisors. The collected data material consists of; 97 field observations, 28 semi-structured one-to-one interviews with students and 400 web-based e-logs. Preliminary findings seem to support the research question. Teachers need information about student's cognition in order to provide effective (appropriate, valuable and understandable) feedback.

Reference

Krathwohl, D.R. (2002). 'A revision of Bloom's taxonomy: An overview.' Theory into practice, 212-218.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A414

CHAIR: THOM AXELSSON

229 INCLUSIVE AND EXCLUSIVE PERSPECTIVES ON DIAGNOSED CHILDREN'S SELF-CONCEPTS

H Skovlund

Cand.psych., PhD, Associate Professor.
Department of Education, Århus University (DPU), EMDRUP, Denmark

In Scandinavian research, the Self-concept of children with diagnoses like ADHD has become a topic of relevance to the on-going debates about the increasing amount of children who is diagnosed, medicated and referred to special needs programs outside of public school. Of importance is the effect the diagnose has on the child's well-being, self-esteem, social acceptability and other measures relevant for learning. Ten children from 7 to 11 years old with diagnoses such as ADHD, Autism and NLD (Non-verbal Learning Disorder) were interviewed about their understandings of their diagnoses in relation to their lives within the special needs educational program. On basis of a critical analysis of earlier attempts to conceptualize and investigate the self-concepts of children, an approach based upon self-concepts from especially the tradition of pragmatism were chosen. The investigation showed that the children's understandings of their diagnosis were not stigmatizing within the context of the special needs schools. If the children had problems, these were explained by the children's relationships to their teachers, caretakers and peers and not grounded in their understandings of the diagnose. In contrast, the children used their diagnose to explain their former problems in public school. The children understand themselves as suffering from an invisible handicap that makes their behavior uncontrollable and unwanted to an extent where they are unable to participate in common learning contexts and have to be medicated. Thus, the children characterize the special needs programs with parallels to medical institutions where they are supposed to be 'treated', besides from being a school in which they have to be 'educated'. This self-concept might be further consolidated by virtue of the dominating bio-medical approaches to children's diagnoses and exclude them from engaging in common learning communities once they leave the special need programs.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A414

CHAIR: THOM AXELSSON

311 EXPLORING THE BORDERLINE BETWEEN ADAPTED EDUCATION AND SPECIAL EDUCATION

Dr. Hausstätter

Lillehammer University College, LILLEHAMMER, Norway

Topic

The Norwegian education act states that all children have the right to adapted education. Furthermore, the act gives children who do not benefit from ordinary education the right to special education. In other words, all children have the right to adapted education, and those children that don't benefit from ordinary education have the right to adapted education within the framework of special education.

This division between adapted education as part of ordinary education and adapted education as part of special education is a challenge for the Norwegian educational system because:

- The Norwegian school system does not offer a clear understanding of what is defined as satisfactory outcome of ordinary teaching
- The Norwegian school system does not offer a clear understanding of what is adapted education
- The Norwegian school system does not offer a clear understanding of what is special education.

Aim

As seen, the relationship between ordinary education and special education is not clear in the Norwegian school. The purpose of this paper is therefore to explore theoretically the borderline between adapted education and special education.

Conclusion

Theoretical approaches to adapted education define both a narrow and a broad understanding of this concept related to practice. Both the narrow and broad understanding of adapted education are necessary in order to develop good education for everyone. In the framework presented in this paper, special education is part of the narrow arsenal for adapted education, and in this way an important contributor to making the school inclusive. It is however important to point at challenges within this framework, such as the theoretical and practical knowledge within both ordinary teaching and special education. Historically these two areas have been focusing on different school systems and educational strategies, however the solution offered here implies that it is necessary to develop strategies that include the positive elements from both ordinary education and special education as part of creating a inclusive school for everyone.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A200

CHAIR: LARS ANDERS KULBRANDSTAD

245 CONTRIBUTION TO CHANGE - A STUDY ON ORGANISATIONAL ACTIVITIES FOR ROMANI CHILDREN AND YOUTH IN SWEDEN

R Olgac

Södertörn University, HUDDINGE, Sweden

The Delegation for Roma Issues states that the present situation for the Roma in Sweden "is unacceptable to a modern democracy and a welfare state that prides itself of promoting human rights and minority rights" (SOU 2010: 55, p. 37). Antiziganism and discrimination is still a reality in school contexts and in the society at large. Romani organisations are however in various ways trying to contribute to a change of the situation of the minority. The aim of this paper is to discuss a study of 27 Romani projects documenting activities for Romani children and youth during 1996-2009.

The theoretical perspective for the study draws from Bourdieu's concept of capital (Bourdieu 1997), where organisational capital (Broady 2000) plays a significant role in Swedish contexts. The data for the study are the documents and reports concerning the 27 projects archived at the Swedish Inheritance Fund, interviews with the leaders of some of the projects, participant observations and informal conversations with participants in the projects. Liégeois (2007) states, that an intercultural perspective seldom has been used in relation to the situation and experiences of Roma. In this study however an intercultural approach has been used when analysing the data qualitatively.

The results show diverse activities in the projects concerning issues related to for example school and education and promotion of cultural and linguistic revitalisation among the Romani children and youth. A number of these activities involved the children, youth and the project leaders who actively participated in sensitising the mainstream society and its authorities about Romani history, culture and traditions. The findings from this study also indicate that by leading and being actively involved in these projects, the participants gained not only leadership skills but also skills that enable them to handle the formal routines of non-governmental organisations that are an important asset, or the cultural capital, in formal contexts in Sweden.

The situation of Roma in the Nordic countries has many parallels and more research is needed, especially in the field of education.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A200

CHAIR: LARS ANDERS KULBRANDSTAD

38 MULTICULTURAL KINDERGARTENS IN RURAL AREAS IN NORWAY

Sand

Hedmark University College, HAMAR, Norway

This presentation is based on data from a survey in the research project The multicultural kindergarten in rural areas in Norway. The project aims at producing knowledge about how the staff in kindergartens with a low number of children and parents with minority backgrounds, mostly from refugees background, manage to meet the learning conditions of the children.

The study focus on different aspects of the education such as language learning, curriculum, play, integration strategies and cooperation with parents, and data about different aspects of the qualification and competence in the staff group are also collected.

A hypothesis is that in rural districts with few minorities, the assimilation pressure upon the children and parents is harder and a compensatory way of thinking would easily influence the educational practice in kindergarten. Different fundamental conditions, like formal competence and experiences have to be addressed in order to provide an optimal learning environment to the children.

I will present a selection of results from the survey which was conducted in kindergartens in Norway in 7 rural counties. The main purpose is to discuss what conditions for learning and participation for children from linguistic and cultural minorities, based on the reported answers from the respondents, which seems to exist in rural kindergartens. The respondents are 525 pedagogical leaders and 288 head teachers. These were asked about various topics and pedagogical practices related to how they worked with children and families from linguistic and cultural minorities in their institutions.

The findings show that most of the kindergartens in the survey to a low degree meet the cultural and linguistic diversity in a satisfactory way in line with the National framework plan. Further, the results show that very few of the professionals in these kindergartens hold formal qualifications regarding linguistic, cultural and religious diversity. I end the presentation with some reflections around the responsibilities politicians and institutions providing preschool teacher education might have in these matters.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A200

CHAIR: LARS ANDERS KULBRANDSTAD

493 TEACHERS TEACHING DIVERSE LEARNERS

Guðjónsdóttir

University of Iceland School of Education, REYKJAVIK, Iceland

Research aim

Teaching is diverse and comprehensive and continually changing. Among other things that effect teaching are changes in the society. Growing number of immigrants students and inclusive education has a great impact on teachers' job. The diversity in students groups considering students experience, languages, religion, culture and nationality is growing. The goal of this research was to study the effect of culturally diverse students on teachers' job.

Theoretical and methodology framework

There is an increasing diversity throughout the world and researches indicate that it is permanent. The growing diversity in students' population has put different expectations on teachers and their teaching. The education students receive relies on what teachers think, believe and do at the classroom level. The research questions: How do teachers define their teaching job and attitudes according to the multicultural diversity of students? What is the advantage for students and teachers to belong to multicultural diverse group of students? This was a qualitative research. Data collection occurred through interviews with teachers of multicultural groups of student. Interviews were conducted in three focus groups with three to five participants and with three individuals.

Conclusions

The findings indicate that these teachers are concerned for the well being of their students and their willingness to respond to their needs is strong. Their concern for the ability to learn the dominant language is prominent and they find good language skills essential for students, without the skill it is hard for the students to communicate with schoolmates and teachers. They are also concerned that many of the immigrant children don't connect with their school peers, but found it a challenge to respond to that in an effective way. Collaborating with families is another challenge due to language and culture differences.

Relevance to Nordic educational research

These changes are happening in all the Nordic countries and findings can help with finding strategies to support teachers and to prepare students teacher to work with culturally diverse group of students.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A130

CHAIR: HEINI PAAVOLA

409 TEACHING AND LEARNING IN THE SHADOW OF LANGUAGE POLICY - THE FINNISH DEBATE ON BILINGUAL EDUCATION

Slotte-Lüttge¹, From², Fritjof Sahlström²

¹Åbo Akademi, VASA, Finland

²University of Helsinki, HELSINKI, Finland

In the fall of 2011, language and education have been a frequent topic of debate in Finnish media. The parallel school system of the nation, with separate schools for the Swedish and the Finnish language groups, has been questioned, and proposals for the introduction of bilingual schools have been discussed in ways not present earlier. At the core of this debate have been on the one hand the possibilities a bilingual school could offer, and on the other, the perceived threat against the Swedish minority in Finland bilingual schools could present. In the discussion, language policy has been given more space than matters of language learning. Against this background, this paper aims at answering two questions: what conceptions of language learning are implicit in the debate, and how can the perspectives of recent understandings of teaching and learning comment the debate? The analysis studies the Finnish debate in 2011 and 2012. The empirical material consists of texts published in the Finnish newspapers Helsingin Sanomat, Hufvudstadsbladet and Vasabladet. The results show that aspects related to teaching and learning have been overshadowed by language policy. For instance, the opportunities afforded by the radically increased contact opportunities with native speakers of other languages than one's own have been neglected. The analysis also shows that many of the presented arguments rely on outdated theories and understandings of multilingual language development.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A130

CHAIR: HEINI PAAVOLA

151 CONFLICTING LANGUAGE IDEOLOGIES VS. UNIFORM LANGUAGE MANAGEMENT. HERITAGE LANGUAGE EDUCATION IN SWEDISH SCHOOLS

Puskás

REMESO/Linköping University, NORRKÖPING, Sweden

This paper examines how local school politicians and school leaders reflect on the role of heritage language education in Swedish mainstreaming schools. The idea is to explore which language ideologies are attached to this specific language management mechanism. The attitudes of local school politicians is of particular interest in the Swedish context because Sweden has had a decentralised school system within which it is the task of the municipal educational boards to ensure that the educational activities are conducted in compliance with state regulations and guidelines.

Language ideologies are defined as beliefs or values attached to individual languages and to phenomena such as bilingualism and multilingualism. Language management refers to the explicit efforts of individuals, groups and institutions to modify the practices and beliefs of actors within a certain domain (Spolsky 2004, 2009:4). In this case the domain under scrutiny is the school.

In Sweden the introduction of heritage language education for children with immigrant minority background goes back to the 1970s when it was established with the intention to promote the development of active bilingualism. A municipality is required to organize heritage language education in any given immigrant language if at least five students have the right to and wish to study it and if there is a teacher available. The criterion for the right to instruction is that the child uses the given language in communication with family members at home.

The study is based on 6 focus group and 35 individual interviews with school politicians and school leaders in six different middle-sized cities (80-150000 inhabitants) in which the rate of children with immigrant background is 18-25 percent.

My preliminary results reveal the presence of two conflicting language ideologies: the language ideology of multilingualism and the language ideology of mainstreaming. Most school politicians and school leaders embrace the argument that heritage language education is an asset and an important part of the education of children with an immigrant background. Nevertheless at the same time they promote a language management mechanism which recognises linguistic difference but does little for the students' multilingual development.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A130

CHAIR: HEINI PAAVOLA

181 IDENTITIES OF COMPETENCE: CAPITALIZING ON IMMIGRANT STUDENTS' MULTI -LINGUAL AND -CULTURAL RESOURCES FOR CRITICAL/LITERACY DEVELOPMENT

MC Lau

Bishop's University, SHERBROOKE, QUEBEC, Canada

This paper draws on a participatory action research on critical literacy (CL) with a Grade 7/8 English-as-a-second-language (ESL) class in Ontario, Canada to show how literacy education can be done from a social justice perspective: engaging students in complex language learning that capitalizes on their multi -lingual and -cultural resources and talents for optimal critical/literacy development.

Informed by critical pedagogy (e.g., Freire, 1998; Shor, 1992) and critical approaches to literacy education (e.g., Janks, 2010; Cummins, 2001, Lankshear & McLaren, 1993), the researcher and the teacher collaboratively developed an emergent curriculum (Auerbach, 1995) based on these young immigrant learners' real concerns with issues of discrimination and cultural adjustment. Students were engaged in writing and sharing of their name stories, family photo stories, and a variety of poems (cf. Ada & Campoy, 2004) that validated and celebrated their first language cultural and linguistic identities and resources. The importance of these identity-affirming practices does not just lie in its effect to boost students' confidence, but also in its counter-discursive power of re-writing and re-positioning them as capable and competent learners. Students were also engaged in critical analysis of multicultural texts in which their own immigrant experiences and struggles (like racism and bullying at school) were reflected. By exploring creative and proactive ways to deal with these real issues, students were invited, as assertive agents of change, to re-write these unpleasant experiences into ones that offered hope and change.

Following the principles of participatory action research, the study was done through cycles of reflection, action and evaluation with different sets of qualitative data coded and analysed based on phenomenological research methods. The results showed a significant improvement in students' self-confidence level and critical/literacy development while the ESL teacher changed from being skeptical of doing CL work with beginning English learners to fully embracing it and seeing herself as an advocate for them. This research demonstrated that with careful scaffolding and guided practice of functional, cultural and CL skills grounded in a collaborative learning community that set high expectations on students' critical and creative abilities, students achieved substantial critical and functional literacy engagement and development.

NETWORK 15: LITERACY RESEARCH NETWORK

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: D168D

CHAIR: LARS HOLM

417 ANALYZING MULTIMODAL TEXT. STUDENTS' USE OF INSTRUCTIONAL CONCEPTS IN GROUP DISCUSSION AND INDIVIDUAL WRITING

KA Rødnes

Dept. of Teacher Education and School Research, University of Oslo, OSLO, Norway

The focus of this paper is how students reason to make sense of a multimodal text and of instructional analytical concepts. The presentation is based on a study that follows three students in upper secondary school through their work with analyzing a cartoon strip.

The study presents extracts from a group discussion that is highly task-focused, and with frequent use of analytic terms, and extracts from the participating students' individually written analyses of the same cartoon. I use video-based Interaction Analysis as a method for studying students' reasoning.

Theoretically the analyses are based on a socio-cultural, dialogical perspective. One central aspect within this framework is that sensemaking involves the use of semiotic tools. Language and language practices are particularly important mediating means, and schooling is partly about socializing students into different kinds of scientific, or subject specific, language practices. This study will investigate how scientific concepts, in this case textanalytical concepts, can function as tools for developing textual understanding, and for learning the genre "text analysis".

The analysis of the conversation shows how instructional/analytical concepts help the students study the text more closely, and maintain an analytical focus. This way the use of concepts helps them understand the text, and what text analysis is about. The students' written texts show that they build on the understanding developed in the group discussion. The analytical focus in the discussion helps them maintain the understanding developed in group when they write individually. Thus the use of analytical concepts contributes to mediating between group reasoning and individual writing.

The study contributes to educational research by investigating students' lines of reasoning when analyzing text and the use of instructional concepts. Focusing on how students' reasoning unfold, and how given analytical tools are used, can contribute to teachers' understanding of how to organize and scaffold students' work with text analysis. Such text analytical training is central to the development of critical literacy.

NETWORK 15: LITERACY RESEARCH NETWORK

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: D168D

CHAIR: LARS HOLM

287 CHANGING LEARNING CONDITIONS WHEN EARLY LITERACY PRACTICES GO DIGITAL

Hultin, Westman

Högskolan Dalarna, FALUN, Sweden

The aim of this study is to analyze how learning conditions in learning to read and write change when the literacy practice and educational environment "go digital". The study includes both pupils' and teachers' perspectives. It has an ethnographical design, where we as researchers, during two years, follow a group of first grade teachers (30) when they "go digital" in their literacy teaching. The study is theoretically influenced by New Literacy Studies (Barton 1994) and multi-modality (Kress & van Leeuwen 2001). "Going digital" here implies the use of a specific method, learning to read through writing on computers - without using a pencil. This involves the change from children learning to read and write by using textbooks for reading and pencils for writing to using computers from the start. The children's own texts are used as an important reading material. The computers are equipped with speech synthesis programs, spelling program, alphabetic playful program etc. The teachers are included in a school development project within a small municipality in Sweden, which is led by a special needs coordinator.

The study consists of two phases. The first phase focuses on the teachers' early experiences of changes in their teaching, whereas in the second phase we conduct classroom observations. In both phases we observe the teachers' monthly project meeting led by the coordinator. Our guiding research questions are: 1) What experiences of didactical possibilities and hindrances do teachers describe? 2) What changes in didactical credos/views and teaching methods do teachers describe? 3) How do the pupils describe their experiences of the method? and 4) What role does the teaching context in terms of didactical traditions play for the didactical potential of the method?

In this contribution the preliminary results of the first phase of the study will be presented. These show that teachers have radically changed their literacy teaching approach by going digital. One finding implies that they have changed focus in their teaching from forming and sounding letters to producing texts. Another finding points at a shift in the use of reading and writing genres within the teaching of reading and writing.

NETWORK 15: LITERACY RESEARCH NETWORK

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: D168D

CHAIR: LARS HOLM

30 HOW STUDENTS CHOOSE WHICH TEXTS TO USE AS A KNOWLEDGE SOURCE WHEN SOLVING SCHOOL ASSIGNMENTS

MBB Blikstad-Balas

University of Oslo, OSLO, Norway

Norway is an interesting case when it comes to ICT in a school setting, because we have high Internet access at home and at school and digital skills are incorporated systematically in our national curriculum, in all subjects at all levels. The extensive ICT access implies that in addition to traditional school texts, students can also find and use information from all kinds of digital texts. This paper presents a study on students' literacy practices in upper secondary school aiming to describe frequent types of activities involving text use. The study is framed within social theories of literacy, where literacy is seen as a social practice based on texts.

The focus in this paper is on how students in upper secondary school choose texts to engage in when searching for information to solve school assignments and what characterizes the chosen texts. Drawing on a combination of systematic video recordings using head mounted cameras, analyses of textual artifacts and semi-structured qualitative interviews, the study explores literacy practices in the subjects Norwegian, History and Religion and Ethics. A focal issue is what counts as knowledge for the students, and how they describe their literacy practices revolving around written assignments.

The study shows extensive use of Internet in all subjects, also when it comes to searching for school related information to write own texts and assignments. Findings suggest that a key element in establishing which practice to draw on for the students is whether the assignment they are writing will be graded or not. If the assignment is not going to be graded, practices of "cut-and-paste-writing" predominate, and the students do not report a need to be the authentic author of the texts. However, when the assignments are graded, there is consensus among the students that the work has to be their own.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: C001

CHAIR: THOMAS AASTRUP RØMER

22 PRESENCE AS SILENCE INT THE EDUCATIONAL ENCOUNTER

Nordström-Lytz

Åbo akademi University, VASA, Finland

The genuine presence - not only the physical or social one - is, according to Martin Buber, a necessary condition for the educational encounter. Presence can come to expression in words or acting, but it can as well be a silent presence. However, there is much talking and few moments of silence in educational situations - or too little awareness of, or interest in, what silence could offer to support and further education and learning. Maybe it is a question of efficiency and a question of time - aspects which in the market-orientated global society have an influence on education. Silence demands patience. What is possible to experience in silence may go beyond what is possible to understand in traditionally knowledge-based terms. A silent experience isn't always possible to express in words. Instead of looking away from what initially seems incomprehensible, the silent presence can open up for the "seeing-as-a-wonder", which can be defined as a kind of participation in being.

My paper will explore the elusive, unspeakable aspects of the silent presence in the educational encounter. In educational situations including silence, the students will learn not only to rationally and cognitively process knowledge, but also, in seeing-as-a-wonder, to be touched by the complexity of the world, which cannot always be put in words. For this to take place, the teacher must be willing to leave his or her superior teaching position to join the student in presence and silence, in a mutual sharing of perhaps wordless experiences. Silence is no end in itself, but an invaluable source to human growth, where the unknown, the inexpressible and the mystery has a place.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: C001

CHAIR: THOMAS AASTRUP RØMER

155 ABOUT SILENCE - A MATTER FOR EDUCATIONAL SETTINGS

Alerby

Luleå University of Technology, LULEÅ, Sweden

"... if we know more about silence, we will know more about ourselves", states Jaworski. What then do we know about silence? Sometimes people are silent of their own free will, while others have silence thrust upon them. Others are perhaps silent to demonstrate their position of strength or superiority with regard to others. To have understanding of and insight into the meaning and different aspects of silence is of importance to life itself, as well as to different educational settings. Within the framework of this paper, the significance of silence for educational settings will be highlighted and discussed. The discussion will be based on the recently published book "Om tystnad - i pedagogiska sammanhang" [About Silence - in educational settings] (Alerby, 2012).

The presentation will deal with issues like - is it accepted for students to be silent? Or is this seen as a problem? Some students are experienced by others or by themselves as silent. Perhaps they are neither given, nor do they take, the silent space that is required for participation in the conversation. They remain silent even though the ongoing discussion awakens thoughts and opinions, and they continue to be silent even though they know the answer to the question which the teacher has just asked. Most silent students probably have an opinion to add to the discussion or an answer to give to the question, but they choose for some reason not to express this, and therefore remain silent in the eyes (or ears) of others. But are they really silent?

One way to approach these issues is to take the phenomenological movement as a point of departure. To be more precise - this paper will discuss silence in educational settings using a phenomenological life-world approach.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: C001

CHAIR: THOMAS AASTRUP RØMER

471 IMAGINATION, SILENCE AND THE PEDAGOGIC EVENT

Silius-Ahonen

Arcada, HELSINGFORS, Finland

Topic and aim

The proposal aims to examine silent aspects of pedagogical communication with emphasis on the "in-between spaces" in educational settings. The lens is placed on the role of imagination in these liminal spaces, giving voice to pedagogy as "the interface of interfaces". As school and university often are regarded as service institutions the voice of pedagogy, when not silenced, puts embedded hidden aspects to the fore. From an aesthetic perspective I argue that the pedagogic event offers a platform for questioning, exploring and articulating knowledge.

Theoretical framework

In addition to my departure, the pedagogy of place (Lovlie 2007) and his reclaiming the pedagogical spectrum of expertise, the argumentation is supported by Vygotskij's (1978, 1995) notion of imagination and Bachtin's (1986, 1988) of dialogue. Phenomena in the event are found inter-related and multi-voiced. The foray is guided by the Lovlie (2007) set of concepts: situation, materiality and attunement. Reasoning on non verbal communication and action, concerning the relationship between teacher and learners and the awareness of the environmental setting, is drawn to the bodily site of presence. Exhibiting Dewey's (1980) aesthetic notion of art as experience and, interactivity in the semiotic space, connections between improvisation and imagination are illustrated.

Conclusions

The attuned art of teaching contrasts the appearance of "non-presence"; the not being there. Language beyond language inflects situational consideration towards the respect of humans in their being and becoming. Recognizing imaginative alternatives to act and respond is found to be significant in mediation of cultural meaning and in the acknowledgement of different modes of participation.

Nordic relevance

The paper relates to a Nordic network of Silent Seminars connected to Philosophy of Education; where the fourth was held at University of Agder in May 2011.

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A303

CHAIR: LENA BOSTRÖM

281 PROMOTING STUDENT TEACHERS' COGNITIVE AND MORAL COMPETENCIES: A LIBERAL ARTS APPROACH

B Malm

Fakulteten för Lärande och samhälle, Malmö högskola, MALMÖ, Sweden

A Liberal arts education can be defined as a coherent framework for learning that intentionally fosters, across multiple fields of study, wide-ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges. 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. The liberal arts approach entails mastery of both broad and specialized bodies of knowledge. The teaching is Socratic, with small classes, and at a greater teacher-to-student ratio than at universities. The most important ingredient of a Socratic classroom is the instructor; the most crucial factor for achieving powerful learning outcomes is the inclusion of opportunities for feedback and reflection, and a personal and close interaction between students and teachers is indispensable in this process of learning.

Important questions raised in this paper centre 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 an American liberal arts college were interviewed about their understanding and experiences of what a liberal arts education entails, both personally and professionally. Questions posed to faculty members include: What is your individual understanding of a liberal arts education? What would your ideal teaching experience look like? What is the most rewarding aspect of your position? How would you define a professional teacher?

Finally, and as a consequence of the above, the following question is considered: In what ways can Swedish teacher training programmes benefit from incorporating a liberal arts approach if the aim is to prepare educators as future scholars and leaders?

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A303

CHAIR: LENA BOSTRÖM

303 PROFESSIONAL GROWTH OF STUDENT TEACHER THROUGH LESSON STUDY AND REFLECTION

Nakada¹, HF Fusegi², YK Kurama³, TS Sakata⁴

¹Teikyo University, TOKYO, Japan

²Shinshu University, NAGANO, Japan

³Teikyo University Junior College, TOKYO, Japan

⁴Aoyama Gakuin University, KANAGAWA, Japan

Research aim

The purpose of this research is to examine the effects of lesson study and reflection course in Japanese teacher preparation program on student teachers and their professional growth.

Theoretical and methodology framework

OECD investigated the teacher education system among over 30 countries and issued the report named "The Teachers Matter: Attracting, Developing and Retaining Effective Teachers" in 2005. This investigation provides us profound insights for the teacher education quality assurance in macro perspective.

However, the OECD research is not enough to see micro perspective, for example, what kinds of teacher preparation programs help pre-service students achieve professional growth, and the roles of teacher educators to foster students' reflection.

In the last NERA annual conference, we had the presentation entitled "Teacher Quality Assurance Mechanism on Pre-Service Teacher Education" by comparing it with the cases in Finland, Netherland and Japan. Through the presentation, we discussed the importance of the roles of teacher educators and the right time for ensuring teacher quality. Furthermore, we found out the practices in Japanese teacher preparation program would give us the possibilities to consider the quality assurance in teacher education.

Therefore this research will focus on the cases in Japanese pre-service teacher education. First, we deal with the lesson study which is implemented during student teaching, and secondly, we study on the after-student-teaching reflection course. We examine how these affect students' professional growth by using conversation analysis.

(Expected) findings/conclusions

Our study reveals the following things:

- 1) The lesson study that is known as learning chance among in-service teachers, also introduced in student teaching, provides student teachers with the notion of professional and collaborative cultures among teachers, and deeper understandings of teaching and learning.
- 2) The reflection course makes the students become more reflective learners by interaction with faculty.
- 3) The chances to meet with many teacher educators both in school and university bring students' professional growth with democratic atmosphere.

Relevance to Nordic educational research

Through this research, we will contribute to develop a referable model of teacher preparation program and to clarify the roles of teacher educators promoting students to be reflective and collaborative professionals.

NETWORK 20: TEACHER'S WORK AND LIFE

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A100A

CHAIR: ANN-CATHRINE HENRIKSSON

364 TEACHER PROFESSIONAL DEVELOPMENT THROUGH REFLECTIVE PRACTICE

Kristinsdóttir

University of Iceland-School of Education, REYKJAVIK, Iceland

The developmental project involves general classroom teachers in grades 5-7 researching their mathematics teaching with my support. On monthly basis we meet at workshops where the focus is on mathematical explorations and discussions and reflections on them as well as discussions about teachers' stories from their classrooms. Describing their practice, teachers adopt discourses for interpreting the action and construct their personal theory. Theorized practice presents practitioners with opportunities to propose and trial new practices, make decisions or conclusions, and develop and improve their practice (Cherednichenko, & Kruger, 2006). Through refinement of the teaching spirals of experience will emerge and we can learn from former cycles while building new. The research project builds on a co-learning partnership between the teachers and a teacher educator in promoting classroom inquiry (Jaworski, 2006) and in that way builds new research methods that help us learn across boundaries. The perspective is socio-cultural and an important part of it is recognition of tensions and issues and the ways in which the project learns through them.

According to Artigue (2009) it is important to take into account factors internal to the development of the field itself. The progression of research has made more and more evident that research methodologies have to organize a relationship with the situational, institutional and cultural dimensions of learning and teaching processes. Researches within schools where teachers are active participants in the research process meet these requirements.

In my presentation I will account for preliminary findings and discuss what we can learn from this research about mathematics teaching in primary grades and teacher development in Nordic countries that can add to the knowledge of teacher research in general.

Artigue, M. (2009). Didactical design in mathematics education. In C. Winsløw (Ed.) *Nordic Research in Mathematics Education. Proceedings of NORMA08* (pp. 7-16). Rotterdam: Sense Publishers.

Cherednichenko, B., & Kruger, T. (2006) Social justice and teacher education: Re-defining the curriculum. *International journal of learning*, 12, 1-8.

Jaworski, B. (2006). Theory and practice in mathematics teaching development: Critical inquiry as a mode of learning in teaching. *Journal of mathematics teacher education*, 9, 187-11.

NETWORK 20: TEACHER'S WORK AND LIFE

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A100A

CHAIR: ANN-CATHRINE HENRIKSSON

472 PROFESSIONAL DEVELOPMENT FOR MATHEMATICS TEACHERS IN LOWER SECONDARY SCHOOL IN ICELAND: POSSIBILITIES AND RESTRICTIONS

G Gunnarsdóttir

University of Iceland, REYKJAVÍK, Iceland

Mathematics teachers in many parts of the world have been facing many challenges in recent years. In Iceland teachers in lower secondary school have been implementing a new reform oriented curriculum. Many researchers claim teachers need considerable support if they are to meet the demands of the current reforms in mathematics education (Cooney, 2001). According to the OECD - Teaching and Learning International Survey (TALIS) 22,4% of teachers in lower secondary school in Iceland took no part in professional development activities during the last 18 months and 48,5% took part in activities that lasted for less than 11 days. When asked what prevented them from more participation 47,2% of those who mention a special reason say that there was nothing on offer that suited them. This inspired this study where I explore whether mathematics teachers at lower secondary level in Iceland have been given good opportunities to develop professionally during the last five years and if not what can possibly be done to improve the situation.

Several researchers have tried to point out some principles for effective professional development by synthesizing results from various research and development projects. According to Desimone (2009) there is a consensus among researchers on the main critical features of professional development that can be linked with changes in teachers practice and knowledge and to some degree in student learning. She points out five main features. They are focus on content, active learning, coherence, duration and collective participation. In my analysis of the professional learning opportunities given to Icelandic teachers in grades 8-10 from 2005-2011 I use the features from Desimone.

My conclusion is that the opportunities given are limited and do not meet features that characterize effective professional development. That specially applies for duration and coherence. The organisation and funding of professional development in Iceland does not seem to allow for continuation and progression. One important step to deal with this problem would be to make it easier for teachers to attend courses at the universities and to arrange courses in such a way that teachers and student teachers can collaborate and form a learning community.

NETWORK 20: TEACHER'S WORK AND LIFE

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A100A

CHAIR: ANN-CATHRINE HENRIKSSON

499 TEMPORAL AGENCY AS AN ASPECT TO TEACHER CHANGE AND CONTINUITY

Pehkonen

Institute of Behavioural Sciences, UNIVERSITY OF HELSINKI, Finland

We educators tend to think that planned change is progressive and desirable, whereas stability should be avoided. Masses of research has been conducted to find out effective ways and methods of promoting teacher change. However, teacher change has proved to be difficult and slow to achieve. My purpose is to understand the difficult question of change from the perspective of continuity. Change and continuity are conceptually and firmly linked with each other. The former becomes meaningful only in connection of the latter. The concept of agency is usually related to the ability to bring about changes. The aim of this paper is to show that agency, conceptualized as a temporally embedded process of social engagement also offers good means to understand stability and continuity. The theoretical framework draws mainly from Emirbayer's and Mische's (1998) and Hitlin's and Elder's (2007) conceptualizations of agency. Emirbayer and Mische distinguish three different constitutive elements of agency: iteration, projectivity and practical evaluation. Each of them corresponds to the different temporal orientations of agency: the past, the future and the present. All the constitutive elements of agency are to be found in varying degrees within any empirical instance of action. Hitlin and Elder share the idea of temporal orientations of agency, but they distinguish four, more or less separate types of agency that are activated in different situations. The empirical data in this study consists of semi-structured interviews with primary school (N=9) and vocational (N=10) teachers. The agentic dimensions of continuity/stability is analysed from the teachers' considerations on the interview questions: What should be prevailed in the teaching or in the teacher's work? What elements of teaching (or your work) you are not willing to give up in the case of any changes. The findings suggest that pursuit of continuity and need for stability can be seen from the perspective of agency as 1) resistance, 2) efforts to negotiations, 3) maintaining the identity linked to the teacher role 4) anticipating future development or 5) intentional choices.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: D169

CHAIR: LARS MONSEN

226 EUROPEAN FRAMEWORKS OF QUALIFICATIONS - A TOOL FOR HIGHER QUALITY BY STANDARDIZATION?

E Karlsen

Sør-Trøndelag University college, TRONDHEIM, Norway

Research topic/aim

The presentation will focus "The Framework of qualification for the European Higher Education Area" (EHEA) from 2005 and "The European Qualifications Framework for Lifelong Learning" (EQF) and the impacts on national and institutional level.

Main research questions are

What are the background and context for the Frameworks?
How are the Frameworks structured and what are the main logics behind?
How can the Frameworks be understood in a governance and implementation perspective?
What is the possible impact of the Framework on national and institutional levels?

Theoretical and methodology framework

The Frameworks are important elements in the Bologna process from 1999 and in EUs education Policy. The overall aim in the Bologna process is to improve the efficiency and quality of higher education in Europe. The process is closely connected to and parallel to the 10- year mission from the EU from 2000 (the Lisbon strategy) with the aims of making EU the most competitive and dynamic knowledge-based economy in the world. As a result of the financial crisis from 2008 this strategy was extended till 2020.

There are close connections between the frameworks and the EUs program "Lifelong learning from 2007-2013". Both frameworks are using Knowledge, Skills and Competence as descriptors for relevant outcomes as a measure for quality.

The presentation will use critical theory, for example "World Polity Theory", with contributors such as Mayer and Ramirez trying to explain the trend towards standardization and the tendency to become alike globally. "World system theory" will also be used focusing on the importance of economy and countries relative position in the global, capitalist system.

Methodologically the study is based on documents such as preparatory works, plans, agreements, declarations, communiqués, reports, journals and other publications covering primary the last years.

WORKSHOP ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



Expected conclusions/findings:

A more instrumental and utilitarian approach to the understanding of quality in education preparing for the "knowledge society and the knowledge economy" with stronger emphasis subject knowledge, key competences measurable outcomes.

Relevance for Nordic Educational research

The Frameworks affects education in the Nordic countries and are therefore highly relevant.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: D169

CHAIR: LARS MONSEN

173 CITIZENSHIP EDUCATION IN THE HUMAN/SOCIAL CAPITAL DISCOURSE OF THE OECD

Dadvand

BILBAO, Spain

In the age of economic globalization, nation states have witnessed a sharp decline in the amount of control they traditionally exerted on their various domestic institutions. In fact, many of the educational policies implemented by various nation states today find their origin in cross-national policy initiatives recommended by organizations such as the UNESCO, OECD, EU and World Bank (Peters, 2003). As the influence of these transnational organizations keeps growing, critical analysis of their discourse becomes a crucial requirement for both researchers and policy makers. Such critical examination would clarify both the intended and unintended aims of their recommendations; it also helps identify what is included in their discussions and what is deliberately, or otherwise, left out.

The present study tried to examine how the concept of citizenship is dealt with in the educational policy discourse of the OECD and how this definition affects the OECD policy recommendations for education for democratic citizenship. For this purpose, first a framework for democratic citizenship was developed using critical theory, especially Habermas' (1988) idea of *deliberative democracy*. This framework was then used in the background of the analyses carried out on two of the most recent OECD policy documents for education, namely *The Well-Being of Nations* (2001) and *Understanding the Social Outcomes of Learning* (2007).

Overall, the findings showed that the logic of the market prevails in both the human and social capital discourse of the OECD. First, the OECD promotes an investment model for education through its human capital theory: "investment is made, in time or money, and economic or other returns follow" (OECD, 2007: 39). The OECD social capital theory also extends this principle of economic rationality to the societal level within a cost-benefit framework. As such, social capital becomes relevant for the OECD education policy insofar as it contributes to the development and functioning of human capital. The paper concludes that the concept of citizenship promoted in the OECD education policy recommendations can only support a *thin model of democracy* since it equates 'market society' to 'democratic society' and thus fosters a narrow sense of responsibility, agency and public values.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: D169

CHAIR: LARS MONSEN

381 IMPLEMENTATION AND OUTCOMES OF QUALITY ASSURANCE: A COMPARATIVE RESEARCH OF FINLAND AND ICELAND

Haapakorpi¹, Jóhannsdóttir², Geirsdóttir²

¹University of Helsinki, HEINE, UNIVERSITY OF HELSINKI, Finland

²University of Iceland, REYKJAVIK, Iceland

Studies of quality assurance related to the Bologna goals have mainly focused on the national policy level; however, implementation at the institutional level is crucial from the perspective of fulfilling the promises of quality assurance. At universities, varied outcomes of quality assurance are based on interaction of organizational structures, management styles and academic cultures. The aspects of organisation and academic culture are of primary importance when exploring implementation at the institutional level.

Bottom up approach is needed for exploring organisations in order to view the personnel as active contributors, who base their action on meanings. The meanings given to quality assurance have to be analysed in order to understand the outcomes of the evaluation, because meanings are attached to human actions and professional work in particular is based on ethical codes and ideas representing meanings. In addition to active utilisation of quality assurance, unintended consequences of activities are as important as intended ones. The double-structure of university organisations, including the institutional and disciplinary levels will be taken into account when studying organisational behaviour at universities. In addition to the organisational approach, the particular model of the Nordic countries will also be examined as regards to quality assurance policy.

We explored the processes used by different universities (two in Finland and one in Iceland) to prepare for quality assurance audit/accreditation, the impact of them on the university administration vs faculties and the universities reactions to the outcome of them.

The main research questions are: 1. Does different disciplinary culture or organization influence the realization and reactions to external quality assurance? 2. Does preparation, realization of external quality assurance and reactions to outcome of external quality assurance differ in Finland and Iceland?

The main findings are the following: quality assurance generates direct impacts, which are intended reactions to the audit process and unintended outcomes; transparency and learning, as well as excess work-load and. Indirect impacts only emerge when intertwined with other processes, motives, actors, relations and pressures.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A403

CHAIR: HENRIK ROMÁN

274 ASSESSMENT FOR SELECTION IN THE SCANDINAVIAN EDUCATION SYSTEMS

Tveit

University of Oslo, OSLO, Norway

Grade point average (GPA) from students' upper secondary education certificate is the fundamental selection criteria for most higher education institutions and programs in Norway, Sweden and Denmark. The GPA is produced by various types of formal assessments (i.e. grades) of which the vast majority is awarded by the students' teacher of the relevant subject and to various extents by external examiners. Students' upper secondary GPA are used as currency in the education and job market and are fundamental components of student's introduction to society as independent adults and for all parts of the society which make decisions based on the student's certifications. Public trust in these assessment systems is therefore critical. In the Scandinavian countries both the regulations of upper secondary education assessment systems and the selection procedures for higher education are centrally administrated and governed by the Ministry of Education and Research.

This paper includes an examination of the evolution of the assessment systems in the Scandinavian countries, their present curricula and assessment regulations, quality assurance and evaluation (QAE) systems and procedures for selection to higher education. The paper concludes with a preliminary comparison of strategies the national authorities have applied in order to ensure validity and comparability of the assessment systems that underpin certification of students' upper secondary education and selection to higher education.

The study is relevant to Nordic educational research as the three Scandinavian countries that form part of the study have distinct similar approaches to assessment and selection that differs significantly from many other countries where formal assessment in upper secondary education is more based on external tests or examinations. Furthermore, in countries like the United Kingdom and the United States; selection to higher education is institution based rather than centrally administrated by a national body. The paper seeks to identify how and why the Scandinavian countries have developed distinct different assessment and selection systems to that of influential countries elsewhere.

The paper and author is affiliated with NERA network 21, Politics of Education and Education Policy Studies.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A403

CHAIR: HENRIK ROMÁN

26 'SUSTAINABLE DEVELOPMENT' AND THE POLITICS OF SWEDISH TEACHER EDUCATION

Sjögren

Linköping University, LINKÖPING, Sweden

Sustainable development has become an important topic affecting many people's lives. Within the Swedish educational system, the notion of sustainable development is well established on the policy level, influencing the everyday politics of education. However, there is a lack of critical research exploring how, and in which way, sustainable development became a relevant area of knowledge in Swedish education.

In this paper, the notion of sustainable development is explored on the national level in the politically contested arena of Swedish teacher education, through 54 parliamentary documents regarding teacher education in Sweden between the years 1992-2011.

Three main objects are identified and followed during this time period; *sustainable knowledge*, *Sweden as a knowledge-nation* and *future citizens*. Through these objects it is possible to further analyze and understand the changing of dominant discourses during this period.

This paper concludes that sustainable development plays a vital role in the politics of teacher education, affecting the everyday lives of different subjects of education. Although sustainable development has been criticized for being vague, this paper shows that it is worth taking into account when trying to understand mechanisms in, and changes of, the educational system in Sweden.

This study is of relevance to Nordic educational research because it critically explores the development and effects of a notion which is presented as the solution to many problems of our society.

This study is part of a PhD project which aims to explore, through the notion of sustainable development, the conditions under which a new area of knowledge gains influence in teacher education, and the significance of education in the construction of the nation's future citizens.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A403

CHAIR: HENRIK ROMÁN

290 INDEPENDENT SCHOOLS FROM A LOCAL MUNICIPALITY PERSPECTIVE - THE SWEDISH CASE

Skott

Uppsala university, Department of Education, UPPSALA, Sweden

In the beginning of the 1990's the Swedish governing system changed towards a decentralized system. At the same time a reform regarding freedom of choice was launched. Independent schools became by this decision a true alternative to municipality schools, since the independent schools were fully financed through a voucher system. The reform resulted in a changed school landscape. 1996 there were 238 independent elementary schools. The year 2010 the number of independent schools had more than doubled to 709. While the existence of independent schools in the beginning was mainly a city phenomenon, over time the total number of municipalities with independent schools has increased. Today more than half of the 290 municipalities have independent schools and they can in many ways be seen as integrated parts of the system.

The aim of the paper is to illuminate and discuss the consequences the new landscape has for the municipality actors in the system. The starting point is that the changes have affected not only the work at the independent schools but also the work of local politicians and administrators. Since the independent schools are fully financed by the municipalities, the schools and the municipalities have been interlinked. But what do these links look like? In the paper I present some results from interviews with superintendents and chairpersons within municipality school boards. These interviews are performed within a research project called: "When national policy meets local practice". What is presented is thus a limited piece from a larger project. The theoretical framework is the Swedish curriculum theory and the results raises questions about a possible need for theoretical development. One result is for example that some rethinking regarding municipality borders must be done.

NETWORK 22: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A210

CHAIR: ANNA HERBERT

198 COMPLEMENTARITY AND EVERY DAY LANGUAGE - TEACHING CONCEPT FORMATION AFTER BOHR AND DERRIDA

Dr. Steinnes

Lillehammer University College, LILLEHAMMER, Norway

Niels Bohr and Jacques Derrida have both radicalized their academic fields, respectively physics and philosophy. Both have drawn lines from their fields of investigation to questions of language as such, and to the principles of concept formation. Arkady Plotnitsky for one, states that there is a resonance between deconstructionist theory and certain ideas of quantum physics, and points to what he names an anti-epistemological revolution in modern intellectual history. The principle of complementarity was developed by Bohr in order to account for the indeterminacy of quantum systems and to describe their conflicting aspects, without the possibility of a classical synthesis. The concept of general economy was introduced by Georges Bataille, and taken up and treated further by Derrida. General economy contrasts restricted economies, or classical theories, such as the Hegelian synthesis.

David Farvholt states that: "Time and time again Bohr would stress the fact that all quantum mechanical experiments must necessarily be described by means of ordinary language supplemented with classical physical concepts." Even though the quantum mechanics introduces irreducible incompleteness of knowledge as classically understood.

Plotnitsky states: "The dislocation created by a general economy is never a simple or uncritical dismissal of classical theories, but is instead their rigours suspension - an analytical exposure of their limitations and a refiguring of classical concepts through a general economy."

Although Bohr always presented his views on complementarity beyond physics in a rather brief manner, he considered complementarity to be fundamental to the understanding of all aspects of life and reality. Bohr insisted on the use of ordinary language, even though his experience with quantum mechanics showed its limitations. Derrida has concluded similarly, and states that concepts of everyday language are what we have for communication, but after a deconstructive oeuvre they must be put/used "under erasure", which signifies that a word is inadequate but necessary. In my paper I will consider the consequences of the perspectives of complementarity and general economy to the teaching of concept formation on a general level.

NETWORK 22: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A210

CHAIR: ANNA HERBERT

431 LÉVINAS' ETHICS AS PHILOSOPHY'S FIRST QUESTION: ASYMMETRY, DESUBJECTIFICATION AND RELATION

Ceder

MALMÖ, Sweden

What is philosophy's first question? A predominating view is usually the metaphysical question, or the ontological question, but for Emmanuel Lévinas the question is ethics. Lévinas presents in *Totality and Infinity* (1969) and other writings a philosophy critical to unities, strong subjects and symmetrical relations. Instead he argues that we are in the world with an absolute responsibility for the other, a responsibility created as a response to the face of the other. The relation which is called upon is asymmetrical.

But what does an asymmetrical relation mean in an educational context with the two protagonists the teacher and the student? A classic analysis is to regard the teacher as a subject and the student as an object, going back to the Hegelian master-slave dialectic. Many has criticized this way of performing education, for instance Paulo Freire in *Pedagogy of the Oppressed* (1970). Others has criticized analysis based on the subject-object dichotomy, in favour for a relation between two subjects, inspired by philosophers like Martin Buber (1937), Kenneth Gergen (2009) or Nel Noddings (2005).

I will from a postmodern/poststructural perspective instead critically discuss the role of the subject regarding the teacher-student relation. In a postmodern context the subject is often considered dissolved, or in a constant repetitive reproduction (Butler, 1990). In this perspective, Lévinas philosophy with its ethical turn is highly pertinent. According to Lévinas, one individual cannot create a relation, demanding the other to be a part of it, without causing violence. But one can perform in response to the other's face, by means of disregarding the individual subject. This desubjectification is essential when discussing an asymmetry which is not hierarchical, but an philosophical starting point for a pedagogical relation with or without the categories the teacher and the student.

NETWORK 22: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 1 - (THURSDAY 8 MARCH 15:00 – 16:30)

ROOM: A210

CHAIR: ANNA HERBERT

406 BECOMING CARE HELPER

AW Jensen

Roskilde University, ROSKILDE, Denmark

The paper deals with students in an adult basic education programme for the health care sector. The programme is part of the Danish system of vocational education and training, thus students spend about half their training time at workplaces and the rest at theoretical courses. The questions dealt with in the paper concern how different students handle - meet and negotiate - the different storylines there are offered in the two settings. The results of the research project indicate that different students are offered very different conditions of possibilities which in combination with their previous subjectification entail that they end up being very different care helpers. Furthermore, the results indicate that it is left up to the students to deal with the various impacts. As for the latter aspect the paper points to some problematic implications for the care helper students as well as for the elderly that the students are going to take care of.

The data material that the paper draws on is from a PhD project that is planned to conclude in May 2012. The total empirical aspects consist of observations in the theoretical periods and in the traineeship, interviews with students, teachers, supervisors and the director of the school and studying documents that are directly related to the programme.

The study mobilises concepts of Bronwyn Davies and Michel Foucault; the analyses focus on regularities and binaries within the material, understanding all aspects, including spatial and material elements, as being important influencing factors. 'Becoming Care Helper' is analysed applying the concept 'storyline' (Davies), and the theorisation focuses on students having, meeting and maybe taking up different storylines. Within this mainly poststructuralist framework students are perceived as being already subjected within storylines when enrolling into the programme, but throughout the theoretical courses and the traineeships they are offered (new) storylines about how to be a care helper. The storylines may differ or even contrast each other, which may be confusing for the students. In a wider perspective the research project points to general challenges within the vocational system.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A401

CHAIR: JONNA GINTBERG JENSEN

299 LEARNING ABOUT THE PEDAGOGICAL ROLE OF THE NURSE: STUDENTS LEARNING IN CLINICAL SETTINGS

K Halse

Høgskolen i Oslo og Akershus, OSLO, Norway

Research topic/aim: Nurse students learning about the pedagogical role of nurses. The aims of the project were: 1. Making students more aware about the nurse's pedagogical role towards patients and relatives. 2. Increasing knowledge about how a learning method focusing on learning together with others, functions in relation to the subject; the nurse's pedagogical role in relation to patients and relatives.

Theoretical and methodology framework: Theory of sociocultural way of learning and theory about pedagogical activities of the nurse was the framework for this developmental project within clinical studies for students in nursing. 12 students were given a group assignment that focused on learning about how the nurse's pedagogical function towards patients and relatives was attended to on the ward. The nurses were both interviewed and observed in relation to this function. Patients were asked about how they had experienced counseling, receiving information and instruction. Different kinds of written material were examined for information related to what patients had had of information and education. Students also looked for guidelines and instructions on how to function in a pedagogical role. For evaluation focus group interview was used. The 12 students were divided in two groups. The Interview guide focused on what they have learned about the nurse's pedagogical function and their opinions about this way of learning.

Expected conclusion/findings: This way of learning increased the student's awareness of the nurse's pedagogical role and heightened the students' focus on the topic throughout the study period. The students experienced that working together on an assignment increased their awareness of the pedagogical function of the nurse. The students also felt that working together and sharing experiences contributed to more reflection on their own learning.

Relevance for Nordic educational research: The provision of information is an important aspect of health care. Patients and relatives need for information is huge today and the pedagogical role of the nurse is an important aspect to the function to nurses. To learn about this by giving students a role as "researchers" seem like a powerful way to improve student's awareness of pedagogical activities for nurses.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A401

CHAIR: JONNA GINTBERG JENSEN

433 HOW TO STUDY THE LINKAGE BETWEEN PATIENT-EDUCATION AND CHANGES IN CONDUCT OF EVERYDAY LIFE

L Hybholt

National Centre of Competence Development, Aarhus University, COPENHAGEN NV, Denmark

This paper is a part of an ongoing PhD project who aims to develop a model that illustrates the learning processes taking place when adults participate in patient education and henceforth change their conduct of everyday life.

Patient education is education of persons who have a disease. It should enhance participants' competences to independently disease management in their everyday life. Typical content is e.g. pathology, medical treatment, changes in lifestyle and disease prevention. The program is expected to reduce the resources used in health care and to enhance the wellbeing and quality of life among participants.

This study focus on adults' development of health-related competences like the ability to:

- 1) identify and live with the personal limitations caused by the disease
- 2) monitor oneself
- 3) make decisions and solve problems
- 4) take control of the disease
- 5) live an organized, planned and healthy life
- 6) collaborate with friends, family and health professionals
- 7) separate the disease from one self as a person, but accept it as a part of life

This qualitative multi-case study takes place in Denmark. The study is being conducted in an outpatient clinic that treats persons who have been hospitalized with depression in a psychiatric ward.

In this paper the epistemology, theory and methods are discussed in order to construct a research framework that can produce knowledge about adults' learning processes, when participation in patient education leads to competence development that change the participants' conduct of everyday life.

The paper presented here is relevant to the Nordic educational research because research into learning processes across educational settings and changes in the conduct of everyday life, is a relevant issue for societies which regards education as a way to address the need to develop competences of its residents.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A401

CHAIR: JONNA GINTBERG JENSEN

292 IDENTITY WORK IN FAMILY LIFE - PARENTING AS LEARNING PRACTICES

Assarsson Aarsand

NTNU, Department of Adult Learning and Counselling, TRONDHEIM, Norway

Today expectations of parenting are highly prescribed. Initiatives to 'teach' adults what preferred parenting should be are taken by, for instance, the media, parent education and parent support groups. Located in the discourse of lifelong and lifewide learning, parenting may be depicted as practices where adults get positioned as learners expected to develop certain skills. Each and every person is made responsible for taking the opportunity, or accepting the duty, to learn. Considered this way, how do adults deal with parenting in terms of identity work?

This paper is based on data from narrative interviews. Parenting is located in the context of everyday life to highlight adults' own stories on how to deal with this identity. Drawing upon notions from discourse analysis, I focus on how adults talk about parenting, and, moreover, what particular positions, performances and evaluations that are at work. Preliminary findings indicate that the adults identify what they consider to be societal claims for parenting, like being involved, accountable and changeable. In the interviews, they work on acceptable and skilful performances as parents, for instance by emphasising how they engage in establishing family routines and how they take care of upcoming challenges related to their children. Further on, the adults display themselves as the main responsible parent in the family compared to how they position their partner. In addition, the stories also reveal the importance of performing as 'average', or perhaps rather 'normal' parent distinct from what is considered to be 'deviant'. Moreover, there is reason to closely investigate parenting as learning practices for adults.

NETWORK 2: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D120

CHAIR: EVA AHLKOG-BJÄRKMAN

106 LESSONS FROM THE BOTTOM OF THE U: ARTS-BASED LEARNING PROCESSES IN PEDAGOGISTS' TRAINING

T Chemi

Aalborg University, ESBJERG, Denmark

In the present paper I wish to describe an arts-based development-and-research project within the field of organizational learning and to report for the first time findings from this study. The purpose of the development project 'Dance with the future' is to test a new professional area for educators and to offer teachers within the educational sector a novel opportunity for personal and professional growth. During the Spring 2011, the project 'Dance with the future' offered a group of teachers at Danish University College North (UCN) the opportunity to know more about arts-based coaching and Theory U. The former framework is based on the application of Expressive Arts therapy's tools to coaching tasks; the latter is the theory and social technology conceived by MIT scholar Otto Scharmer (arts-based coaching and Theory U will be shortened in ABC-U). Both frameworks draw from the practical application of artistic -or arts-based- tools and understandings to facilitation and coaching.

The project 'Dance with the future' was initiated with the help of an external expert in the field of Expressive Arts and arts-based coaching, and designed as a joint collaboration between the UCN's internal innovator, expert in Theory U, and the external consultant, expert in arts-based coaching. The two experts had the tasks of designing, coordinating and supervising the project, and of teaching the facilitation tools. Both the coordination group and its leadership, expressed the strong wish to link a specific evaluation to this experiment, as they were convinced that follow-up research would strengthen the project's outputs, both at organizational and educational level.

The research study "At the Bottom of the U" was kicked-off within this wish. It aimed at following and describing the process within "Dance with the future" and at reporting the outputs of this experimental initiative. In the present paper I will focus on the lessons learned from this research project.

NETWORK 2: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D120

CHAIR: EVA AHLKOG-BJÄRKMAN

464 IMAGINATION IN KNOWLEDGE TRANSFORMATION THROUGH DRAMA

Silius-Ahonen

Arcada, HELSINGFORS, Finland

Topic and aim: The proposal addresses the applications of drama in education. For the purpose of creating alternative practices of examinations in better alignment with challenges in working life, drama was applied as assessment in professional course 'wellbeing at work'. The form was chosen for its strengths in exposing complex knowledge enactment. Exploring the role of imagination in drama process heading for transformation, the gap between meaning making and school performance was questioned.

Theoretical and methodological framework: Knowledge claims in education include 'official' school knowledge and alternative streams from the margins (Kelly & al. 2008; Nazir & al. 2008). Bereiter (2002) draws attention to how thinking about knowledge influences educational practice and argues for theories that work for contemporary challenges. The rationale of drama pedagogy supports the emphasis on bodily action, close to the participatory form of art. Drama when used for enhancing cultural tools and meaning making always highlights 'the human condition' (Heathcote 1980) which promotes engagement in the inquiry (Dewey 1980). A case study in two phases (2010,2011) has been conducted (Silius-Ahonen & Gustavson 2011). Data of the teacher planning process, realisation & re-realisation, student feedback and examination results were collected. Third year bachelor students from four professional branches, divided into four cross-groups were assessed on theoretical knowledge; a transformation of research based articles into performed dramas.

Conclusions: Imagination appears a key issue when the relationship between articulation and transformation was examined. The supposition of drama exposing knowing in action was proved satisfactory. Limiting factors concerning the application of Drama in Higher Education was found to be manifold. Embodied cognition requires imagination which clashes with instrumental efficiency. Drama seems suited for examining competence in a broad sense and as it opens deeper perspectives beyond, working with fiction challenges examination rituals as well as the marginalized position of the arts.

Nordic relevance: Nordic drama pedagogy, generated from theatre, pedagogy and societal movements provides interdisciplinary fields with its implications.

NETWORK 2: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D120

CHAIR: EVA AHLKOG-BJÄRKMAN

469 ASSESSMENT OF DANCE KNOWLEDGE

N Andersson

Luleå University of Technology, PITEÅ, Sweden

This presentation mediates a study that is a part of a larger study about teacher's assessment of dance knowledge in upper secondary schools in Sweden. The purpose of this specific part- study is to define how dance knowledge is seen and valued by teachers teaching in dance and how teachers are assessing dance knowledge based on current syllabuses. There is a need for scientific research about curriculum assessment in dance (Blumenfeld-Jones & Liang, 2007). Assessment in dance in Swedish upper secondary schools is a non-researched area and is important to increased requirement upon assessment.

Theoretical and methodology framework

The study is based on phenomenological philosophy. A phenomenological way of thinking allows that human beings are inter-subjective linked with and within the world. According to this theory there are no distinguish between body and soul, but they form an entirety. According to Merleau-Ponty (2006) the only way to gain insight of the world is through human experience of it. A basic rule and the starting point for research within the philosophy of life-world-phenomenology is to turn towards the things themselves and to be adherent to the things.

The tacit knowledge of dance can often be difficult to verbalize. To make visible the tacit knowledge of the phenomenon data is gathered in this sub-project through methods as observations that are documented using field notes, video documentation, teachers' notes and conversations with teachers about their reflections upon assessment of dance. The different methods will constitute base for the analysis of the study and create the unity of purpose an opportunity to capture different perspectives of the phenomenon. The observations are taking place in three selected schools in the course *Dance technique 1*.

The expected findings from this research are how dance teachers use assessment of dance knowledge in their teaching in the Swedish upper secondary school. So far the study can show different ways to approach current syllabuses and how assessment is based on steering documents.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D168A

CHAIR: KERSTIN BÄCKMAN

168 EXPLORING THE PEDAGOGIC RELATION: SUPPORTING 6 YEAR OLDS TO MAKE SENSE OF PHYSICAL MOTION

PhD Åkerblom

Lund University, LUND, Sweden

The aim of the paper is to examine the interplay between child and an adult as 6 year olds make sense of physical motion. When children are invited to reason about scientific phenomena, the quality of the relation created between adult and child about content matter is of central importance for whether the child wants to develop her/his reasoning and make sense or not. In an investigation focusing the role of language in learning, 18 one-to-one dialogues between 6 year old children and a researcher were carried out. The original aim of the dialogues was to encourage the children to reflect on their own use of language, expressing their conceptions of physical movement. Some of the children used an exploring approach expanding their own reasoning during the dialogue. In the present study, the interplay in the selected dialogues (in all 6 transcripts) was analyzed, with the aim to explore the pedagogic relation, namely how the children used language to understand physical motion and how they were supported by the researcher. The analysis show that some conditions for a pedagogic relation to be created are that the adult uses an inviting approach, which includes directing the child's awareness by framing the phenomenon in focus, directing and reflecting the child's awareness towards her/his use of language as well as asking for the child's own perspective. Qualities of an exploring approach were to speak of the phenomenon 'as', awareness of his/her use of language and the ability to test and develop meanings. The theoretical framework of the paper leans on the intentional expressive approach on the role of language use in learning, with a language view drawn from the later Wittgenstein's language in use.

The paper is a contribution to research on teaching and learning interplay in early childhood and how to support children to proceed and expand their reasoning using an exploring approach to scientific phenomena. Consequences for science education in preschool settings are considered.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D168A

CHAIR: KERSTIN BÄCKMAN

56 PRESCHOOLS AS LEARNING ENVIRONMENT FOR YOUNG CHILDREN AS COMPETENT PARTICIPANTS IN NEGOTIATIONS

T Alvestad

University of Gothenburg, GOTHENBURG, Sweden

The purpose and aim of the study

The purpose of the study is to create didactic knowledge about how the staff in preschools can create a learning environment contributing to the youngest children's active participation in the everyday life of the preschool.

The aim of the study is to contribute to knowledge about how preschool teachers are talking about the preschool as a learning environment for young children, how the preschool staff is planning for such a learning environment, and how the learning environment for young children in preschools is documented.

The present study (Alvestad, 2011) investigates the didactic competence among preschool teachers in relation to the preschool as a learning environment for young children. How are they talking about the learning environment for young children and their negotiations? How are they planning for and preparing for the youngest preschool children to learn and gain practical experiences in the negotiation skills? How are they planning the physical environment as a learning environment for young children?

Theoretical perspectives

For this study the overarching theoretical perspectives that have been chosen are childhood psychology (Sommer, 1997) and childhood sociology (Corsaro, 2002). From once having a viewpoint that children were simply consumers of stimulation, teaching and culture, they are now seen as active producers. They are regarded as producers searching for information and learning, and building their own cultures.

Relevance to Nordic educational research

The study's relevance relates to the development of pedagogical practice among the youngest children in preschools. Through the youngest children's active participation in negotiations in daily life of preschools, the children will be able to experience having a determining role in the preschools. That children are allowed to be active is decisive for learning. It is important for the adults to be able to understand and assess the aspirations expressed by the children through their actions. This in turn implicates that adults can be better prepared to take the role supporting the children's learning of negotiations, as supporting them when they don't manage to reach a conclusion in their negotiations, rather than taking over the negotiations for them.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D168A

CHAIR: KERSTIN BÄCKMAN

180 **TEACHING AND LEARNING GEOMETRY IN PRESCHOOL**

K Bäckman

University of Gävle and Åbo Akademi University, GÄVLE, Sweden

The main aim of the study presented in this paper is to explore how preschool teachers can use everyday life settings as teaching and learning situations. The research is praxis near and a goal is to shed light on teaching and learning geometry in three Swedish preschools. In the Swedish preschool curriculum (Lpfö 98 revised 2010, 2011) it is expressed that preschool teachers will create learning environment that enable children to develop the ability to discern and perceive the relationships between concepts.

In this on-going research the variation theory (Björklund, 2007; Marton et al., 2004; Runesson; 2006) is used as a theoretical and an analytical framework. In this theory, learning always has an object, 'what' and in this study it is geometric figures. The objects are experienced and conceptualized by the children (the learners) in different ways, 'how'. Marton et.al. (2004) describe three types of the object of learning: the intended object of learning, the enacted object of learning and the lived object of learning.

In all, 15 preschool teachers from three preschools are involved in the study. The children are between 1, 5 to 5 years old. In this study the preschool teachers work with variation and contrasts in order to make the object (for example circles) visible for children, and thereby possible to discern. They use fairy tales and children's play with artefacts as pedagogical tools in everyday life. Observations and documentations are methods to have knowledge of the different forms of the object of learning.

So far the findings show that teaching in preschool can be based on a theory of learning where children learn geometry by the discernment of differences and similarities between objects with the help of artefacts in play. The results also show that preschool teachers need knowledge about both the learning theory and the subject. The findings have relevance to Nordic educational research and also in wider areas because it highlights the opportunities for education in preschool; teaching and learning in everyday life.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A405

CHAIR: BJÖRN HAGLUND

322 TEACHERS SUPPORTING ACADEMIC LANGUAGE IN MULTILINGUAL CLASSROOM INTERACTION

Slotte-Lüttge

Åbo Akademi, VASA, Finland

Students' knowledge of the school language is crucial for their success in all subjects. The academic language students meet in subject teaching is more cognitively demanding, more abstract and more context reduced than the everyday language used outside school. This means that teachers, especially in multilingual settings, need to support students' development of an academic language. Language awareness needs to inform all teaching: language is not only used to express knowledge but is also part of the knowledge. Supporting the students' understanding of academic language therefore means supporting their language and their knowledge development. When studying academic language in the classroom interaction, it is essential to pay attention to the support of words and phrases which can be described as common academic vocabulary. This part of the academic language is more demanding than the subject specific terminology, often explained by the teacher or in the textbooks.

The purpose of the study is to discuss how teachers support students' development of academic language proficiency in classroom interaction.

The empirical material used are video recordings from year 8 in Swedish-medium schools in Finland. The study is conducted within the project Skolspråk/School Language (www.skolsprak.fi), a collaboration between The Finnish National Board of Education, Åbo Akademi University and Helsinki University, which aims at developing models and strategies for language support together with a number of Finland-Swedish schools.

The expected results show that teachers use academic language and support the students' understanding of it in different ways: by explaining the words, by topicalizing their own language use, by contextualizing the difficult words - e.g. by relating the school related language to everyday language or to other languages. Analysing the role of academic language in the classroom interaction will contribute to the understanding of language-supported teaching, which is of crucial importance in the increasing multilingual Nordic society.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A405

CHAIR: BJÖRN HAGLUND

32 DISCUSSIONS AROUND TEXTS IN NINTH GRADE NORWEGIAN LANGUAGE CLASSROOMS

Andersson

Department of Teacher Education and School Research, University of Oslo, OSLO, Norway

This paper reports on a study about the creation of discussion around texts in the subject Norwegian language in ninth grade classrooms. The aim is to explore how different texts are used in discussion between teachers and students in language classrooms and to investigate teachers' use of texts in discourses in whole class sessions. The discourses that are of interest are the ones that are more focused on substantial issues and participation by the students' rather than procedural instruction. Good discussions can be recycled into good reading and writing, and it is important for students to develop reading and writing skills that enable them to reflect upon written texts as well as engage in text discussions (Lawrence & Snow 2011). With this in mind; the use of, and conversation around, texts in the classroom becomes essential to students' development of abilities. Students' participation in conversation is also important for fostering student learning and knowledge building in general. This paper is based on video documentation of language classrooms from the PISA+ data material. Analyses of selected episodes will be explored to discuss ways of using texts in the classroom as a starting point for discussions about substantial issues in the texts. Tentative findings indicate that there are discussions around texts taking place in these classrooms, but that little time is spent on discussing the substantial meaning of texts. Results from the PISA test in 2009 indicate that Norwegian students are struggling with academic texts that require accurate reading (Roe & Vagle 2010). These skills may be strengthening through discussions emerging from the text topics.

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NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A405

CHAIR: BJÖRN HAGLUND

153 FROM COMMUNICATING LEARNING GOALS TO ENACTING THE OBJECT OF LEARNING. TEACHERS DESIGNING FOR STUDENT LEARNING

R Sädobom

Jönköping University, JÖNKÖPING, Sweden

Research topic/aim

In this study I'll try to find out, what teachers do in the classroom and how students learn, with help of a theory about teaching and learning. The Swedish compulsory school (14-16 years old pupils), and the whole school system, has been undergoing major structural changes lately with a new curriculum and new syllabus as results. Many of these new documents seem to postulate an obvious path to success in relation to students' increased learning. Yet previous research shows that teachers find it difficult to interpret the targets of the syllabus no matter what the teaching subject is. Possibly there is a lack between teachers' understanding of targets and the achievement of their students. Therefore there is a need of exploring how teachers interpret and realize the targets of the curriculum and how they transform this into educational action. If we knew more we might find possible answers to why students don't learn what is intended.

Theoretical and methodology framework

What is learned is of central importance in this study - also called the object of learning and refers to a capability or a value to be developed in the students - and therefore the variation theory is being used. In this study the object of learning is: "develop understanding for human rights in relation to freedom of expression". The learning study approach serves as a method to build a bridge between theory and practice. Expected conclusion findings: To find out and expand the field of knowledge of what is being possible to learn when you transform targets of learning into objects of learning in social science. Relevance to Nordic educational research: If we want to improve teaching, the most effective place to do so is in the context of a classroom lesson. To conduct research about this area will help us to improve teachers' work which is of importance in every Nordic country.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A412

CHAIR: WIELAND WERMKE

522 (RE)FORMING TEACHERS EDUCATION IN SWEDEN -INITIATIVES AND LEGITIMATION

Andersson

Uppsala Universitet, UPPSALA, Sweden

Teacher education has, since compulsory school was introduced, played a role as an instrument for the state to form and reform the school. But teacher education is not only expected to serve as an instrument of governing the school but is also expected to be adapted to school and be a relevant instrument to govern both the school of today and the school of tomorrow. In Sweden teachers education has been reformed repeatedly through governmental initiatives. In my thesis I intend to highlight this dual and complex governing relationship between school and teacher education as it is expressed in governmental policy. This is done by two sub-studies, the first intends to give a more general picture of governance of teacher education and the relationship to school in this governance. The other sub-study intends to show more specific aspects of the same issues by analyzing government initiatives for the introduction of IT in teacher education.

In the paper I present a part of my PhD-study in which I aim to develop knowledge of the governing of school and teacher education. More precisely I am interested in how teacher education forms and reforms in policy context, with particular focus on how teacher education is related to school in policy texts. I analyze written government directives for the reforming of teacher education from years 1950, 1962, 1974, 1997 and 2007. These texts are analyzed in the software NVivo, in which I categorize and group the arguments expressed about forming and reforming teacher education. Theoretically the frame factor theory and Douglas concept "Thought styles" has played an important part in the study.

The analysis shows, among other things, that the tendens is that when earlier directives legitimize reformation of teacher education mainly as a way of developing the school, the latest directive almost entirely focus on how to adapt teacher education to the school and legitimate reformation by referring to the shortcomings in the education for teachers.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A412

CHAIR: WIELAND WERMKE

210 CONTEXTUALISING TEACHERS' PROFESSIONAL AUTONOMY IN TIME AND SPACE

W Wermke, G.H. Höstfält

Stockholm University, Dept. of Education, STOCKHOLM, Sweden

In recent years, the teaching profession has been given increasing attention. In international research, as well as in politics, the teaching profession is now seen as an important facilitator of effective schooling. The idea that the teaching should be transformed to a profession of reflective, self-determining, life-long learning practitioners with high professional autonomy has been disseminated by international organisations such as UNESCO, EU or OECD, and through conferences and educational research. This results in a notion of an internationally "universal" teacher.

However, this universal view does not take into account the impact of national and historical contexts on the teaching profession. This paper aims to develop a model for comparing different forms of teachers' professional autonomy in different national contexts and at different times. Understanding and explaining the collective behaviour and beliefs of teachers requires a theoretical approach that relates the imperatives and constraints of their pedagogical practice to their work in a state-regulated organisation such as a school. This creates an environment of tension for teachers to work in. Drawing on a governance perspective and building on considerations of curriculum evaluation, the contribution argues that teachers' autonomy is a crucial factor that has to be conceptualised in its national and historical context. It presents an examination of the teaching profession from both an individual and a collective perspective: the concept of professionalism represents the former and professionalisation the latter. In both dimensions, teachers' autonomy, provided by curriculum evaluation, can then be regarded as both extended and restricted, but not necessarily at the same time. This perspective enables to discuss different forms of autonomy (with restricted/extended autonomy in professionalism/professionalisation) in relation to each other. To support this idea, the contribution assesses this model using findings from studies on the teaching profession in different national contexts and from a case study of the Swedish teaching profession in a historical perspective. In this way, we examine the model's empirical usability.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A412

CHAIR: WIELAND WERMKE

465 QUALITATIVE AND MIXED METHODS IN EDUCATIONAL EVALUATIONS

Davíðsdóttir¹, Lisi²

¹University of Iceland, REYKJAVIK, Iceland

²Central Connecticut State University, HARTFORD, CONNECTICUT, United States of America

Many methods are possible when conducting educational evaluations. The most popular method is probably using questionnaires in order to collect a quantity of information in one fell swoop. There is nothing wrong with that method. However, in order to conduct a more in-depth analysis of what is going on in the school in question, qualitative methods may be as appropriate. The authors of this study have conducted a longitudinal study of internal evaluation practice in five schools over a period of ten years. Questionnaires have been administered four times during this period of time. Qualitative methods have been applied as well. Meetings with evaluation teams have taken place twice per year in the form of focus groups which have been recorded. Workshops have been held for those teams several times. First, the method of doing educational evaluations was taught. Over time, there have been requests for teaching other skills, such as action research methods. Some of those meetings have been with all the teams together in order to share their experience. Then, workshops have been held for the purpose of teaching the requested skills. This process has been recorded. The teams have shared results from their research in their schools, encouraging deeper discussions on teaching and learning than before. Meetings have been held once or twice per year with the school leaders together, in order to create a network of schools working together. There, results of data collection have been shared and input from the leaders has been recorded. In addition, data from the schools on their evaluation activities has been recorded. What is obtained with quantitative data collections is much better understood when it can be put into context with qualitative methods. Generally, it seems that what applies to educational evaluations is similar to what applies to evaluation in general, that the correct method for collecting data is contingent upon the evaluation questions. Some questions are best answered using quantitative data; others are better answered with qualitative data or mixed methods.

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D165

CHAIR: LILI-ANN WOLFF

201 WHAT IS DISTRIBUTED AND WHAT IS DONE? - TEACHER TEAM LEADERSHIP IN SWEDISH SCHOOLS

Liljenberg

Sociologiska institutionen Göteborgs universitet, GÖTEBORG, Sweden

The aim of this contribution is to present preliminary results from an ongoing study on which leadership functions are distributed to teacher team leaders and related to this, what teacher team leaders actually do. The research is conducted in the Swedish school context. The paper also aims to discuss the possibilities teacher team leaders have to fulfill their assignments from a structural and cultural perspective.

The school is seen as a local organization and the leadership is viewed as an organizational quality. Complementary with this, a distributed leadership perspective is used as a lens for examining teacher leadership. The distributed leadership theory is supplemented with structural and cultural perspectives in organization theory. As a methodological approach a multi-site case study is used. The study includes three compulsory schools where distributed leadership is perceived as implemented. In the study, teacher leadership is examined from the teacher team leader position in teacher teams and development teams. Data is based on document analysis of assignment descriptions, observations of formal meetings and semi-structured interviews. Observations and interviews have been descriptively coded and analyzed with within- and cross-case analysis.

Preliminary results from the case study indicate that a wide range of leadership functions are distributed to teacher leaders by principals and in assignment descriptions. Further on, inconsistency is discerned between what is formally distributed in assignment descriptions and what principals actually distribute to teacher leaders. This leads to teacher leaders not acting in accordance with assignment descriptions. This non-conforming outcome is discussed on the basis of structural and cultural prerequisites.

According to current Nordic and international research, a distributed perspective on school leadership is viewed as an important factor for school development. However research about teacher leadership in a Nordic context is limited. This makes the study important for further development within the field of school and teacher leadership. By focusing a distributed leadership practice within the compulsory school this paper connects well with the Educational Leadership network.

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D165

CHAIR: LILI-ANN WOLFF

225 SCHOOL LEADERSHIP - A PRACTICE BETWEEN ART AND SCIENCE? TRACK: EDUCATIONAL LEADERSHIP

EJ IRGENS

NTNU, TRONDHEIM, Norway

Background

"After years of seeking these Holy Grails, it is time to recognize that managing is neither a science nor a profession; it is a practice, learned primarily through experience, and rooted in context" (Henry Mintzberg, 2009, p. 9).

Managing is certainly not a science, Mintzberg concluded after having observed a number of managers: "Managing is not even an applied science, because that is still science" (10). Managers do certainly apply knowledge they may get from science, following Mintzberg; and they analyze in a tradition rooted in the scientific method. However; effective managing relies more on art, Mintzberg held forth: Art draws on intuition and may result in insights and vision. But to Mintzberg, managing is first of all a practice: "Put together a good deal of craft with the right touch of art alongside some use of science, and you end up with a job that is above all a practice" (10).

Research Topic

In this conceptual article I will discuss how art and science as ways of knowing together may contribute to good leadership practice. I will do so by drawing on neurobiology (Bechara & Damasio, 2005; Dalgleish, 2004; Damasio, Everitt, & Bishop, 1996), philosophy (Cassirer, 1944), as well as studies of experts (Schön, 1987, 1991; Berliner, 2004; Dreyfus and Dreyfus, 2005). I will relate my discussion to dilemmas that many school leaders report that they are facing in their daily practice, where they often find themselves caught between quite opposite expectations. On the one side there are expectations from politicians and school owners, on the other there are expectations from teachers, parents and students. These expectations are often hard to amalgamate. The expectations from politicians and school owners are often related to governance, and frequently tend to take quantitative forms related to goals and summative evaluations. The expectations from teachers, students and parents seem to have a more qualitative propensity, related to the ongoing process of everyday schooling. In my article I will discuss how a pragmatic knowledge built on science as well as art may help school leaders tackle such contradictory expectations.

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D165

CHAIR: LILI-ANN WOLFF

79 SEARCHING FOR MY LEADERSHIP PROFILE

KA Halvorsen¹, S Skrøvset²

¹Programme for Teacher Education, NTNU, TRONDHEIM, Norway

²Institute for Teacher Education and Pedagogy, UiT, TROMSØ, Norway

Approximately 60 Norwegian school leaders are about to finish a 30 credit school leadership course whose objective it is to improve their leadership capacities and prepare them for studies at master degree level in school leadership. The course is commissioned by the Norwegian Directorate of Education and delivered by the Norwegian University of Science and Technology in collaboration with the Universities of Tromsø, and Nordland and the university colleges of Nord-Trøndelag, Sør-Trøndelag and Volda. The course is described as action, knowledge and value based, facilitating collective learning processes as well as individual development. Similar courses are being delivered by five other institutions.

Students are subject to portfolio assessment. Their portfolio contains four texts of different formats. In our paper we will analyze text number four which is titled Searching for my leadership profile. The students have been asked to analyze themselves as school leaders focusing particularly on their leadership journey throughout the course and the challenges they face as leaders related to their workplace backgrounds and themselves as individuals.

Using Henry Minzberg's three poles of managing, viz. science, art and craft, as a theoretical framework we will analyze the student texts with the following questions particularly in mind:

- What do the students say about their leadership profiles and challenges when they started the course? Here we can also draw on brief profile sketches submitted by the students at the very beginning of the course.
- In what ways have the students been influenced by the various elements comprising the course? We will be looking for explicit and implicit comments on the various elements comprising the course and their consequences for perceived learning outcomes and leadership development.
- How do the students see their leadership challenges at the termination of the course?

Theories of transactional, transformational and instructional leadership as well as distributed leadership will be helpful in analyzing the students' own descriptions of their leadership profiles.

We anticipate that our analysis will provide valuable insights into the school leaders' conception of themselves as professionals and their needs with regard to professional development.

NETWORK 7: EMPIRICAL RESEARCH ON VALUE ISSUES IN EDUCATION

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D219

CHAIR: ROBERT THORNBERG

421 THE ADOLESCENT'S EXPERIENCE OF LONELINESS AND IT'S ASSOCIATIONS ON THE CLOSING DOWN OF SCHOOLS

A Rönkä, A Taanila, A Rautio, V Sunnari

University of Oulu, OULU, Finland

Loneliness is a multidimensional experience, which is inherent, cross-cultural and universal part of the human condition. For some individuals the experience of loneliness becomes a chronic condition, which poses a threat to one's individual psychosocial functioning, mental health and well-being. The prevalence of loneliness is getting higher; rise of individualism, loss of communality and the less stable family structures seem to increase the experiences of loneliness. These issues are often linked with urbanization and depopulation of villages which contribute to school closures; in Finland 100 schools been closed down every year. When schools are closed down, students face many changes and pressures - they might experience loneliness in their new school environment.

The aims of this study are to analyze the existence of, and gender differences in, experiences of loneliness in Northern Finland Birth Cohort 1986 (n=9479). Secondly we examine the loneliness experience in the context of school closures and separately, the loneliness of students who experienced school closure.

Much of loneliness research has been done in psychiatry and psychology within three theoretical traditions; social need, cognitive and behavioral/personality traits theories. We consider these theories too narrow and thus more multidimensional approach is needed. The study is based on the theory by Shelley Hymel and co-workers, according to which, loneliness is constructed from cognitive, contextual and affective dimensions of the experience. Methodologically the study is quantitative and the used method is statistical analysis.

According to the preliminary results 279 (4,3% out of n= 6417) of the adolescents were defined as highly lonely. Girls were much lonelier than boys. Out of those 279 highly lonely adolescents, only 46 were boys whereas 233 were girls. It is notable that 479 (7%) had no friends at all and 24% (1629) stated that they had only one close friend. The loneliness experience did not varied in different residential areas; there were relatively as many lonely in the cities as in the countryside. Those who experienced the school closure were socially lonelier than those who did not.

NETWORK 7: EMPIRICAL RESEARCH ON VALUE ISSUES IN EDUCATION

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D219

CHAIR: ROBERT THORNBERG

233 DELIBERATIVE COMMUNICATION AS A MODEL FOR TEACHING: CAUSAL EFFECTS AND CAUSAL MECHANISMS

K Andersson

Department of political Science University of Gothenburg, GOTHENBURG, Sweden

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 argued causal effect proposed by proponents of deliberation is weak.

The aim of my dissertation project is to empirically test if deliberative communication as a model for teaching enhances knowledge and democratic citizenship among pupils. A field experimental study was carried out in a civics course (samh  llskunskap A) in Swedish upper secondary school during the first semester in vocational programs and programs preparing for ensuing studies. The results indicate some support for the hypothesis derived from deliberative theory. However, the most interesting result - opposing previous research - is that pupils in the vocational programs in Swedish upper secondary schools are the ones most favoured by deliberative communication. These results contrast earlier results from empirical studies, using survey data, arguing that deliberative communication is an elite teaching model, useful only in upper secondary school programs preparing for ensuing studies.

Since adequate explanations should include accounts of both causal effects and causal mechanisms this paper present preliminary results from a complementing observational study made after the experimental study. The observational study was carried out in a civics course in a vocational program in upper secondary school with the same design as the field experimental studies. By using the method of process induction, which involves inductive observation of casual mechanisms and heuristic rendering of these mechanisms, I identify explanations to why pupils in the vocational programs are favoured by deliberative communication as a teaching model. These mechanisms are presented as hypotheses for future testing and argued to have the potential to explain some effects found in the experimental study.

The presentation will be in Scandinavian language.

NETWORK 9: GENERAL DIDACTICS

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A104

CHAIR: SILWA CLAEISSON

422 TO BREAK AND ENTER THE HARD CORE OF SOCIETY

Nordmark

Mälardalen University College, NORRKÖPING, Sweden

The topic of this paper is to show how some of the concepts, and thus logic, of society is established in Swedish civic education textbooks through past two decades. The issues discussed here is part of my dissertational research on how society gains meaning as both abstract form and concrete empirical object in written teaching material. Through in depth text analysis a few overarching discourses on society appear to be prominent. By showing how society is empirically delineated as 'thing' with a center and periphery, and the individual as a possible parttaker of this envisioned material object, these discourses establish themselves as natural explanatory devices for an all encompassing explanation of society 'as a matter of fact'. Yet this way of describing society depends on an imagined, thus abstract position where both the text and the supposed reader can somehow linger outside the social world. The analysis is made on the assumption that texts deemed normative, on the contrary, cannot establish an all encompassing concrete and present inside - 'as a matter of fact' - without also establishing an outside reduced to an abstract absence. This assumption rests on the theory of deconstruction, mainly promoted through the work of Jacques Derrida. Analysis inspired by deconstruction has in eg feminist research been helpful to uncover racist and sexist discourse, by denouncing the image the white western male as an unreflected - 'as a matter of fact' - representation of reason and objectivity. I argue that civic textbooks sometimes in the same way put the concept of society as an unreflected centre of the world, reducing the concept of student to a mere abstract position from where one enters the hard core object of society. Through the same logic that reduces the 'absent' concepts of eg woman and immigrant in relation to reason, the concept of student risks reduction in relation to society. This undertaking shall be seen as part of a larger discussion on how to understand the relation between socialisation and subjectification through democratic education.

NETWORK 9: GENERAL DIDACTICS

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A104

CHAIR: SILWA CLAEISSON

11 DANISH STUDENTS' LEARNING STYLES COMPARED WITH THEIR TEACHERS' IN UPPER SECONDARY SCHOOL - A MISMATCHED COMBINATION?

LG Boström

Mid Sweden University, HÄRNÖSAND, Sweden

This study compares teachers' and students' learning styles profiles at the two major orientations (vocational and academic programs) in secondary high school in Denmark, to explore differences and similarities. The study involved 30 secondary school teachers and 152 high school student. The learning styles assessment PEPS was used to identify 20 different traits. Five groups were compared and analyzed by using F-test and analysis of variance, ANOVA. The research questions were as follows: to what extent are differences in learning styles between teachers and students and between the two study areas? The statistical analysis showed that the teachers have a greater need for warm temperature, and are more conformity compared with the students. The students have more need for structure, are more group-oriented, are more tactile, need more intake and movements and are more alert in the afternoon, compared with the teachers. The four student groups show some statistically significant differences between them. The vocational students differ more from teachers than their academic peers. The results are of value for people involved in the planning of teacher education, practicing teachers and students themselves. It is a critical skill for teachers to understand their own teaching style and students' learning styles in the mission "a school for all". The results indicate the need for expanded educational strategies and an in-depth didactic discussion of the practical activities.

NETWORK 9: GENERAL DIDACTICS

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A104

CHAIR: SILWA CLAEISSON

488 HISTORY STUDENTS THINKING ALOUD WHILE ANSWERING QUESTIONS

Rosenlund

University of Malmö, MALMÖ, Sweden

The aim of my research is to investigate what processes students of history use when they answer different kinds of questions and assignments. The research questions are:

- What perspectives do students use when they answer questions and solve assignments?
- Is the choice of perspectives influenced by the way the question or assignment is constructed?
- Is there a relation between the perspectives used and the kind of history courses the students have attended?

The foundation of the theoretical framework has been laid in a licentiate thesis (Rosenlund 2011). A review of recent research in history education (i.e. Stephane Levesque 2008, Lee & Howson 2009, Barton 2009, Englund 2007) results in the identification of three areas relevant to history education; the nature of historical knowledge, the content of history education and finally the temporal starting point of history education. In each of these three areas history education can be handled from two different perspectives. These areas and perspectives need to be operationalized and developed into coherent models in order to be useful instruments for finding the perspectives used by the students. This area will be elaborated in the paper. There are models in the anglo-saxon research of history education that could be used in order to develop such a useful theoretical instrument (i.e. Shemilt 2009, Lee & Howson 2009). There are also models in the German history education research that can be useful (Rüsen 2004).

The method used will be thinking aloud protocols (Ericsson 2006). 18 students will be asked to think aloud as they answer questions and solve assignments history. The method can be useful in order to find out what cognitive processes are used. Thinking aloud protocols have been used in research of students handling of historical sources. (i.e Wineburg & Schneider 2010).

The results, on which I as of now do not want to speculate on, will be of relevance to educational research in general and more specifically, assessment research. That is because there is little information on how students think when they answer questions and solve assignments in history and adjacent subjects.

NETWORK 10: HIGHER EDUCATION

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D174

CHAIR: MARIA LÖFGREN MARTINSSON

15 JOINT LEARNING BY JOINT WRITING BETWEEN HIGHER EDUCATION AND WORKING LIFE

E Ora-Hyytiäinen¹, E Odgaard², L Sloth³, L Astala⁴

¹Laurea University of Applied Sciences, LOHJA, Finland

²Lillebaelt University College, VEJLE, Denmark

³Lillebaelt Hospital, VEJLE, Denmark

⁴Helsinki and Uusimaa Hospital District, Lohja Hospital Area, LOHJA, Finland

Research, development and innovation work in cooperation between working life and higher education combines their knowledge, creativeness and resources. The participating communities of practice, professionals in working life organizations, students and teachers of higher education have a possibility to learning and professional growth. Writing in R & D projects means usually that the project group or subgroup or individuals are writing afterwards. The experienced benefits of joint writing in cooperation between working life and higher education are presented as possibility to reach deeper understanding about chosen phenomena and the concepts. The process of joint writing includes participators, strategy of joint work, writing strategy, roles and tools, definition of the meaning, style and language. Joint writing is a joint learning process, where participants are creating new knowledge and competence.

The aim of the paper is to discuss the theoretical assumptions of joint writing. The aim is also to describe a joint writing process between three health care organizations and two higher education organizations from two countries. The partners were planning the joint research, development and innovation project of developing patient-centred clinical communication and e-services. Their geographical distance meant using e-tools; CSCW to the joint work. The joint writing was defined as a central tool for joint work in all phases of the project. It was also defined as a tool for cooperation between individuals taking part in the project.

This paper describes the phases of a process of joint writing between the individuals presenting working life and higher education. It includes a proposal of writing form and style of language presenting knowledge created closer it's application. In joint writing process participating individuals can be all participators of the project; professionals from working life and higher education students. The writing process seems to benefit the process and results of the development work.

Relevance to Nordic educational research

The paper is discussing how an old tool can promote joint learning and professional growth in international cooperation between higher education and working life.

NETWORK 10: HIGHER EDUCATION

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D174

CHAIR: MARIA LÖFGREN MARTINSSON

336 DIGITAL STORYTELLING - BETWEEN THE SUBJECTIVE AND OBJECTIVE DIMENSIONS OF 'BILDUNG'

T Nordkvelle, Fritze, O Haugsbakk, Gran

Lillehammer University College, LILLEHAMMER, Norway

The relationship between the students' encounter with the taught subject and the insights and components of that subject is dynamic and interactive. When students engage with the creation of meaning and understanding of a subject content, it may be described as a refraction between the objective and subjective side of the process of "Bildung". However, in higher education, the convention is that the subjective and personal dimension of learning is to be kept back and hidden, and the style of writing and expressing subject knowledge is to be presented in genres that are "scientific" e.g. by the use of essays and reports where the "objective" side of knowledge is expressed.

In this paper we wish to present "Digital Storytelling" as a method that requires the students to tell a personal story through the use of words, images and sound. Our project will point out strengths and weaknesses of this method as to how it mediates valid knowledge about the subject's objective dimension along with the personal and meaning making process (its subjective dimension).

To research this question we will look into how students of media pedagogy solve their task of producing a "digital story" and how they reflect on this process, with particular focus on their reflection on the relations between the "subjective" and "objective" dimensions. We will employ methods like film analysis, discourse analysis and interview.

The paper will be based on theories from areas like media education, mediatization, reflective writing and experiential learning.

The expected outcome of the project is to identify "reflective learning" expressed in their multimedia presentation and to compare those with expressions of reflexivity in their "reflective paper". We expect that students will find it a complex matter to formulate how they mash the personal with the subject matter, and that digital storytelling as a method promotes processes of making learning in higher education to a more personal experience. We will also suggest as to how and when this method may be appropriate to use in the context of higher education in the Nordic countries.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A414

CHAIR: KIRSTEN LAURITSEN

269 THE PRESCHOOL OF DIVERSITY

Elvarsdóttir

University of Iceland, ÁRDALSTANGEN, Norway

This project focuses on an action research related to my work as director of special education in preschool. The project focuses on how to make special education part of the normal aspects of daily activities in Sólborg preschool. By normal aspects of daily activities, I refer to how special education and services for children with special needs was made part of the everyday quality work carried out in the preschool, instead of an isolated factor where I worked with children in private lessons.

The main purpose of the project was to find ways to address special needs training through play and through daily work. Children who need special education are children who need additional instruction and / or support in the preschool, whether it is for reasons that a child needs stimulation due to some kind of disability or because of other reasons. It may also be that children need help with language development, speech or pronunciation.

In this paper I examine the concept of inclusive education, both theoretical concepts and how they appear in international agreements, laws, regulations, and Icelandic curriculum. I integrated together ideas about inclusive schools and the concept of multicultural education, for both of these trends emphasize the idea that children shall be full participants in all school activities.

The results of this project strongly suggest that it is possible to achieve the goals of individual children in special education, in groups, through play and through daily activities in the preschool. Furthermore, the new form of special education turned out to be very enjoyable for everyone involved, both children and myself. It also became clear very soon that more children benefited from special education, since I was able to involve more children in special education training, children who normally did not receive any special training. In addition my new working methods in special education became useful for the other teachers and as a result they sought more to me than before on issues concerning children who were in special education.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A414

CHAIR: KIRSTEN LAURITSEN

149 INCLUSION IN KINDERGARTEN IN A TIME OF SOCIETAL CHANGE

A Arnesen, KA Solli, R Andresen, AS Larsen, T Kolle

Østfold University College, Faculty of Education, HALDEN, Norway

This paper is reporting the conclusions from a NRC-funded project on inclusion in kindergarten with reference to children with disabilities (2008-2012).

The project encompasses six sub-projects, investigating various aspect of inclusion/exclusion and inclusive processes through analyses of the dynamic interplay of political, institutional, relational and ethical dimensions. The project has used a multi-method approach, including quantitative and qualitative methods, studies of policy documents, institutional ethnography, observations, interviews. Informants have been personnel in kindergarten.

The ECEC sector is under transformation in ways that influence inclusion policies and practices. The political rhetoric regarding inclusive community is ambiguous. The principle is accepted across political party lines. However, other issues of educational policies seem to contradict the very intent of the holistic and inclusive kindergarten; in solving social inequality and secure childrens' school success, kindergarten has to a greater extent become an instrument to schooling, with more time being used for detecting problems, reporting, mapping and preparing the children for school.

The personnel in kindergarten associate inclusion with friendship, belonging, good relations and participation. They make serious efforts to include children with disabilities and those who are seen as challenging, but they experience that increasing claims of documentation, economic cuts and bureaucratic procedures, are felt to represent obstacles.

Most of the children with disabilities, get special educational provisions in ordinary kindergartens. However, more children are reported and an increasing number are placed in special units in the last ten years.

Processes of inclusion and exclusion that are working through the social relations, by bodily manifestations through gaze, touch and through presence and distance in the various social communities, have shown to be significant.

There are variations between ECEC in the Nordic countries, but across differences, there is in an international context, reason to speak about a Nordic model. The Nordic model is based on a holistic view on childhood and ECEC. However, the Nordic model is under pressure by the requirement of the knowledge society, which tend to blend neoliberal reasoning into early childhood policies and practices, with technologies of mapping, early intervention and preparation for school in their programmes.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A414

CHAIR: KIRSTEN LAURITSEN

399 **TRANSITION TO UPPER SECONDARY SCHOOL - STORIES FROM STUDENTS' WITH EXPERIENCES FROM THE INDIVIDUAL PROGRAM**

Andersson

Malmö university, MALMÖ, Sweden

Research topic/aim

Many students do not succeed in getting the grades to get into a national program in upper secondary school. The main focus in this paper is the students' experiences of transition from compulsory school to upper secondary school via the individual program.

Theoretical framework

Transitions from and within school systems can be difficult especially for special needs students (Myklebust, 2010). In this study special needs is defined in a broad way, as students who by the school or by themselves is defined as having difficulties. The theoretical and methodological starting points are in a social constructionist tradition (Berger & Luckman, 1966).

Methodology/research design

Data were constructed through life history interviews with ten students who talked about their school experiences. Analysis of narratives from following themes were made; meetings/ the relation between teacher and student/ the relation between students.

Expected conclusions/findings

The main findings in the study indicate that schools have difficulties in handling the diversities of students, especially in transitions between school systems. Often the students experience that they, themselves, have to find ways of handling their sometimes complicated situation. Other findings are that students experience that the teachers are important for their possibilities of succeeding in school. The relation between the student and the teacher is highlighted in the stories. The students experience that teachers they have a good relationship with were worthwhile listening to but the students also experience school failure because they do not come to the classes when the teachers are not interesting enough. New questions, in my coming research, can be raised whether a good relation between student and teacher may improve the presence in school and thereby change failure into success.

Relevance for Nordic Educational research

The study is of relevance as it may contribute to develop schools ability to handle the diversity of students, especially in upper secondary school. The findings also raise questions about teachers' relational approach to their students and what may come out of it in relation to success in school. This is something for teacher education to have in mind.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A200

CHAIR: CHRISTIAN HORST

379 **BECOMING MULTILINGUAL - BRIDGES AND BARRIERS TO CHANGE IN A MONOLINGUAL HIGH SCHOOL**

G Smyth

University of Strathclyde, GLASGOW, United Kingdom

This paper draws on ethnographic work conducted in a high school in an economically deprived area of Glasgow, Scotland. The school demography changed significantly in a short period of time due to the housing of asylum seekers in the school catchment area. A previously monolingual school turned into a school where the pupils had almost 20 different language backgrounds and came from ethnicities and cultures previously unknown in the community.

The paper will explore two periods of change in the life of the school (2001 - 2005 and 2007-2009) and how structural and institutional processes enabled or disabled positive self image and well being among the pupil population. The initial change came with the new pupil intake when the school staff were enabled and encouraged to find new ways of working and promoting learning. The second change came with the introduction of a new curriculum coinciding with management change and funding cuts.

The case study approach involved observation, field notes, interviews with staff and pupils and documentary analysis.

Ladson-Billing's and Gay's work on culturally responsive pedagogy are used to explore pedagogical practices in the school during both periods. Bourdieu's concepts of habitus and field have been useful for considering how teachers responded to change while his constructs of 'capitals' have been utilised to consider how pupils' existing social and cultural capital was utilised and developed or not in order to provide a successful educational experience.

The impact of performativity on the school will be examined as a constraining factor on promoting social justice and the sustainability of previously good practice with multilingual pupils.

While the case study was conducted in Scotland the relevance of the work is much wider in a global educational context of changing school demographics and increasing performativity.

Please note if this abstract is accepted we wish to present in a joint session with Lauritsen, Ragnarsdottir and Gagne.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A200

CHAIR: CHRISTIAN HORST

131 CASE STUDIES IN DIVERSE SCHOOL SETTINGS IN FOUR COUNTRIES: THE CASE OF AUSTURBÆJARSKÓLI

Ragnarsdóttir, B Hansen

University of Iceland, REYKJAVIK, Iceland

In times of extensive migration and globalization, the diverse experiences, knowledge, cultures, languages and religions of teachers are important for diverse school communities. Principals face the task of leading increasingly diverse schools worldwide (Lumby & Coleman, 2007; Ryan, 2003) and according to Bartolo & Smyth (2009) diverse teachers are important as role models for these schools' diverse students. This challenge also applies for Iceland as well as other Nordic countries. As a result of growing immigration in recent years, schools in Iceland have become increasingly diverse in terms of languages, cultures and religions of students and teachers.

The paper introduces the findings of a case study of Austurbæjarskóli, a compulsory school for pupils aged 6 to 16 in Reykjavík, Iceland. Austurbæjarskóli is one of many schools where ethnic, linguistic and religious diversity has been regarded as a value for students and staff, bringing new dimensions and dynamics into its school culture. In addition, it has served as a model school in multicultural education and taken part in a development project on multicultural education. The study was conducted in 2010-2011. Data collection was based on interviews with the principal, and a number of teachers. Data was also collected from policy documents and evaluation reports. Some of these documents and reports included findings of surveys concerning issues relevant to the school.

The aim of the paper is to illuminate how leadership, pedagogy and home-school collaboration, among other features of Austurbæjarskóli, actively build on diversity and to shed light on the development of a school culture where diversity is seen as a valuable feature. Based on the typology of Hargreaves (2003), the main findings indicate that this multicultural school can be seen to possess the features of a "collaborative culture" with staff sharing the values of co-operation and developing a rich learning environment for all students, irrespective of race, language or ethnicity. The challenge of Austurbæjarskóli is accordingly to sustain its collaborative culture in the near future.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A200

CHAIR: CHRISTIAN HORST

304 CASE STUDIES IN DIVERSE SCHOOL SETTINGS IN FOUR COUNTRIES: AN INCLUSIVE SECONDARY SCHOOL IN CANADA

KH Gagne

University of Toronto, TORONTO, Canada

My paper introduces findings of research conducted in an inclusive secondary school with a very diverse student population in Toronto, Canada. Various facets of this school will be described to demonstrate how social justice is enacted and how the diverse learners are empowered. The teaching strategies, program strands, extra-curricular activities and learning environment contribute to making this secondary inclusive. My paper also presents some of the tensions and areas for improvement. The methodology includes interviews with students and teachers as well as observation in the school.

I have used two theoretical frameworks to analyze and interpret my data. This first is Thomas and Collier's (1997) Prism Model based on the findings of a longitudinal study that suggest the following program features lead to the academic achievement of minority language students: 1) cognitively-complex grade-level academic instruction in the students' first and second languages; 2) interactive learning strategies such as cooperative learning and thematic units, and 3) a socio-culturally supportive environment for learning in two languages.

The second is Freeman and Freeman's Keys to Academic Success (2002) which identifies four components essential to the minority language student's long term academic achievement, language acquisition and overall feeling of belonging.

The interviews with immigrant as well as Canadian born students suggest that teachers need to play a more active role in helping them to interact and learn together harmoniously. The teacher interviews suggest that they find addressing the needs of the large number of immigrant students overwhelming at times.

The data reveal that, because of the wide range of first languages spoken by the student body, teachers do not use these languages to facilitate learning English. However, the multiple academic program strands and rich extra-curricular offerings combined with innovative teaching strategies go a long way to ensuring the success and sense of belonging of students.

I am a member of the Diverse Teacher for Diverse Learners Network whose activities are funded by a Nordforsk Grant. I have been collaborating with colleagues in various Nordic countries for several years including presenting at conferences and co-editing a collection of articles on multicultural education and teacher development.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A200

CHAIR: CHRISTIAN HORST

99 CULTURAL DIVERSITY AND THE DAY-CARE CENTER - A NORWEGIAN CASE STUDY

Lauritsen

University College of Nord-Trøndelag (HiNT), LEVANGER, Norway

The aim of this paper is to present new knowledge on processes that create identity and belonging for children of different cultural backgrounds in two Norwegian day-care centres. The focus of the study is primarily on the staff's professional conduct and the objectives of the dcc, paying particular attention to exemplary work in terms of social justice and empowerment for diverse learners and addressing research questions such as how cultural diversity is handled in the dcc: How does the professional practice of different categories of staff (teachers, assistants, and bilingual staff) contribute to constructing a space for children as diverse learners in the day-care centres? How does the staff's concepts of cultural diversity in the day-care centres interact with the diversity in cultural background of the children and what room does this give for the children's identity constructions, for social justice and an equality-based participation?

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A130

CHAIR: SUNNY LAU

390 THIRD SPACE. AN ACTIONABLE CONCEPT IN EDUCATION?

T Storfors

School of ECC, Mälardalen University College, ESKILSTUNA, Sweden

Postcolonial perspectives are common in many different research fields, even though they are regarded as complex and comprehensive. Also, in the research field of Education aspects of postcolonial theory are frequently more and more used. This paper will connect to some of these discussions by exploring the concept of Third Space, which is a common and widely used concept in both Postcolonial Studies and Cultural Studies.

In this paper, I will explore how the concept of Third Space can become an actionable concept in education. As a point of departure I will first discuss different meanings of Third Space in general. From this point I turn to the work of Homi K. Bhabha in order to reach a more specific meaning of the concept of Third Space. This specific meaning concerns question of ambivalence, representation and translation. In education, Third Space therefore touches many different discussions. All of these debates cannot be addressed in this short paper. Third Space will be scrutinized in relation to two discussions: democratic education and teacher and pupil encounters. I conclude this paper with some thoughts of how Third Space can become actionable in education, by its specific meaning of ambivalence, representation and translation. Hence, this presentation contributes to the discussion of democratic education within the field of philosophy of education and within Nordic educational research.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A130

CHAIR: SUNNY LAU

218 THE NECESSITY OF THE THIRD - TOWARD A POLYCULTURAL EDUCATION

Månsson

Mälardalens University College, ESKILSTUNA, Sweden

This paper explores, in a philosophical manner, the necessity of the third within the context of multicultural education. Even educational initiatives promoting diversity and multicultural education have in some ways become alibis for avoiding discussion of the third and the recognition of its presence in the ordinary life of education, teaching and learning. The aim of my analysis is not to move beyond the ambiguities of alterity, plurality and multiculturalism, but to remain in the ambivalence that ambiguity constructs. As a point of departure, I start in the religious thoughts of Georg Simmel and his understanding of religion as an expression of a plural society, a mixture of communication and conflict. From this 'polytheism of values' I turn to Michel Maffesoli's discussion on polyvalence and puissance, which entails a radical rethinking of multiculturalism since it rests on the presence of the third, 'the enemy of dualism', since it represents the impossibility of perfection. Through this line of thought, I offer a critical perspective to the belief that without the third education reduces to socialisation that initiates the subject to one tradition or one set of social conventions, rather than a polycultural place where its inhabitants are sharing the same world, but yet remain different from each other. Hence education becomes something like an exercise in power, where different cultures are living side by side without any interaction, embracing a form of multicomunitarian society. Instead of construe our lives with the third as a problem, that has to be reduced to the same or kept at bay, we would do better by sharing the world with the third as a quest for humanity. This might be a difficult endeavour since living with the third means living with some one that is not me, and will never be, but is this not precisely the challenge education faces in a polycultural world? The perspective offered in this presentation ought to be considered as a critical contribution to the discussion about cultural exclusion and social marginalisation within Nordic educational research.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A130

CHAIR: SUNNY LAU

52 THE CULTURE OF THE OTHER: INTERCULTURAL EDUCATION AND THE REPRODUCTION OF A COLONIAL IMAGINARY

R Aman

Linköping University, LINKÖPING, Sweden

This paper scrutinizes how the discourse on interculturalism unfolds in the rapidly growing discipline on the subject by analyzing how it is produced in a local context - a university course. Interculturalism refers to interaction between cultures and the importance of fostering and guiding such relations, whereby educational courses on interculturalism becomes the primary instance to fulfill the ambition of governing bodies (e.g. EU, UNSECO) by shaping subjects with desired competences to enact in a culturally diverse world. Based on an empirical material comprised of semi-structured interviews with an ensemble of students who successfully have completed one of these courses on interculturalism, the paper develops a critical interrogation of those core ingredients, meanings and definitions which the students attaches to interculturalism. With interculturalism presupposing cultural diversity, I will illustrate the ambivalent nature of executing cultural boundaries and the risk of appropriating coloniality in the quest to rhetorically legitimize interventions in the name of modernization and social development.

NETWORK 15: LITERACY RESEARCH NETWORK

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D168D

CHAIR: HELLE PIA LAURSEN

220 BOYS WRITING TEXTS IN GRADE THREE - FOCUS ON GENRE EXPERTISE IN NARRATIVE AND DESCRIPTIVE TEXTS

IK Andersson

Åbo Akademi, PhD student, Pedagogiska fakulteten, VASA, Finland

My research aims to increase the knowledge about boys' writing.

As the boys are largely responsible for the poor results on various tests at both a national and an international level, this is of great interest.

This research is empirically derived from the national test in the school subject of Swedish as a mother tongue, in grade three in Sweden in 2009, ie. the 234 texts that boys wrote and submitted to the archives of the Department of Scandinavian Languages at Uppsala. In the test, pupils were to produce four different texts, two summaries (which assess reading in two genres), one narrative and one descriptive text (which assess writing in two genres) (Hagberg-Persson, Berg 2010). In this presentation, I will focus on the narrative and the descriptive texts.

In my analysis of the texts I take a particular interest in investigating the quality of the boys' texts in terms of genre skills. For this I have implemented several different analyses, inspired by for example, Labov (1972) and Langer (1987). By re-reading the texts several times, and employing close reading, I am searching for evidence of multimodality (Kress G 2010) and intertextuality (Aamotsbakken B 1996) in the boys' texts.

Results / discussion: Literacy comprises genres and thus knowledge about the writing requirements of different genres. In my presentation I discuss the boys' narrative and descriptive texts and possible implications for test construction and assessment instructions.

Aamotsbakken B (1997). Tekst og intertekst: en studie i intertekstualitetens betydning i tre Åttitallsromaner av Edvard Hoem. Oslo: Scandinavian University Press (Universitetsforl.)

Hagberg-Persson B, Berg, Lagrell (2010). Ämnesprov i svenska och svenska som andraspråk för årskurs 3 - en utprovningssomgång I: Svenska i utveckling Nr 28 Uppsala: Universitetstryckeriet, Ekonomikum.

Kress G (2010). Multimodality A social semiotic approach to contemporary communication London: Routledge.

WORKSHOP ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



Labov W (1972). Sociolinguistic Patterns. Philadelphia.

Langer J (1987). How writing shapes thinking Urbana, Ill.: National Council of Teachers of English.

NETWORK 15: LITERACY RESEARCH NETWORK

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D168D

CHAIR: HELLE PIA LAURSEN

408 LANGUAGE TESTING AS A LITERACY ARTIFACT

Holm

Department of Education, DPU, COPENHAGEN, Denmark

Language testing as a literacy artifact

Based on a critical review of different well-established approaches to research in language and literacy testing (Bachman & Palmer, Shohamy, McNamara) this paper argues for a theoretical and comprehensive approach in which testing of language and literacy is researched and analyzed as a contested and "new" artifact that enters an institution and is re-contextualized, negotiated and brought into being through the interaction of the actors in the institution (Shore & Wright, 1997; Sutton & Levinson, 2001; Brandt & Clinton, 2002). The central research question is to ask how the test is institutionally localized in the interaction between test, test takers and test users. This approach contrasts a traditional sociological top-down perspective in which language testing basically is understood as an implementation of a decided policy and its artifacts - a perspective that seem to be prevailing in much research. The theoretical approach for analyzing the test as an artifact is focusing both on the view of language, the view of measurement, the view of knowledge embedded in the test and on the concrete institutional practice around the test.

The application of the theoretical framework is demonstrated through a presentation of research results from an ethnographic inspired study in language testing conducted in Danish preschools with many bilingual children. It is finally argued that the presented theoretical framework opens for an investigation of the relation between test design and development of institutional practices and values in education that is sensitive towards local actors and local conditions and at the same time related to broader issues such as the space for bilingual children literacy and language in preschools.

Keywords: language testing - literacy - testing as a social practice - bilingual children.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: C001

CHAIR: TORILL STRAND

31 HABERMAS AND 'BILDUNG'

A Sørensen

Dep. of Education, Aarhus University, COPENHAGEN, Denmark

Spørgsmålet om dannelse har optaget Habermas lige fra hans tidligste skrifter. Her kritiserer han idéen om dannelse som udtryk for medfødte evner og fremhæver i stedet de sociale betingelsers betydning. Det ses der på i første afsnit (1.). I andet afsnit gives der en mere fyldig præsentation af den ideologikritiske analyse af dannelse, man finder i Habermas' første hovedværk fra 1962, doktorafhandlingen om den strukturelle forvandling af offentligheden, der på norsk har fået titlen *Borgerlig offentlighed* (2.). Dernæst kortlægges hans forholdsvis sparsomme kommentarer vedrørende dannelse i de efterfølgende årtier. Væsentlig er her *Erkenntnis und Interesse* fra 1968 (anden udgave 1973), hvor han tydeligvis arbejder sig ud af den bevidsthedsfilosofiske ramme i retning af *Theorie des kommunikativen Handelns*, der udkom i 1981. Den kommunikative tilgang lægger de følgende år lægger rammerne for Habermas' diskussioner af dannelse såvel i forhold til den filosofiske etik som i mere konkrete diskussioner som f.eks. af universitets rolle i det moderne samfund (3.). Til afslutning blot nogle bemærkninger om den politiske filosofi, hvor Habermas i *Faktizität und Geltung* fra 1992 påny lader dannelse få positiv normativ betydning, men nu i en kollektiv kommunikativ iklædning (4.).

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: C001

CHAIR: TORILL STRAND

126 AXEL HONNETH'S IDEA OF A DRAWN-OUT PROCESS OF EDUCATION

Hanhela

University of Oulu/Faculty of Education, OULU, Finland

The Research topic/aim/ theoretical framework

Honneth's (2011) new book 'Das Recht der Freiheit' inspired me to write this essay. In this book Honneth interprets the theory of recognition through Hegel's Philosophy of right, which has not been earlier the center of the recognition debate (e.g. Deranty 2009; Fraser & Honneth 2003; Huttunen, 2003; 2009; Owen 2007, 313-20; Stojanov, 2006; 2009; Thompson 2006, 74-101; Zurn 2005, 89-126). Honneth (see also 2009) describes how education should be understood in the context of the recognition theory: on the one hand Honneth introduces the idea of 'the misdirected process of education' which individuals should be emancipated from and on the other hand he elicits the idea of 'a drawn-out process of education' where this emancipation process concretizes. In this paper, I examine what Honneth exactly means by arguing on the misdirected process of education following recognition theory. Then second issue which I go into is Honneth's idea of a drawn-out process of education where Hegel's concept of the ethical life plays an important role.

Methodology / research design

For the better understanding about Honneth's ideas I shortly interpret the core elements of Hegel's Philosophy of right reconstructing the concepts which Hegel thought hindering the freedom of will. These hindrances of will are 'abstract right' and 'morality' which Honneth interprets as the misdirected process of education. Hegel's concept of the ethical life ('Sittlichkeit') contains ingredients for the emancipation of the hindrances of free will and in Honneth's terms ingredients for overcoming the misdirected process of education.

(Expected) findings / conclusions

The main output of this paper introduces Honneth's idea of a drawn-out process of education where three action categories, self-realization, reciprocal recognition and the corresponding processes of education, are closely interwoven. These categories are elaborated through the three different language games which the elements of ethical life family, civil society and state contribute. The results of a drawn-out process of education are the competence in the language of emotions (need), instrumental rationality (interests) and the space of reasons (honor).

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: C001

CHAIR: TORILL STRAND

334 FROM ETHICAL TO MORAL: GADAMERIAN AND HABERMASIAN PERSPECTIVES TO CONTEMPORARY MORAL EDUCATION

A Leiviskä

Institute of Behavioural Sciences, University of Helsinki, UNIVERSITY OF HELSINKI, Finland

Research topic

One of the major issues in the contemporary philosophy of moral education concerns the question whether any impartial moral principles that all members of a society could agree upon can be found in today's plural societies. In this paper, I will discuss this issue from the perspectives of Jürgen Habermas's discourse ethics and Hans-Georg Gadamer's reappropriation of Aristotelian ethics.

Theoretical framework

Habermas has criticized neo-Aristotelian ethics for disregarding the specific nature of moral deliberation in contemporary societies: Habermas argues that in today's societies the evaluation of normative claims can no longer be conducted on the basis of an intersubjectively shared ethical lifeworld of a particular community. Instead, resolving interpersonal conflicts requires a point of view that *transcends* particular subjective and cultural perspectives and adopts the standpoint of *all those possibly affected*. Accordingly, Habermas distinguishes ethical deliberation on the 'good' from moral deliberation on the 'right'.

In this paper, I will examine whether Habermas's critique of neo-Aristotelian ethics also applies to Gadamer's modern Aristotelianism. Additionally, I will address the question whether Habermas's own vision of discourse ethics underestimates the challenges that deep diversity poses on morality and ethical-political life in contemporary societies. I will then further discuss what implications both Habermasian and Gadamerian approaches might have for contemporary moral education.

Expected conclusions and findings

Instead of being associated with the ethnocentrism of the so-called neo-Aristotelians, I suggest that Gadamer's situational ethics could be interpreted as a critical corrective to the strong universalism of Habermas's own approach. Hence, the problematic elements that Habermas's discourse ethics possibly entails might be overcome by reconciling Habermas's view with Gadamerian ethics. I further suggest that such reconciliation might provide a fruitful groundwork for further elaboration of philosophy and theory of contemporary moral education.

WORKSHOP ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



Relevance to Nordic educational research

In the past few decades, the rapid pluralization of the previously relatively homogeneous societies has posed continual challenges to the ethical-political life and common schooling in Nordic countries. Through the elaboration and critical evaluation of the normative function of educational institutions, the philosophy of moral education could be of help in overcoming some of these challenges.

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A303

CHAIR: BIRGITTE MALM

105 ANALYZING THE QUALITY OF CLASSROOM DISCOURSE WITH DIALOGIC INQUIRY TOOL

Reznitskaya

Montclair State University, MONTCLAIR, United States of America

The purpose of this paper is to discuss the development and validation of the Dialogic Inquiry Tool (DIT). The DIT is an anchored observation scale designed to help elementary school teachers assess the quality of classroom talk during literature discussions. Using the DIT, teachers observe short segments of video-recorded discussions and apply a set of evaluation criteria. Developed to support re-examination of teacher practice, the DIT provides rich data about classroom communication and helps to inspire teacher reflection about the role of language in student learning.

This research is motivated by the assumption that student learning is best supported through dialogic teaching, a pedagogical approach that involves students in the collaborative construction of meaning and is characterized by shared control over the key aspects of classroom communication. The DIT reflects sociocultural theoretical perspectives (e.g., Vygotsky, 1962). According to these perspectives, participation in inquiry dialogue with others allows students to observe, try out and, eventually, internalize novel language and thought practices.

The development of the DIT was based on the review of more than 100 studies that examined the features of discourse in dialogic classrooms. We also consulted several established pedagogical models that center around inquiry dialogue, including Philosophy with Children, Accountable Talk, and Thinking Together. Through this research, we formulated 28 evaluation criteria, representing the quality of classroom discourse. We then conducted multiple reliability and validity studies to examine the psychometric quality of the DIT. Our results indicate that the DIT is a highly reliable measure that captures important dimensions of classroom discourse and is sensitive to detecting differences in experimentally manipulated groups.

This paper addresses fundamental issues related to the language use in a classroom. It is relevant to Nordic educational research, as studies from the region have documented that effective facilitation of inquiry dialogue is a challenging task for the teachers (e.g., Kovalainen, & Kumpulainen, 2005). The paper is well-aligned with NERA network #18 (i.e., Research on Teacher Education and Beginner Teachers), as well as with networks # 4 and #16. It also fits well with the symposium "Philosophy with Children - How and Why?"

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A303

CHAIR: BIRGITTE MALM

503 QUALITY IN EDUCATION - STUDENTS' EXPERIENCE OF THEIR STUDY AND THEIR STUDY HABITS

KB Johansen

Faculty of Teacher and Interpreter Education, TRONDHEIM, Norway

This paper discusses quality in higher education, and I will present findings which shed light on how students experience their studies and how they study (study habits). Aamodt and Terum (2003) claim that the quality in education is not only dependent on the frame factors of the institution, lectures and teachers, but also to a large extent on the students' own efforts and commitment, which among other things actualize student mastery, motivation, learning strategies and learning outcomes. Based on this, I will discuss the students' experience of lectures and their study environment (relationships to teachers and fellow students), student effort, learning strategies and motivation. Furthermore, how these factors influence learning outcome for students. I have used quantitative methods where information has been gathered using a survey.

My results show that to a small extent the students' relationships with their teachers and their fellow students were related to the students' intrinsic motivation, effort and learning outcomes. However, these results indicated that students attach importance to good lectures, and that these lectures had significant consequences concerning student motivation, effort, skills and learning outcomes. Our findings may suggest that student perception of the quality of education is not linked to their own efforts, instead, being rather perceived in relation to what the educational institutions can offer. According to this, is it possible that the students' own efforts primarily will be determined in relation to the lectures given by the teachers, making the student a "consumer"?

There is not much research done on this. But without insight in how the students experience their studies and how they study, we will lack essential knowledge about how to improve the quality in education. Based on our findings there are still a number of questions to be answered, questions which we hope can be implemented in further research. This is important knowledge which can contribute to improving quality in education, reducing loss of students en route and secure better continuity in higher education.

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A303

CHAIR: BIRGITTE MALM

504 THE TIME THEY SPEND ON ACADEMIC WORK AND THEIR ACADEMIC BENEFIT FROM LECTURES VERSUS SELF-STUDY

KB Johansen, CF Dons

Faculty of Teacher and Interpreter Education, TRONDHEIM, Norway

The main focus of this presentation is directed towards the quality of study in higher education. The main issue is as follows: What are the study habits of full-time and part-time students?

We have examined the extent to which full-time students and part-time students preferred lectures versus self-study, and how many hours they spent per week on these. To obtain information about students' study habits, we looked at the academic benefits of lectures versus self-study for full- and part-time students. We were also interested in how many hours full- and part-time students spent on paid work, and if this work was relevant to their on-going studies.

The results from this project show that students' experience of the lectures is more related to the academic aspect of the study situation (coping, effort, intrinsic motivation and learning outcomes) than with their experience of the academic environment (relationships with fellow students and teachers). A rather surprising finding is that full-time students and part-time students spend nearly the same number of hours per week on self-study. Despite the fact that part-time students spend many more hours per week in paid employment than full-time students. At the same time, we noticed that part-time students (rather than full-time students) reported that the paid work they did to a much greater extent was relevant for their studies. Based on this central question, we can ask what must be done to encourage a return of the full-time student. A subsequent question is whether we have fulfilled the intentions of the quality reform?

The Quality Reform is based on the full-time student, and one of the intentions of the Quality Reform was that students should spend more time studying. Our findings show that full-time students and part-time students spend nearly the same number of hours per week on self-study, something which indicates that there is still a long way to go to restore the full-time student.

NETWORK 20: TEACHER'S WORK AND LIFE

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A100A

CHAIR: LEILA PEHKONEN

476 SWEDISH TEACHERS' DISCUSSIONS ON ASSESSMENT DURING PERIODS OF REFORM

Wettergren

Department of Education, STOCKHOLM, Sweden

This contribution intends to show and discuss how Critical Discourse Analysis (CDA) can be used when analysing Swedish teachers' discussions on assessment. The issue of this PhD project is to study Swedish mathematics teachers' discussions on assessment of students' knowledge in mathematics. Major reforms that are prominent within the assessment processes, e.g. revising curricula guidelines and changing grading scale has been implemented 2011 in Sweden. Questions should be asked about how the discourses of assessment from the political and scientific arena correspond to the discourses of Swedish teachers about assessment, i.e. how the discussion on assessment emerges among teachers who work in the tense arena between pedagogical practice and political and scientific expectations. How the discourses arise among mathematics teachers' in compulsory school when they interpret and discuss around the concept of assessment during these periods of reform has been investigated. Semi structured focus group interviews have been carried out in two schools in the Stockholm area. Selection was limited to certified mathematics teachers in school year 4-6. Focus of the project is on teachers as a group and assessment as a phenomenon across schools and individuals. The interviews have been sound recorded and subsequently transcribed into text. Theoretical and methodological framework that has been used is Critical Discourse Analysis (CDA). When analysing, Fairclough's three-tiered framework will be used. The three levels of analysis, i.e. texts, discursive practices and sociocultural practices, constitute the analytic framework. In my presentation I will show some first findings, i.e. present a description of the relationships between the texts and social practice. Moreover I intend to offer an interpretation of the discursive practice and subsequently suggest an explanation of the social practice.

NETWORK 20: TEACHER'S WORK AND LIFE

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A100A

CHAIR: LEILA PEHKONEN

320 TEACHER'S CHOICE OF WORKING METHODS IN SCIENCE EDUCATION IN SWEDISH-MEDIUM PRIMARY SCHOOLS IN FINLAND

AC Henriksson

Åbo Akademi, Faculty of Education, PARGAS, Finland

Scientific literacy for every child is important for the individual as for the society (Hodson, 2009, Sjøberg, 2005). In his or her work in teaching science the teacher has a lot of various working methods to choose among. In addition to more traditional, teacher-centered, ways to teach there are pupil-centered working methods which are based on inquiries, projects, cooperation and/or differentiation. The digitalized society with its media flow provides new aspects to the teaching. The aim of this study is to investigate on working methods in science (biology, geography, physics and chemistry) in grade 3 to 6 in primary school. Which working methods do the teachers choose and which are the teacher's reasons to choose as he or she does? The data is to be collected from interviews with teachers (n~20) in Swedish-medium primary schools in Finland in winter 2012. The answers will give information about the teacher's views about science as subject and how their views maybe affects their choice of working methods. The study also looks upon outside factors (e.g. traditions, equipment, timeschedules, pressure from colleagues or parents) that maybe affects the teacher's choice. Has the teacher time and possibility to consider the differentiation of the children by gender, prior understanding or possible reading and writing disabilities? Although this study is situated in the Swedish speaking region of Finland the results of the study may be applicable to a much wider area and be taken in consider while planning new curriculums in science and for further education of teachers in primary school.

NETWORK 20: TEACHER'S WORK AND LIFE

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A100A

CHAIR: LEILA PEHKONEN

124 YOU WANT ME TO DO WHAT? TEACHERS' TRANSLATION OF DEMOCRATIC INITIATIVES

Bergmark¹, Brezicha², Mitra²

¹Lulea University of Technology, LULEA, Sweden

²Pennsylvania State University, UNIVERSITY PARK, United States of America

In this article, we will scrutinize teacher understanding and implementation of a new democratic initiative in a United States school. In Dewey Elementary, the principal and two teachers introduced Small School Gatherings (multi-aged advising student groups) as part of a continuing effort to cultivate a democratic school. Drawing on the large body of literature regarding teacher learning and sense-making, teachers' understandings of new initiatives are informed by their previous experiences, as well as beliefs about learning and the purposes of schooling. Using a longitudinal case study design intended for the purpose of explanation building, we have chosen to examine three experienced teachers' Small School Gatherings, and their process of implementing the initiative. We analyzed the empirical data consisting of observations of Small School Gatherings from 2009 to 2011 and interviews with teachers and principal. Semi-structured protocols during these interviews focused on the types of activities occurring and the types of outcomes for youth and how teacher intentions were translated into practice. Two themes emerged from the data analysis: teacher philosophy and teacher engagement. These findings will be discussed in the context of teacher learning and understanding. Finally, the paper sheds light on the processes needed to be in place for teachers to successfully implement new democratic initiatives. This paper has implications for Nordic schools seeking to translate the underlying democratic philosophy present in the national curricula into standard classroom practice.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D169

CHAIR: JÓHANNSDÓTTIR

76 THE LEGACY FROM DEWEY - DEMOCRACY AS 'AWY OF LIFE' IN NORWEGIAN SCHOOLS

Monsen

Lillehammer University College, LILLEHAMMER, Norway

The presentation will start with a historical review of the struggle for participative democracy in Norwegian schools. This has been a long struggle starting in the 1920 thies and ending for a possible solution with the latest national curricula from 1994,1997 and 2006. When making these curricula the Ministry of Education sent out a leaflet to all pupils in upper secondary education trying to explain how a new democratic pupil role could work. Later evaluation of these curricula (1994/1997) has shown how difficult it is to implement a participative pupil role in the classroom. This striving for a participative pupil role has got a new dimension in the later years with a great influx of pupils from third world countries. In the article I will try to put together my own evaluation research on curriculum implementation in 1994 and 1997 with the new evaluations of K06. The main purpose will be to see if a comparison with developments in nearly twenty years can give some insights into the old debate about schools as living democracies. My concluding question will be: Is Dewey still with us, or has he passed away into the history books?

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D169

CHAIR: JÓHANNSDÓTTIR

47 DISCOURSES ON RESEARCH-BASED TEACHER EDUCATION: INTERPRETATIONS FROM PEDAGOGY AND SUBJECT DIDACTICS IN NORWAY

CR Haugen, TA Hestbek

NTNU, Programme for teacher education, TRONDHEIM, Norway

Becoming more "research based" is considered important to improve the quality of Norwegian teacher education. Thereby, what counts as relevant research, and consequently what counts as relevant theory in relation to the practice field becomes a central issue. A critique addressed to teacher education in general, and pedagogy especially, is that the students often experience a weak connection between theory and practice. Through a discourse analysis the aim is to analyze how the issue of "research based education" is treated in the subjects pedagogy and subject didactics at two teacher education institutions in Norway. Different interpretations may have serious impacts on how we understand the role of teacher education, what counts as teacher professionalism.

As analytic framework we employ Hammersley's concepts of "one-world theory" and "two-world-theory". In a "One-world-theory", research shall prescribe /have strong impact on practice (evidence-based practice). In a "two-world-theory" research and theory gives perspectives to practice and is considered as one among several sources for understanding the field. In this orientation it is acknowledged that there may be various answers to a problem, normally there is no such thing as an easy answer, and questions of for example efficiency are thereby less interesting.

The data material is subject descriptions and contents for Practical Pedagogic Education (PPU) within the subjects pedagogy, history, mathematics and Norwegian.

Preliminary results show that the subject pedagogy relates strongly to a two-world theory, while subject didactics relates more to a one-world theory at both universities. In other words, it may be the case that the different subjects intake different positions towards the practice field, but as we will argue also towards the policy field.

Interpretations of how research-based education is understood in Norway may be interesting in a Nordic perspective, since there is a lot of pressure internationally on forming the education in a "one-world theory" combined with reducing the autonomy of both teacher educations and teachers.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D169

CHAIR: JÓHANNSDÓTTIR

496 SYSTEMATIC QUALITY WORK - THE WAY TO GOOD EDUCATION?

Bergh

Örebro university, ÖREBRO, Sweden

In the article an educational policy concept is discussed, a concept that since the late 1990s has received an increasing amount of attention in Swedish education policy: systematic quality work. When the government in 1997 introduced written quality reports as a new element in the governance of education the emphasis was on the annual reports (Skr 1996/97: 112). A few years later the term 'systematic' was added. At the same time as the expectations linked to systematic quality work increased, the National Agency of Education recurrently reported on difficulties and shortcomings which they claimed to find, both by the Authority's development-oriented activities and by the education inspections. In the new Education Act (SFS 2010:800), the requirement of quality reports is removed, while systematic quality work, now linked to the concept of influence, has been given a stronger legal position. The article raises questions about the expectations directed at systematic quality work in current educational reforms and ask if, and in that case how, these have changed over time. Questions are also asked how systematic quality work can be understood in relation to concepts such as evaluation and follow-ups, plus the possible consequences that might follow for the pedagogical practice, and in relation to the educational policy ambition to strengthen quality and equivalence.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A403

CHAIR: SVERRE TVEIT

407 SCHOOL SYSTEM REPERCUSSIONS IN TEACHER APPROACHES TO ASSESSMENT - COMPARING SWEDEN AND GERMANY 1990-2008

Román

Uppsala university, Department of Education, UPPSALA, Sweden

Assessing is crucial in the work of all teachers. Accordingly assessment matters are brought forward on a fairly regular basis in journals specifically addressed to teachers. This study is a comparison between approaches to assessment in Swedish and German teacher journals 1990-2009. The study is part of an upcoming final report of the comparative project, *International tests, national assessment cultures and reform history* (see *Swedish Research Council: Resultatdialog 2011*). The aim of the project, rooted in curriculum theory, is to develop knowledge about national education reforms and their legitimation. In order to do that, we map, analyze and compare Swedish and German assessment cultures on three arenas: politics /bureaucracy, science and educational practice. The concept of assessment culture refers to assessment perceptions and practices (different ways to measure, evaluate and record student performances and use student outcomes). Project data has been systematically collected and analyzed from many sources: media, official documents and surveys.

Findings

The construction of the national school system to a high degree affects the teacher approaches to assessment. In Sweden, with a fairly uniform school system - a 9-year comprehensive school followed by a 3-year upper secondary school, the teacher debate on assessment to a large extent have dealt with grades, focusing the pros and cons of postponing grading until the last years in comprehensive school. Remarkably less attention has been paid to the alternatives to grades, despite the fact that some of these alternatives hold a strong formal position.

The school system in Germany differs between regions (Länder) but the dominant system is a 4-year primary school followed by three separate school tracks. German teacher discussions on assessment partly resemble the Swedish one. Similar pedagogical arguments for and against grades and other alternatives are dealt with, but the idea of replacing grades with other assessment tools is in Germany mainly supported only by primary school teachers. The German teacher debate on assessment to a larger extent reflects international test results (PISA and TIMSS), while the Swedish debate more often includes testing and grading as a matter of national control of school quality and equality.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A403

CHAIR: SVERRE TVEIT

450 STRUCTURE OF TEACHING PROFESSION AND POLITICS OF RECOGNITION IN FINLAND AND SCOTLAND

E Pietka¹, I Tikka²

¹Strathclyde University, GLASGOW, United Kingdom

²University of Helsinki, HELSINKI, Finland

It is often understood that the migration of educated individuals can contribute to economy of the receiving country. However, prior research indicates that immigrants are frequently placed in low paid unskilled jobs, since previous skills and competencies are not been recognised (Franchino, 2009; Bloch, 2008; Scholten, 2007; Bumper, 2002). The concept of discipline (Foucault 1995) is used in this paper to describe how academic and political institutions with internal rules, norms and codes of practice construct meticulous control of entry to the profession that denies recognition of credentials of immigrants' overseas qualifications. Often educated immigrants are placed in a number of preparatory courses in adult education within the universities or vocational institutions, with a never-ending cycle of trainings that can be called "soft displacements" (Dumas, 2009).

The paper discusses the dimensions of knowledge and power (Foucault 1980; 1995; 2001; 2002) used in the politics of recognition (Fraser, 2003; Fraaser & Honneth, 2003) of the transcultural capital (Meinhof and Triandfyllidou, 2006) of educated immigrants. The paper explains the political and the institutional structures and practices influencing the professional entry of the immigrant, particularly of teaching background.

The article draws on comparative analyses of the results from two separate studies in Scotland and Finland. The findings drawn from critical discourse analysis of immigration legislations and policies, and interviews with overseas teachers.

The comparative study shows that immigration legislation, qualification requirements and general suspicious attitudes towards credential of overseas qualification exclude the diverse teachers and cause them even to leave their profession. In this view, the established professional standards of assessing eligibility to work construct structural constraints that hinder recognition of immigrants' transcultural capital. According to Dumas (2009) the remedy for the dilemma of recognition/ non-recognition would be in aiming "to correct social inequities by changing the institutions, ideologies and processes that generate unequal outcomes" (Dumas 2009:95) The politics of recognition can only be true when there is reciprocal recognition among equals.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A403

CHAIR: SVERRE TVEIT

383 INTERSECTIONS OF CLASS, ETHNICITY AND GENDER IN THE SWEDISH HEALTH CARE PROGRAM

E Bredlöv

Linköping University, HÄGERSTEN, Sweden

The research project takes its place of departure in students participating in the Swedish health care program on upper secondary level. The aim is to study how identities are formed through the participation in this program. Of specific interest is to analyze how intersections of gender, class and ethnicity can be understood in this process.

The working sphere which this program is a part of is an example of the segregated working life of Sweden - when it comes to aspects of gender, class and ethnicity. This educational program is characterized as low-status and the employment opportunities after completion can be described in terms of low salary and poor possibilities for development. Relatively large shares of the students are immigrant women (and men) which is a phenomenon that can be understood as a consequence of generalizing, marginalizing and discriminatory processes. This particular vocational program is seen as a strategy for dealing with the group immigrant women, since this group has been categorized as a homogeneous and problematic group. At the same time these women are assumed to have special skills demanded by especially the elderly care - such as language skills, cultural competence and prior experiences of elderly care from their home countries.

The empirical material consists of policy documents and the curriculum regarding the health care program. The theoretical framework draws on analytical tools provided by discourse psychology and theories on intersectionality. How are subjects created in these texts in relation to the specific skills and characteristics construed as required in the curriculum and in the future occupation? How can this be understood from an intersectional perspective? By studying the discursive resources that are being articulated in policy documents and the curriculum about the students in this particular vocational program - it is possible to make an analysis where aspects of gender, class and ethnicity, as well as processes of change, can be included.

NETWORK 22: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A210

CHAIR: BOSSE BERGSTEDT

8 WITH THE GAZE ON THE CHILD: ABOUT DIFFERENCES IN PRESCHOOL AS A DISCURSIVE PRACTICE

Palla

Högskolan Kristianstad, KRISTIANSTAD, Sweden

The aim is to highlight how children are created as subjects when their behaviour puzzles, worries or challenges staff in preschool, and how scope for, or limitations to, the children's opportunities to be, know or act differently thereby emerge. An additional purpose is to shed light on how suggestions for ways of managing and, governing the children and their behaviour are formulated as a discursive practice in special education contexts at preschool. The theoretical framework is discourse theory and discourse analysis based on post structural principles. The analytic strategies and tools are mainly inspired by theoretical ideas of Michel Foucault and further developments by the contemporary philosopher and feminist Judith Butler.

The analysis shows how the discursive practice constructs images of what is considered as special, based on what has appeared as significant in the gaze of the staff. The child is constructed as a multiple subject: the child as growing and developmental, the child as regulated, the child as transparent and measurable, the child as confident and routinized, and the child as deficient. The results give an understanding of how preschool offers or assigns children different identities in relation to the normalizing practice, where both homogeneity and heterogeneity are of significance. The preschool works with governing techniques, such as time and routines, space and materials, body and play. A clear desire for the child to be able to regulate itself is also seen.

Against this background, the study is relevant to Nordic Educational Research as it is offering an alternative view when it comes to preschool and special education. I argue the importance of broadening research to include pedagogical situations, activities and contexts outside those already studied. This research could be such a contribution; by offering a (re)formulation of what has been taken for granted and to open up for other possible ways to interpretate what has become natural in the preschool environment.

NETWORK 22: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A210

CHAIR: BOSSE BERGSTEDT

520 CONSTRUCTIONS OF SOCIAL AND EMOTIONAL ABILITIES IN TEXTBOOKS

Hultin, Bartholdsson, Gustafsson Lundberg

Högskolan Dalarna, FALUN, Sweden

During recent years social and emotional training of children and pupils within preschools and schools has become common, both in the Nordic countries and internationally, which is often seen as the schools value base education as well as bullying prevention. One of the most commonly used programs in Sweden is SET (Social and Emotional Training) which claims that it promotes the development of social and emotional abilities in children and young people that can function as protective factors. The aim of this paper is to explore how social and emotional abilities are constructed in materials and textbooks within the SET program for children and pupils in preschool and school (1-19 years of age).

Methodologically, the study is conducted as a discourse analysis with its main theoretical influence from Foucault (1982) stressing language as performative. Besides Foucault, the theoretical framework of this study is built on Rose (1999) stressing how every-day-life is organized through (self-)disciplining techniques such as the program in focus can be seen as containing, and on Furedi's analysis of the therapeutic culture which these programs can be understood as a part of.

Preliminary results of the analysis show that the abilities constructed in the material can be understood as three major categories: 1) Abilities for self-control and regulation of emotions and social behavior, 2) Discursive and social competence for presenting the self, and 3) Abilities to formulate and evaluate personal goals. These major categories are in some ways overlapping, simultaneously they contain different subcategories which will be presented and discussed in the paper.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A401

CHAIR: LISELOTT ASSARSSON AARSAND

207 PERCEPTIONS OF GOOD WORK IN NURSING-IMPLICATIONS FOR LEARNING

B Christiansen

Associate Professor Bjørg Christiansen and Professor Ida Torunn Bjørk
Institute of Nursing, Health Faculty, HIOA, OSLO, Norway

Research topic and aim

Nursing students must recognize how their clinical skills, attitudes and knowledge accomplish aims, values and responsibilities in nursing. Although efforts by the individual student are imperative to the performance of good work, success in their endeavour also rests on educational input and factors in clinical practice. The study sheds light on the following research questions: 1) What characterizes nursing students views of good work in nursing? 2) What motivational, supportive or hindering factors impact on their performance of good work?

Theoretical and methodology framework

Good work is work that is technically proficient and effective as well as morally and socially responsible (Gardner et al 2001). Twenty four nursing students in their final month of undergraduate education participated in four focus group interviews lasting between 60-75 minutes. The interviews were conducted during May and June 2010. The Privacy Ombudsman for Research has been consulted, and informed consent obtained from the participants. An interview guide was developed based on common themes agreed upon in an international nursing research group ("Opportunities and Obstacles for Good Work in Nursing Protocol"). The interviews were tape-recorded and transcribed verbatim.

Findings and conclusions

Making a difference was repeatedly offered as an understanding of good work. This involved taking time or initiative, being responsible or seriously engaged where others did not even think about doing anything about challenges in the care of patients or next of kin. Motivational forces were seeing the patients' contentedness, being thanked or experiencing good feelings after performing nursing. To experience progress in own learning, make decisions and see the whole picture and the connections between aspects motivated them. Major supportive factors were good supervisors and the possibilities to discuss with fellow students. Factors that hindered good work was conflicting advice and attitudes about good nursing from their teachers, and lacking advancement in responsibility in practice.

Relevance to NERA. The findings are relevant to topics like life-long learning and work-place learning.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A401

CHAIR: LISELOTT ASSARSSON AARSAND

461 NEW ADULT EDUCATION INITIATIVES - IN TENSION BETWEEN LABOUR MARKET POLICY AND ADULT EDUCATION POLICY

Andersson, Wärvik

Department of education and special education, GÖTEBORG, Sweden

The aim of the paper is to analyse and discuss new Swedish adult education initiatives: Vocational adult education, Apprenticeship education for adults and the Higher Vocational Education. A question is how these initiatives either open up or close the doors to further education for different groups of students. In particular we will discuss this issue in relation to the boundaries between labour market policy and educational policy. Our empirical material is policy texts concerning the motives and design of the new adult education initiatives. Our argument is that the lifelong learning policy discourses of employability, regional development and work-first principle (Prop 2010/11:01) have a potential of placing adult education in new positions where new groups of students may be prioritized and others risk ending up in a dead educational end.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A401

CHAIR: LISELOTT ASSARSSON AARSAND

356 LEARN ABOUT LIFE: ADULT STUDENTS IN HEALTH AND SOCIAL CARE ENCOUNTER WITH PRACTICE

K Lagercrantz All

Katarina Lagercrantz All, PhD Student, Institutionen för pedagogik och didaktik
Stockholms Universitet, STOCKHOLM, Sweden

The overall purpose of this study is to explore the experiences adult students in health and social care education in upper secondary school have of going out in practice. There have been changes in health and social care as well as in education, both in reference to organisation, pedagogy and teaching practice during the last fifteen years. The group of adult students in health and social care vary a lot concerning ethnicity, language, previous educational background and overall experiences. My research work leading to a PhD deals with questions concerning the student's meaning-making in their encounter with practice, how care of the other takes shape and how the encounter with practice and theory will influence the identity of the students.

Theoretical framework in the study has a phenomenological-hermeneutic approach influenced by the German philosophers Hans George Gadamer, Martin Heidegger and the French philosopher Paul Ricoeur. Experience-based phenomenology, as well as the hermeneutic orientations are used in this study to gain a deeper understanding of the complexity of the student's experiences with encounters in practice.

My empirical material consists of deep interviews by means of open structured interviews with fifteen students. In my analysis within the context of a phenomenological-hermeneutic approach I am inspired by Martin Heidegger's four existentials; lived body, lived space, lived room and lived relations.

Expected conclusion/findings: I will interview the students with the hope of expanding the knowledge of the students experience and thereby increase the possibility for the education to offer the students what they need in their work in health and social care.

NETWORK 2: ARTS CULTURE AND EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D120

CHAIR: MARIE KOCH

236 THE VOICE OF THE YOUTH - ON REFLEXIVITY AND BILDUNG IN YOUNG PEOPLE'S OWN FILMS

Mrs Fritze, Haugsbakk

Lillehammer University College, LILLEHAMMER, Norway

The possibilities for young people to present their own films in the public sphere have been very limited. An important exception is the Amandus Festival in Norway, established in 1987 and including film productions made by children and youth from the age of ten up to nineteen. This festival constitutes a quite unique source to understand how young people have used motion pictures to express themselves in and about society.

The paper focuses on the content of children's and young people's films in a 25-year perspective. The aim is to go into a variety of films that have participated in the Amandus Festival, as well as look at how these films have been presented. We believe that by analysing the film's content, titles and how they have been described in the period 1987-2012, we will be able to tell something about levels and kinds of reflexivity and perspectives on bildung over time. Based on our material we will try to operationalize the concepts of reflexivity and bildung. Furthermore, we will discuss how changes regarding reflexivity and bildung can be seen in relation to dominating family patterns, the position of children in the family and society, and more general trends in social development.

The analysis is based on relevant theories of development of society, for example, Qvortrups (2003 and 2005) theories of three phases or trends, where each is characterized by a dominant social semantics governing the understanding of society. We will also include theories about the historical development of childhood as it is described by Thuen (2008). Besides, we are applying perspectives from our own research on bildung and media (Haugsbakk and Nordkvelle 2010; Fritze et. al 2012). This theoretical framework constitutes the basis for our film analysis and our attempts to use discourse analytic approaches to the materials surrounding the films.

NETWORK 2: ARTS CULTURE AND EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D120

CHAIR: MARIE KOCH

458 THE CLOWN WHEEL ON THE MOVE - WAYS OF LEARNING WITH THE CLOWN AS A TOOL

B Silfver

Fil.Dr., Höskolan i Gävle, STOCKHOLM, Sweden

Through a content analysis of texts about clown that I carried out in my thesis "Carnival in classroom, knowledge on wheels" (2011) a set of five characteristics for the clown stepped forward and was pictured as spokes in a clown wheel. The characteristics, that is the meaning making functions, that were found were the entertainer, the transgressor, the questioner, the go between and the ensurer. In the thesis the functions, were used as tools for analyzing the clown work. The clown work was carried out by the pupils. In the thesis I found that the clown work enabled learning, regarding exploration of identity and elaboration of existential questions regarding life, loneliness, religion and death. The aim of the study is to further develop methods for using the clown wheel and its potential for learning within the teacher's education. My theoretical and methodological phramework is hermeneutic phenomenology. The dialogical meeting according to Buber and Bachtin is an important concept in my study. Narratives will be used both as method and as reporting the result. The expected conclusions is to develop methods of using the clown art for finding ones personal story or stories by playing it, telling it, writing and/or acting it. That is to find ways of telling a story that creates hope, meaning and motivation in schoolwork and thus connect to the students' development into professional but also on a personnel level. It is also part of developing a tool to improve a friendly atmosphere in the classroom buy focusing the "I - Though" meeting that occurs. This piece of art based research relates to Nordic educational research among students in drama/theater but will in addition benefit pupils in ordinary school setting in struggling with everyday life. The paper will be attached to the network Art, Culture and Education.

NETWORK 2: ARTS CULTURE AND EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D120

CHAIR: MARIE KOCH

128 THE A.G.E STAIRS SURVEY: BREATHING FOR CONSIDERATION

R Zaiyouna

Deusto University and Aarhus University (returning to Denmark in February 2012), BILBAO, Spain

Traditional classrooms are not the most effective forms of learning environments for individuals. Each classroom is structured the same, down to the very mundane rectangular or square shape of the room itself. In these conventional spaces, students are often sitting down on chairs that cut off blood circulation and deplete the amount of oxygen their bodily organs can access. Often, an individual loses focus in lessons, not because of their disinterest in the course of study, but rather because sitting down does not provide the fundamental requirements and nourishment for sustained concentration. Without proper blood circulation and body movement, it becomes harder for the individual to receive and transport the required amounts of oxygen and water to the necessary bodily organs including the brain and stomach.

The A.G.E Stairs study* was conducted as a preliminary case study to investigate the affects of exposing individuals to new ways of thinking about the task of climbing stairs. Utilizing conscious movement, breathing and individual performance, how can the conception of breathing influence an individual's ability to climb stairs without fatigue? Moreover, how can the subtle coordination of muscle motion and thought improve performances to help individuals develop a relationship of "self-efficacy" (Bandura, 1977)? The purpose for this research is to find out whether an individual can sustain greater physical capacities through body conscious awareness, which can link to learning processes, synthesized understanding, and life performance. Can learning how to expel recycled carbon dioxide effectively by way of vital muscle contractions, optimize the space to take in oxygen and in turn improve effectiveness for natural means of energy production and sustainability? The aim of the paper is to examine new ways of thinking about breathing as a necessity for performance; a tool which could serve as a means for exploring the fundamentals of practice and learning by doing, to include the body in its daily processes, and explore divergent thinking processes for human understanding.

[Note* The A.G.E Movement is "Anezena Global Education Movement" and Anezena from Arabic means "I am whole and well". A.G.E originally conceptualized by Z.Zaiyouna].

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D168A

CHAIR: LINDA HALL

45 A HEARING CHILD GROWING UP IN A DEAF FAMILY ACQUIRES PARALLEL BIMODAL BILINGUALISM

Cramér-Wolrath

Stockholm University, STOCKHOLM, Sweden

Description of bilingual acquisition in different modalities

The aim of this case study is to, within a socio-historical (Vygotsky, 1934) frame, describe and analyse the process of a parallel bimodal bilingual acquisition. A hearing Child Of Deaf Adults (CODA) interchanging with deaf family members were followed longitudinally. The languages acquired from birth were Swedish Sign Language in visual-gestural modality and spoken Swedish in aural-vocal modality.

Methodology/research design

The main participant, here called Hugo, grew up in a signing family, as an older sibling and his twin sister as well as both parents were deaf. He attended local pre-school where he communicated in spoken Swedish. Hugo was from the age of 10 to 40 months video-observed in his home in sessions of one hour. Usually the sessions consisted of three activities: story-, play- and mealtime. Focus in this study is based on data from story- and play-time from 12 sessions. Interaction consists of episodes in joint attention and of Hugo's private speech (Bodrova & Leong, 2003).

Data was collected through video-observations, brief field notes and an interview with the child's deaf parents. In order to find patterns of critical changes in the data two types of analyses were conducted. The first inductively exploring started already at the transcriptional work in that possible moments of critical changes were noted and compared between participants. Interchanging episodes were in-depth analyzed (Creswell, 2007) and in-detail described (Yin, 2009). In the second step data and results of the first step analysis were abductively compared to studies within the field. The fieldnotes and interviews validate the trustworthiness of the analysis.

The specific research questions to be addressed at this occasion are what characterises the process of acquiring and mediating parallel bimodal bilingualism of a young CODA.

Expected findings

Through this single case study findings can illuminate how parallel language acquisition is developed and elucidate the parental bimodal and bilingual mediation. The content of the processes should have implications for pedagogical professions especially in information to educational contexts and bilingualism. The preliminary results show scaffolding bilingual acquisition, unlike previous studies, by single simultaneous bimodal insertions.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D168A

CHAIR: LINDA HALL

65 PLAY AND DIALOGICAL READING

S Broström

Aarhus Universitet, DPU, COPENHAGEN, Denmark

Research topic/aim

Based on the hypothesis that dialogical reading followed by play contributes to children's language development, this study examines following problem: Will the soul of play (e.g. voluntary and independent) be spoiled when children's play is organized by the preschool teacher in order to adapt and rewrite the story?

Theoretical and methodology framework

A big numbers of research show a coherence between adult's reading aloud and development of children's language and also later reading skills (e.g. Robbins and Ehri, 1994; Sénéchal and LeFebvre, 2002; Silvén et al., 2003). Further Whitehurst and colleagues have shown that dialogical reading not only has an effect on children's vocabulary but also on their narrative competences (Whitehurst et al., 1994; Lever & Sénéchal, 2011). Findings also indicate that joint reading in preschool has a positive effect on children's storytelling provided that dialogue on the books and working with the literature via role playing and drawing (Anning, 2003; Pellegrini and Galda, 1998, Silvén et al. 2003; Pellegrini and Galda, 1993; Baumer et al., 2005; Andresen, 2005).

Thus the present study creates a theoretical foundation for a play approach (e.g. Vygotsky, 1979; Leontjev, 1977; Elkonin, 1980) and also an educational methodological sketch. However it also problematizes the approach. Via theoretical and practical description the study tries to encircle the border for using play as educational means.

(Expected) conclusions/findings

From a development psychological point of view play has potential as tool for children's learning and development, also in relation to dialogical reading. However, too much adult leading seems to disturb the soul of play and with that both the play and the development dimension is spoiled.

Relevance to Nordic educational research

The study has highly relevance while the phrase 'play and learning' is inscribed in early childhood education and care curricula and theoretical programs in all Nordic countries. However still there is a need to define and describe the relation between the concepts.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D168A

CHAIR: LINDA HALL

96 PLAY IN A MULTILINGUAL CONTEXT

Hall

ISV, Linköping University, MANTORP, Sweden

The concept of play has been researched from a number of perspectives. Researchers with a developmental focus often view play as an arena in which children develop a lot of cognitive as well as social skills. From a developmental perspective, play is also seen as an arena where children explore language (see e.g. Garvey, 1990; Sawyer, 1997). Sociological and educational studies tend to view play as a site for peer group socialization, social and cultural reproduction. (Björk-Willén, 2005). In play children produce their own social and moral orders and relate them to the wider society (see e.g. Corsaro, 1985; Schwarzman, 1978). Irrespective of starting point, most scholars seem to agree upon the importance of play for young children.

In Sweden, preschool is an institution of great importance in children's every day lives. In 2010, more than 96 percent of the children three years old were enrolled. Play is a main activity beside educational and instructional activities in the preschool curriculum. Preschool play can be viewed as a way of working towards curricular goals (Björk-Willén, 2005). In contrast, the term 'free play' refers to play activities out of pedagogical and instructional events (Ivarsson, 2003).

With a few exceptions, most of the previous research on play in preschools take place in monolingual settings (see e.g. Björk-Willén, 2005). My aim with the ongoing study is to examine how young children (aged 3-5 years) engage in multilingual play in two Swedish, multiethnic preschools. I'm inspired by an ethnographic tradition and my study is based on a minor field study in two different preschools. The study draws on video-recorded play episodes, participant observations and field notes, conducted within the realm of 'free play'. My main interest concerns the role of language in children's mundane play activities. How do preschool children manage their play activities and social interactions in a multilingual context? The study shows the importance of non-verbal resources in the children's play activities.

The result also shows that the role of language is due to the local situation.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A405

CHAIR: EMILIA ANDERSSON

549 LEARNING TO BECOME A TALENT

J Olesen

Aarhus University, COPENHAGEN, Denmark

In recent years, the talent concept has emerged as a term for special education programs for children and adolescents who are considered to have special skills (Nissen & Baltzer 2010). It is a concept that originates from the domain of sport where there is a long tradition of regarding students as talent, thinking of learning as talent development and learning sites as talent development environments (Henriksen 2010). The concept has over the last five to ten years crossed over to the school system (Ministry of Education 2011). But what happens to the way we understand school when a concept developed within one domain are brought into another domain, and what happens to the concept of talent when it is given meaning and practiced in the new domain?

Drawing on a combination of social learning theory, organizational learning theory and actor network theory the project will investigate the professional practices that have been established in some selected talent programs (Lave & Wenger, 1991; Elkjaer 2005, Hasse 2011; Fenwick & Edwards 2010). It implies that the talent and the talent program must be studied as an exchange through which both the subject and the learning environment is constituted as a unity. In this perspective talent does not belong to the individual subject. Talent can be considered as an obligatory passage point, that all the actors must orient themselves towards in order to participate in a talent development program in some capacity (Callon 1986). Talent is not the starting point for the talent program but an effect of the connections established in the specific network. Talent is in this sense something that is enacted both at the organizational level and by individual students who must learn to become a talent.

The analysis is based on an ethnographic study of four talent programs targeting students in the Danish secondary school and high school. They are selected to give a broad picture of how talent can be comprehended and practiced in a school context.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A405

CHAIR: EMILIA ANDERSSON

227 PUPILS' RESPONSIBILITY FOR THEIR OWN LEARNING - INTENTION AND REALITIES

Meland

University of Stavanger, STAVANGER, Norway

The intention of this study is to introduce certain perspectives on pupil's responsibility for their own learning, and to apply them on new practices carried out by a specific Norwegian upper-secondary school and some of its teachers.

- What do pupils and teachers say and do with respect to the responsibility for their own learning? How do pupils respond to variations in how teachers design their instructions?
- How much freedom is given to pupils to express their ideas and experiences and how is this experience used improving their learning? What kind of freedom has teachers to formulate their own of responsibility for pupils?

The approach of this thesis is process-oriented. It aims to report and discuss empirical data about how self-regulated learning, i.e. pupil responsibility in learning and work, is understood, experienced and operationalized by pupils and teachers within two programs.

This study is based on several, but related, basic theoretical frameworks. Among them is the theory of self-regulation, and the theory of discipline, and also theory about teachers' work and school organization. Today new patterns of social interactions, working forms in classrooms, student activities and the emphasis on pupil's self-discipline demand new ways of controlling pupils' behavior. Earlier types of discipline are not compatible with this, and neither are older forms of school architecture. Pedagogy designs and buildings are monuments of changing times. The discipline function has become mild and often invisible. This can be understood as a new form of socialization of the students - in which self-regulation plays an important role.

The basic interest behind this study is about how students and teachers talk about and organize their work. A case study, with partly ethnographical characteristics, is used to examine and understand what has happened and why this has occurred at a specific site. Two classes and their teachers were examined in the same case over a full academic year. There have been three levels of empirical analyses: Documents were collected (national and local curriculum, the school's vision plan), Field observations were made of every-day-activities of the two classes each day, Formal individual interviews.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A405

CHAIR: EMILIA ANDERSSON

489 HOW DO THE PERSONNEL IN AFTER-SCHOOL CENTRES DEFINE AND UNDERSTAND THEIR PROFESSION?

V Foss

Assistant professor, Bergen University College, BERGEN, Norway

Language of presentation: Norwegian

How do the personnel in after-school centres define and understand their profession?*

The majority Norwegian children at the age of six - nine years old participate in the after-school centres (skolefritidsordning/SFO). Full-time is up to 25 hours per week. This implies that the time spent at the after-school centre constitute a significant part of the ordinary day at school for a great many children. Thus, the after-school centres today constitute an important scene of development for the children. Nevertheless, so far not much public interest has been given to the after-school centres in Norway. This is the case both as far as academics in the field of pedagogy and politicians are concerned. The frame of my work is as follows:

Growing up in the after-school centres

1. Children's narratives from the after-school centre
2. The position of the after-school centre amid the curriculum of school and the framework plan of the kindergarten
3. The after-school centre as "non-pedagogic". What is "non-pedagogy"?
4. Learning cultures and peer cultures in the after-school centre

Earlier work with items 1 - 2 indicate that the personnel in the after-school centres feel marginalized at school, characterizing their work as "non-pedagogy". This is the basis for item 3, and I will endeavour to investigate further how the personnel in the after-school centres reflect upon their position and define their work. The study is qualitative, and its starting point will be the narratives of approximately six members of the staff concerning their work in a few after-school centres. Based on this I will perform interviews of depth. There are few guidelines for the content of the after-school centres in Norway, and no specific formal qualifications are required to work there. My assertion is that the marginalization of the after-school centres and their personnel will inflict on the interaction between children, children and adults as well as on the contents of the after-school centres. Comparable Nordic research will be of interest for my paper. The theoretical framework has not been definitely elaborated at the present moment.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A412

CHAIR: ANDREAS BERGH

187 THE CONCEPTUAL HISTORY OF THE CONCEPT 'CULTURE HERITAGE' IN NORWEGIAN AND SWEDISH CURRICULUMS

L Johansson

Institute of sociology, division for education, LUND, Sweden

Both of the current curriculums in Norway (2006) and Sweden (2011) are newly designed. These documents, which the school should interpret and integrate in its daily routines, are regarded in this paper from the perspective of their own history, using the concept of cultural heritage and *its conceptual net*. In accordance with Koselleck's (2002) theory of conceptual history, a concept is ambiguous in its essence. To differentiate the social and political world from linguistics is impossible. Hence concepts can be regarded as keys to historical insights. Using Koselleck's theory and its key concepts *experience* and *expectation*, the usage of cultural heritage in Norwegian and Swedish curriculum are discussed and analyzed diachronically. To this end the concept of cultural heritage and its usage and context has been studied in the latest four Norwegian (from 1974-to date) and the latest five Swedish curriculums (from 1962-to date).

The analysis shows that the relation to the explicit concept has varied over time more in the Swedish curriculum than in Norwegian. Cultural heritage has been important in the Norwegian curriculum since the beginning of this period, while the Swedish counterpart has suffered a problematic existence in what could be regarded as a heritage from the Second World War and a following period of guilt. What these two countries have in common is that the cultural heritage has a central role in its current curriculums. The conceptual nets which surround the explicit concept of cultural heritage has partly changed, but its concrete content gives the impression of being relatively stable. The relation between schools and this concept today and the heritage which characterizes it raises questions about the feasibility of the ambition in both Norway and Sweden to produce a multicultural school.

Koselleck, R. (2002) *The Practice of Conceptual History*. Stanford: University Press.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A412

CHAIR: ANDREAS BERGH

35 BETWEEN CULTURE AND CULTURAL HERITAGE. CURRICULUM HISTORICAL PERSPECTIVES ON DIVERSITY EDUCATION IN SWEDEN 1948 – 2008

L Brantefors

Department of Education, Uppsala University, UPPSALA, Sweden

This paper deals with how different ideas about cultural relations are expressed in the Swedish curriculum 1948 -2008, and the potential consequences they may have for children and young people to participate as peers in social and public life. Located at the intersection of a (neo)pragmatic curriculum theory tradition and critical pedagogy, and based on discursive content-focused text analysis, the aim of this paper is to elucidate and describe the curriculum historical preconditions for cultural relations.

Central findings: Over time the nature of cultural thinking has changed. During 1962-2008 four discourses are distinguished: A National Discourse in the 60's, a Rational Discourse in the 70's, a Cultural Discourse in the 80-90's and a Pluralistic Neo-national Discourse in the 90-00's. But despite different rationality the thinking never goes beyond a non-defined and unarticulated "we" and a designated, labelled and well-defined "them". Further the relationship is expressed in a field of tension between ideas about culture and cultural heritage but with high emphasis on culture, already in use after world war two. This is what makes up the preconditions for the relations.

The main conclusion is that the Swedish curriculum is a curriculum of othering that hardly provides the basis for relations where children and young people can participate as peers. To achieve a more reciprocal relationship, over-recognition of "the others" needs to be toned down, and the special status of the privileged position has to be analyzed in greater extent together with the use of culture in education - a cultural typology.

Diversity education has its own national and historical contexts that makes up the prerequisites of the content in education and the relationship. With this paper I like to contribute with the Swedish case.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A412

CHAIR: ANDREAS BERGH

361 CONSTRUCTING HISTORY EDUCATION FOR LEARNERS IN VOCATIONAL EDUCATION, TEACHERS TRANSFORMATION OF A NEW HISTORY CURRICULUM

Ledman

Department of Historical, Philosophical and Religious Studies, Umeå University, UMEÅ, Sweden

How do history teachers transform and teach a new history curriculum to new learners? The question is currently quite urgent in Sweden where a new national curriculum has made history part of the core curriculum of upper secondary school. In effect, a new group of students will enter the history teachers' classrooms, namely, students in vocational educational programs. This inquiry aims to explore how history teachers interpret and transform the formal history curriculum towards intended curriculum on basis of their understanding of the curriculum text, and their knowledge and beliefs of the essence of history as a school subject and the new groups of learners.

The paper employs the analytic lens of pedagogical content knowledge (PCK) and explores the transformation of teachers' knowledge as formulated by Shulman (1987). Special attention is paid to the teachers' knowledge of the learners and their characteristics. The process of transforming an intended curriculum is situated in a broader theoretical framework where the history curriculum is seen as shaped and reshaped in different social contexts, i.e. the making of official curriculum, the transformation by teachers and the enacted and perceived curriculum of the history teaching classroom.

The inquiry has followed the preparation of the history curriculum among groups of history teachers. Data has been collected by observations and audio recording of group discussions as teachers interpret and transform the curriculum into teaching. In individual interviews the teachers were asked to read the new history curriculum while articulating their reactions to, and interpretations of, the text, a method inspired by "think aloud protocols".

The conclusions are expected to show how the teachers' PCK influences the construction of the history curriculum and thereby provide a basis of knowledge for the discussion and negotiations of why, what and how of history teaching in the curriculum for vocational students. The relevance of the findings is of particular importance in relation to issues of the role of general knowledge in the lives of young people and the framing of citizenship education. It thereby addresses issues of relevance to the realm of the Curriculum Research Network.

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D165

CHAIR: RENATA SVEDLIN

371 THE SCHOOL PRINCIPAL - THE FIRST AMONG EQUALS?

Sivesind

University of Oslo, OSLO, Norway

Recent reports in the field of school leadership confirm that the principal role has changed significantly over the past decade. One change relates to educational leadership and the relations between the principle and the teaching staff at the school (Møller, 2007). As a result of decentralization, a number of administrative tasks and responsibilities are handed over to the principal. At the same time expectations are raised towards more focus on students' academic performance and student-centered leadership (Robinson, 2011). Does this change express an objective call away from the practices of schooling towards political and administrative claims? The assumption that the principal is no longer the first among equals is pronounced frequently within the public debate, but is there empirical evidence which confirms that the principal role has become more administrative and less educational? This question is retrospective by nature and requires empirical research over a period of time. In this paper I reanalyse data from two empirical studies conducted in 2002-2005 and summarise findings obtained through surveys directed to school leaders in primary and lower secondary schools (Bachmann, Sivesind, Afsar, & Hopmann, 2004; Møller, Sivesind, Skedsmo, & Aas, 2006). Findings can be generalized to the national level in Norway and form the basis for analyzing the relationships between principals' tasks, their perceptions of professional responsibility and background variables such as school type, school size and the location of schools. In the last part of the paper, I discuss findings within the context of Nordic research on school leadership.

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NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D165

CHAIR: RENATA SVEDLIN

271 THE FOLK HIGH SCHOOL AND PERSPECTIVES ON THE ROLE OF THE LEADER

R Svedlin

Åbo akademi, VASA, Finland

Can we compare the leadership role of the head master in the folk high school with the one of the leader in a compulsory school? Is the role of the leader to understand as characterized by the school organization or by other contextual factors?

The folk high school has during the last ten years been in focus in a number of governmental working committees, development programs and evaluations. The documentation from this process is analyzed according to the descriptions of the folk high school and reflections on the character of governmentality (Foucault 1991). The conception of the relation between the folk high school and the surrounding educational institutions is one of the issues problematized through the documentation. The question challenges also the conception of freedom for the folk high school. Thus the leadership role in the folk high school is exposed to external challenges and demands on sense making that varies according to macro-, meso- and micro level.

NETWORK 7: EMPIRICAL RESEARCH ON VALUE ISSUES IN EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D219

CHAIR: KLAS ANDERSSON

235 ACCUSATION DURING SMALL GROUP DISCUSSION IN THE CONTEXT OF TEACHER EDUCATION

Pakkanen

Department of Education, University of Jyväskylä, UNIVERSITY OF JYVÄSKYLÄ, Finland

Striving for dialogical teaching and learning is one of the aims in the Pedagogical Studies for Adult Educators -programme in Finland. The dialogical atmosphere, however, enables complaining, even accusation, inasmuch as everyone is allowed to express their perspectives including feelings, also the negative ones. This study describes the process of accusation in the context of education which was aimed to be dialogical.

The data (20 h video recordings) was collected in normal group situations. The principles of conversation analysis are applied in the analysis of the data. Conversation analysis has discovered normative but mainly unconscious rules in interaction. The sequence organization is one of them: e.g. the complainer expresses an accusation (or a complaint if the accused is not present) which is the first turn. The accused responds to the first turn, e.g. gives a justification; this is the second turn. The accuser then evaluates the second turn, either accepts or rejects it (Schegloff 2007). There are options to respond to the first turn, but the organization of preference set limits to choices. Also preference organization is normative.

Accusation (or complaining) as an action is intertwined with morality: complaining engenders because of transgressing expectations or norms. Accusation/complaining, however, is expressed according the norms prevailing in the context. Also the scope of the complained topic is judged according norms: if the topic is very subjective the complainer is in danger to be seen as breaking a norm (Edwards 2005).

In studied group discussions there were many complaints, some of them turned to be accusations. In this presentation I will study one discussion, where there was tensions between norms: the dialogical context emphasizes norms of listening, the norms of interaction, however, demand responding.

This study is a qualitative empirical study of morality expressed in ordinary situation in teacher education. It visualizes the contradictory norms which are running in interaction in such institutionalized situation as teacher education.

Edwards, D. (2005) Moaning, whining and laughing: the subjective side of complaints. *Discourse Studies* 7(1), 5-29.

Schegloff, E.A. 2007. *Sequence organization in interaction*. Cambridge: Cambridge University Press.

NETWORK 7: EMPIRICAL RESEARCH ON VALUE ISSUES IN EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D219

CHAIR: KLAS ANDERSSON

36 EXPERIMENTALISM, PRAXIOGRAPHY, AND 'NEW' EDUCATIONAL TECHNOLOGIES

Hansbøl, Dupret Søndergaard

Danish School of Education, COPENHAGEN, Denmark

Educational research is heavily invested with research and development projects that often serve as a foundational premise for further developing existing educational practices. In recent years we have seen an increased interest in particularly situated and practice-oriented teaching practices. Learning laboratories and serious games represent two entrance points for infusing education with such practice- and experience-based teaching and learning practices. The Technucation project is a larger ongoing project on technological literacy (2011-2014) investigating and developing learning laboratories as educational technologies. The Serious Games on a Global Market Place project was a larger (2007-2011) project researching teaching and learning practices with new games-based digital teaching and learning materials. Both projects can be viewed as representative of recent years' tendencies within educational research as well as educational policy to emphasize the usability of educational research, to focus on (new) educational technologies, as well as the tendency to value experiment-based research within the human and social sciences. With an empirical outset in the two projects, the paper discusses emerging conceptualizations of learning laboratories and digital learning resources in education, and presents two methodologically different ways to approach research that deals with (new) educational technologies such as learning laboratories and serious games. Whereas educational research often starts with a learning strategic and philosophical positioning which may serve partially to validate experiment-based research and pre-position what works, we suggest the need to also go other more open and uncertain ways, in order to research how and where new educational technologies work, spread and unfold empirically and heterogeneously as they move and become entangled with various educational, teaching and learning situations.

NETWORK 7: EMPIRICAL RESEARCH ON VALUE ISSUES IN EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D219

CHAIR: KLAS ANDERSSON

98 ICT AND MEDIA LITERACY EDUCATION IN PRIMARY SCHOOL, TO PROMOTE ACTIVE CITIZENSHIP FOR DEMOCRATIC SOCIETY

Ms Oxstrand

University of Gothenburg, TORSLANDA, GOTHENBURG, Sweden

Many organizations stress the need for critical media literacy among citizens of all ages, for example the UN, UNESCO and the European Union. In the Swedish policy documents there are statutes for children and young people in school to learn to become critical media consumers and also skilled media producers. The purpose of this study is to find out how teachers of students aged 10-12 years in the Swedish school perceive the concept of media literacy and what is included in the concept. This is also the main research question. The analysis will illustrate how generations, organization and policy documents in different ways affect the teachers' perception of media literacy. These three factors are the study's theoretical frame of reference. The premise is that different generations of teachers - who have different teacher training education and different media literacy experience - as well as the organization's approach to, and support for the teaching of media literacy affects how they look at the issue. Further referred to illuminate whether and to what extent existing policy documents are perceived to support the teaching of media literacy in the Swedish compulsory school. Collection of empirical data will be done in interview form in small groups (focus groups) of teachers from similar generation belonging to the two strands of a new organized school District in Gothenburg. These areas have previously at least partially worked with different perspectives on media literacy, one explicit technical perspective and one more critical perspective through work together with school libraries. The results will have relevance to Nordic educational research, because of the similarities in the Nordic countries' school systems.

NETWORK 9: GENERAL DIDACTICS

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A104

CHAIR: KAREN WISTOFT

352 RELATIONAL PEDAGOGY - THEORETICAL DISCOURSE AND DIDACTIC IMPLICATIONS

Aspelin, Persson

Faculty of Education and Society, Malmö University, MALMÖ, Sweden

Current empirical research shows that the teacher-student relationship is a key factor in successful learning (Hattie, 2009; Nordenbo et.al., 2008; The Swedish National Agency for Education, 2009). There is also a growing body of research in educational theory that places the concept of relationship in focal point of analysis, and where a trusting relationship between teacher and student is seen as an essential part of productive education (see, e.g., Bingham & Sidorkin, 2004; Gergen, 2009; Biesta, 2006; Noddings, 2005). Our paper aims to discuss the results of the project Relational pedagogy and teacher professionalism and concentrates on the following two issues: 1) What are the characteristics/ what should characterize relational pedagogy as a theoretical approach? 2) What are the didactic implications of this approach? The first question is raised from the background of two dominant models in current educational discourse, which are labeled "the knowledge effective school", and "the socially oriented school". Moreover, the question is addressed by discussing some earlier contributions to the field (e.g. the anthology 'No education without relation' and Kenneth Gergen's book 'Relational Being'). The second issue is linked to a concrete teaching situation and we ask how the educational process could be understood in terms of "pedagogical meeting" and "pedagogical action". Relational pedagogy, as we understand the concept, includes both these aspects. Still, we argue that the first aspect is fundamental in education.

NETWORK 9: GENERAL DIDACTICS

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A104

CHAIR: KAREN WISTOFT

551 SCHOOL'S NEW CURRICULUM AS (HIDDEN) AGENDA OF TEACHER EDUCATION REFORM?

T Werler

Volda University College, Norway

Recent history of Norwegian education reveals that the prominent "placement" of education in society was given an even more central role by recent reform efforts. Stakeholders conceptualize the Norwegian society as an increasingly knowledge-dependent economy. Therefore, efficiency and effectiveness of a nation's education institutions is judged as guarantee for future well-being (and competitiveness) (Hanushek 2007). This new strategy was driven forward by the use of 'new managerialist' practices (Ball 1998). Two reasons for reforming schools and teacher education have been mentioned (Werler 2011). First, schools and teacher education are not efficient and effective. Second, reform initiatives respond to a perceived erosion of economic competitiveness (lack of qualified workers, lack of skills). These arguments build widely on the amalgamation of politically steered interpretation of results from evaluation research (PISA, NOKUT 2006) and educational governance interests.

In the light of these developments it is my hypothesis that curriculum reform is just a measure to introduce a new mode of educational governance in Norway. Stakeholders focus on both schools and teacher education's curriculum in order to create a competitive landscape of education. Therefore, it was necessary to transform the loose coupling between the school curriculum and the curriculum of teacher education into a tight coupling. This was realized by performance evaluation and by the introduction of a school curriculum focusing on measurable outcomes and a curriculum for teacher education focusing on the teacher's capacity and ability to "produce" requested outcomes.

The paper will on the basis of the new institutionalism approach (DiMaggio & Powell 1991) investigate to what extent the reform of the Norwegian school curriculum (L06) in the wake of new public management (which introduced the concept of national educational standards) had influence on the design, content and structure of the current reform of teacher education in Norway (GLU 2010). This is done in order to understand in how far school reform constitutes a hidden curriculum for the reform of teacher education; further one will see if loose coupling was changed into tight coupling. The focus of the document analysis will be on mathematics, Norwegian and aesthetic subjects.

NETWORK 10: HIGHER EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D174

CHAIR: ELINA ORA-HYYTIÄINEN

50 STUDYING AT UNIVERSITIES FOR LIFE AND WORKING LIFE - COUNSELLING SUPPORTING STUDENTS IN THEIR STUDY PATH

M Lairio, S Puukari

University of Jyväskylä, JYVÄSKYLÄ, Finland

Research topic/aim and theoretical framework

The presentation deals with how counselling and teaching at universities could support students at different stages of their study path. Demands for efficiency have increased and students are expected to graduate fast and enter working life immediately after graduation. However, students need enough time to figure out their own identity during their university studies and their roads to working life.

According to Reid et al. (2008) universities should be more active in supporting students in their orientation towards working life already during their studies. Working life needs graduates who have versatile technical, social and personal skills (Prokou 2009, 388). Due to changes in working life and society in general, construction of professional identity has become more complex and demanding.

Students are not only preparing themselves to be employees in the future labour market, but they are also preparing themselves for their life as a whole. Therefore, one crucial challenge for university teaching and counselling is to offer students a studying environment that facilitates building learning communities (Wenger 1998) and supports them in their identity work.

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).

Findings and conclusions

Students' reflections on identity included various areas of student life, ranging from the construction of social relations to the development of independent thinking and the strain of studying. Work on identity was seen in reflections on personal, professional and academic identity. The study implied the importance of fellow students in supporting identity work. Interactive relationships beyond the bounds of university activity, such as family and partner relationships, were central in structuring identity. The questions dealing with identity work will be discussed from the perspective of career guidance services in HE.

Finally the presentation deals with some concrete pilot projects carried out at the University of Jyväskylä which aim at developing new models for teaching and counselling.

NETWORK 10: HIGHER EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D174

CHAIR: ELINA ORA-HYYTIÄINEN

78 STUDENTS' SENSE MAKING WHEN INTERACTING IN FEEDBACK DIALOGUES.

S-U Steen-Utheim

Høgskolen i Østfold, HALDEN, Norway

Research topic/aim

In 2003, the Quality Reform in Higher Education was implemented in Norway. Main points were, among others, to give priority to new forms of assessment (Report nr. 27(2000-2001)). Hence, focus was directed at formative assessment. Formative assessment is regarded as important for students learning because it gives students the ability to improve their work before the final hand in. The research question for this paper is: *How do students make sense of oral feedback? In what ways does oral feedback provide learning potentialities for students?*

Theoretical framework

A sociocultural perspective on learning and assessment in combination with a dialogical view on human action, communication and cognition frames this study (Linell 1998; 2009, Vygotsky 1978). In this view, assessment and learning is considered as interdependent processes and feedback as interaction and a complex form of communication. The analytical approach is based on the following concepts; potentialities and capacities for change (Linell 2009).

Methodology/research design

The study reports from an on-going project and the overarching research question is how students in higher education make sense of feedback, focusing on students' interaction in both oral and written feedback practices. For this paper however, the focus is on oral feedback. The 45 informants in this study all interact in a feedback dialogue twice during one semester after giving an oral presentation. The main aims with the feedback dialogues are that students use the feedback to improve their next presentation. The feedback dialogues were all recorded and the key informants transcribed and analyzed.

Expected conclusions/findings

The interactional character of the oral feedback dialogues allows for students to engage in meaning making activities about the feedback. In addition, it seems as the oral feedbacks dynamical character creates potentialities for actualizing students' capacities for change.

Relevance for Nordic Educational research

Because of the lack of research taking the student perspectives on assessment and its impact on learning (Weaver 2006), it is of high research value to explore students' perspectives on this, and this study offers a deeper understanding of formative assessment practices in higher education.

NETWORK 10: HIGHER EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D174

CHAIR: ELINA ORA-HYYTIÄINEN

81 DEVELOPMENT OF A GROUNDED MODEL OF TYPES OF FEEDBACK IN HIGHER EDUCATION

KH Karlsen

Høgskolen i Østfold, HALDEN, Norway

In the research literature on feedback in higher education one aspect; type of feedback, has been treated fragmentally. No one, including Nordic researchers, has developed a model of feedback-types based on a systematisation of the different types found in the empirical research literature. In this paper I develop such a model of feedback-types. The model combines a typification of feedback-types based on a literature study and discoveries made when applying this classification on my own data. I believe that this combined model can contribute to better theoretical understanding of feedback-types and be of use for both practitioners and researchers in the field.

The literature study led to a simple two-dimensional classification of four categories related to form; corrective, directive, procedural and reflexive feedback. The model has an epistemological axis and an ontological axis, both ranging from prescriptive to descriptive. Simply put the model classifies feedback-types depending on how open-ended it is and if it addresses the methodology used or the knowledge-claims given. In order to ground the model empirically I applied the classification on my own material. This material is collected within a qualitative ethnographic framework observing bachelor thesis projects at two faculties of technology at a Norwegian university college. The data material consists of 27 transcribed feedback-sessions where students receive feedback from their supervisors.

When using the classification to code my data I realized that many of the feedback-statements weren't accounted for. In addition, my preliminary understanding of which type of feedback each supervisor gave was challenged. One of the supervisors which I would expect to give reflexive feedback, based on a general understanding from the observations, actually gave the opposite, corrective feedback. These findings required that I developed a new dimension, labelled; style. Style comprises many of the techniques teachers use when they give feedback. I have chosen to include what I call rhetorical strategies, which covers most of the statement not accounted for by the previous classification. Based on these findings I propose a three-dimensional classification of form-categories (corrective, directive, procedural and reflexive) and the style-categories (ethos, logos, pathos), with the three axes; epistemological, ontological and rhetorical.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A214

CHAIR: SUSAN TETLER

222 INCLUSIVE CLASSROOM PRACTICE

Guðjónsdóttir, Óskarsdóttir

University of Iceland School of Education, REYKJAVIK, Iceland

Research topic

The purpose of the study is to collect information to understand how schools participating in this research act on and implement the Icelandic legislation, local government policy on inclusive education and inclusive school. A special focus is on the action teachers take in order to implement inclusive education policy. In addition we aim to learn how they organize their practice in order to respond to diverse groups of students.

Theoretical and methodology framework

UNESCO (2008) definition states that inclusive education is: 'an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination' (p. 3). The challenge is to extend theory and practice of inclusion to schools and communities, while at the same time keeping in mind that the primary purpose is to facilitate and assist the learning and adaptation of all students, the citizens of tomorrow. The schools have the responsibility of creating educational opportunities for all and teachers are the key players in implementing inclusive practices responding to all students.

This leads to a qualitative approach because of the need (a) for a holistic view of classroom teaching, (b) for an in-depth inquiry concerning the theoretical underpinnings of inclusive education, and (c) the need to understand multiple perspectives on the phenomenon of inclusive education. This is a part of a longitudinal research and information for this paper was gathered in one school by individual and focus interviews with teachers and school administrators and by field observation.

Conclusions

The principal results are that the majority of teachers and administrators in this school have a positive attitude towards this policy, and that cooperation among members of staff has led to increased participation of special needs students in regular classes in the past few years.

Relevance to Nordic educational research

Inclusive education is a worldwide policy and process that concerns education in all Nordic countries and therefore it is important to learn from schools and teachers about their inclusive practice.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A214

CHAIR: SUSAN TETLER

154 THE INDIVIDUAL VOICE ON INCLUSIVE EDUCATION IN AN ERA OF MEASUREMENT

I Ohlsson, Lang

Malmö University, MALMÖ, Sweden

In the worldwide systems of ranking where also the Nordic countries are included, individuals as well as schools and universities are assessed. These kinds of evaluations give answers about outcomes and from the results efficiency is estimated. Different conditions for the assignment of inclusive education in connection to values and processes are seldom discussed.

The aim of the paper is to discuss the voice of the individual about educational processes viewed in relation to quantitative data in large scale surveys comparing different countries. We will argue for alternative ways of contributing knowledge within the field of inclusive education, such as how to make room for the voices of individuals in an age dominated by evidence based documentation.

In the theoretical and methodological points of departure we advocate a holistic perspective on how knowledge can be achieved about the human being as a learning subject in relation to context, meaning and interpretation. Thus, methods are needed allowing space for complexity and ambiguity in a multidimensional, non-linear and non-causal perspective. A narrative research orientation seems relevant in order to study interwoven phenomena like learning and teaching.

Narrative approaches add a knowledge potential in inclusive educational research which can problematize values and processes in education and learning, with participation and rights in the foreground.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A214

CHAIR: SUSAN TETLER

285 EVIDENCE-INFORMED SPECIAL NEEDS AND INCLUSIVE EDUCATION

Baltzer

Institut for Uddannelse og Pædagogik, KØBENHAVN NV, Denmark

The paper discusses issues related to evidence in quantitative and qualitative research designs. The discussion is based on Karpatschof's ontological distinction between seriality and contextuality as in methodology. Following that line it is possible to argue that quantitative and qualitative designs are complementary. The quantitative design providing strength on possibilities for generalisation, but weakness concerning knowledge about contexts, about quality and meaning embedded in contexts.

The qualitative designs provide strength about contexts, but are restricted to analytical generalization and closed for empirical generalization. Krogstrup suggests a continuum model to combine these strengths and weaknesses. However, the continuum model is a step towards a synthesis, this model needs elaboration and expansion to serve as a useful tool for evaluating evidence.

The concepts seriality characterizing quantitative approaches and contextuality characterizing qualitative approaches offers possibilities for combinations that extend limitations of the continuum model.

The paper suggests to expand the model into a synthesis combining the quantitative and qualitative methodology in combined designs adding awareness on research field that are not yet studied and supplementing the real science studies with perspectives from the conceptual sciences pedagogy 'Bildung theory' and didactics.

The paper includes two illustrative examples on issues of evidence in two studies in inclusive education - a Swedish and a Danish.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A414

CHAIR: AMALIA BJORNSDOTTIR

346 INTERACTIONAL RESOURCES USED IN RESISTANCE- AND DISCIPLINARY WORK IN TRAINING SCHOOL

Östlund

Faculty of Education and Society, MALMÖ, Sweden

The data used in this paper derives from my thesis (which is a work in progress). The thesis should be regarded as a contribution to the development of knowledge about the social actions taking place in the educational setting for pupils with PMLD in Sweden (training school). The study's overall purpose is to analyze the participation and interaction within the framework of the training school's contextual conditions.

This paper tries to explore interactional resources used by teams (teachers and assistants) and pupils with PMLD in everyday life situations in classrooms with a focus of their use of interactional resources in resistance- and disciplinary work.

The design of the data collection is inspired by an ethnographic approach and is constructed as a classroom study. The empirical material was collected by observations and by video recordings. The data presented in this paper derive from video recordings that were made during spring 2009 and spring 2010 in five training school classes and all together 20 pupils (age 8-19, eleven boys and nine girls) and 29 members from the teams participated in the study.

In this paper a small selection of the total video recordings (about 40 hours) is transcribed and analyzed. The analytic approach is inspired by Goffmans dramaturgical framework and by an ethnomethodological perspective and provides detailed analysis of the use of interactional resources used by pupils doing resistance and the team's work with disciplining the pupils in everyday life situations. The results in this study are supposed to be of relevance for the understanding of the pedagogical praxis in the training schools and by studying interaction between pupils and teams within this context this paper also intend to explore patterns in the interaction and bring new perspectives to the pupils work with doing resistance- and the teams work with disciplining the pupils. The study is expected to contribute to a deeper understanding of the pedagogical praxis in the training School and the pupils' possibilities to be agents within the processes of interaction, participation and learning.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A414

CHAIR: AMALIA BJORNSDOTTIR

351 CONSTRUCTION OF DIFFERENCES AMONG STUDENTS IN FILES FROM EDUCATIONAL PSYCHOLOGISTS

B Hamre

Institut for pædagogik og uddannelse, Århus Universitet, KØBENHAVN NV, Denmark

How is exclusion from schools legitimized? This presentation on construction of differences in school argues that students in schools are differentiated to special needs education on the basis of notions such as learning, sociality and reflexivity. The study is based on 44 files from educational psychologists, including documents from teachers, psychologists, special aid teachers and child psychiatrists, showing how students are constructed as problems in schooling. These files that stems from the municipality of Copenhagen, represents the period 2000-2010. The notions learning, sociality and the reflexive are analyzed in the light of the Foucauldian concept of problematization, and are seen as notions producing differences and exclusion in schools. Concepts like structure in the classroom, an appreciative positioning of the student, emotions in the dialogue between teacher/student and the diagnose are all seen as formatting technologies aiming at producing the student as learning, social and reflexive individual. The presentation questions the problematizations, the technologies and the rationales behind them.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A414

CHAIR: AMALIA BJORNSDOTTIR

23 REFLECTING VALUES OF INCLUSIVE EDUCATION. LESSONS LEARNED FROM NATIONAL CONTEXTS IN THE SOUTH

M Proyer, Reisenbauer

University of Vienna / Research Unit Special Needs and Inclusive Education, VIENNA, Austria

Research topic/aim

The “Convention on the Rights of Persons with Disabilities” strengthens the claim for persons' with disabilities fully effective equal participation in society as condition of achieving well-being. Modern states as Nordic countries put great effort in creating adequate policy frameworks to assure public welfare. They used to count as good-practice models for developing countries. This proposal aims to identify models adopted in two medium developed countries that may serve as catalyst for innovations in so called developed countries.

Theoretical and methodology framework

Building on the Capability Approach as proposed by Amartya Sen and Martha Nussbaum, a just distribution of quality education serves as baseline for achieving well-being for all members of the community. This implicates the creation of an inclusive community based education system. For educational research to inform processes of policy making/adaptation, it is necessary to understand heads' of schools, teachers', parents' and pupils' perceptions of schooling. These perceptions have to be analysed to provide adequate systems of assistance on instructional, organizational and community/society level especially for children with learning difficulties. The examples provided are based on two research projects using a Grounded Theory Approach, case-studies, in-class-observations and interviews in Sucre/Bolivia and Bangkok/Thailand.

(Expected) conclusions/findings

The proposal reflects preliminary results of ongoing studies on values in education for children with disabilities. Interim findings show surprisingly congruent perceptions of educational outcomes by heads of schools, teachers and parents: Education for children with disabilities should focus on daily living skills and have practical relevance for the respective communities.

These findings raise further questions: To what extent does the emphasis on practical and daily living skills for the teaching of children with learning difficulties limit/enhance children's future participation in society? What affects the level of importance assigned to the teaching of daily living skills in different cultures and among students?

The proposal presents ideas on inclusive development of community structures and policy frameworks in modern welfare states such as Nordic countries from a Southern point of view.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A200

CHAIR: THOR OLA ENGEN

177 **EMPOWERING WOMEN IN HIGHER EDUCATION: THE CASE OF THE INTERNATIONAL STUDIES IN EDUCATION PROGRAM**

Ragnarsdóttir, Blöndal

University of Iceland, REYKJAVIK, Iceland

In the research presented in the paper we discuss women's empowerment through education. We take a specific look at the International Studies in Education (ISE) program at the University of Iceland's School of Education, an innovative program particularly developed for ethnically diverse groups of students and based on multicultural scholarship. The main aim of the study is to understand how this program has influenced the lives of the participating women who all have immigrant backgrounds. The main research questions are the following: In what way can education be an instrumental part of women's empowerment, and how can it be a fundamental component in giving women the 'tools' they need to reach their goals and aspirations. Does it require personal sacrifices to achieve this goal of gaining a higher education? Where do they go for support? Is there a need for further adjustment and development in the ISE program for it to benefit more women, and if so in what way?

Our participants are in Iceland for a variety of reasons but we seek to discuss their realities within the broader context of globalization and global mobility, resulting in the fact that societies, including Icelandic society, are now more culturally diverse than just a few decades ago. These societal changes are an inspiration for the educational researcher and bring new opportunities and new ideas for research: 'Globalization is a multifaceted process with economic, social, political and cultural implications for higher education' (UNESCO, 2004).

The study is qualitative and has two components: A personal narrative, where participants write about their educational experiences in the ISE program and focus group interviews with 3-4 participants. First findings indicate that after overcoming their initial "intimidation" the women felt valued, supported and empowered. This was largely due to the strong mutual support of the students themselves and encouragement and support from the teachers. The pedagogy of the program, based on critical theories in education (Freire, 1998; Nieto, 2010) and culturally responsive teaching (Gay, 2000) also proved to empower the women. They felt that they had brought valuable experiences to class and that their voices were heard.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A200

CHAIR: THOR OLA ENGEN

80 'WE NEED THEM': PERSONNEL WITH FOREIGN BACKGROUND IN SWEDISH PRESCHOOLS

Gruber

PhD, REMESO Department of Social and Welfare Studies, Linköping University,
NORRKÖPING, Sweden

'We need them': teachers with foreign background in Swedish preschools.

In recent decades have some preschools in Sweden been described as 'immigrant dense', 'multicultural' and 'multilingual'. Common to these categories is that they put focus on children and their ethnic background. The teachers and their ethnic background is however usually an absent aspect in these contexts and is rarely discussed in the public debate. In this paper I will focus preschool teacher's ethnic background and how this background is ascribed importance in everyday work.

Previous research on various welfare institutions (schools, social services, elderly care, etc.) shows that those who work in these institutions often experience problems in relation to migrants. Two common strategies for dealing with such problems are to develop the staff's ethnic sensitivity, with emphasis on cultural competence or to recruit staff from those ethnic groups which are represented in the client group (Essed 1996, Lewis 2000). The basis for these strategies is that difference can be explained by ethnicity. One of the most central issues is that the strategies are not designed to address ethnic differences in general, but are instead linked to specific individuals and groups, identified as the ethnic other. According to Essed, this creates an organization with 'normal' and 'ethnic' work tasks.

Building on these studies, I examine how preschool managers, responsible for hiring teachers, discuss employee recruitment in relation to ethnic background. The analysis presented is based on 14 interviews with preschool managers. One preliminary empirical observation that will be analysed in the paper is that teachers of foreign origin in particular are demanded and recruited to preschools with many children and parents of foreign origin, with the argument that they are needed for these children and parents. Why are they needed? Which expectations are directed against them and what problems are they expected to handle?

References

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NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A200

CHAIR: THOR OLA ENGEN

238 DEVELOPING INTERCULTURAL SKILLS OF FINNISH STUDENTS FOR THEIR LANGUAGE PRACTICE IN RUSSIA

Lestinen, Turunen

University of Jyväskylä, UNIVERSITY OF JYVÄSKYLÄ, Finland

Research topic/aim

The presentation focuses on the empowerment of university students' intercultural competences within their foreign language studies. A pedagogical development project was realized by a teacher and a researcher working in cooperation at a department of languages of a Finnish university. The aim of the project was to improve the effectiveness of language practice period of Russian language students in Russia. The development work was built on a socioconstructivist view on education putting emphasis on experiences gained from other cultural contexts and their reflection both individually and in social interaction. The project consisted of a coaching module preceding the language practice, diary and report writing during their period of studying and living abroad, and a seminar at the home university arranged afterwards. The role of the teacher was to support the students' reflections by introducing them with the basic concepts of intercultural communication and exposing them to experience multiculturalism through drama assignments possibly facing them when living in a target culture. Theoretical and methodological framework: Empirical materials include students' learning diaries related to the coaching module and their language practice reports from Russia. The materials are analysed and interpreted through the conventions of discourse analysis. (Expected) conclusions/findings: It is expected that the findings will offer research-based information that may be used for developing reflective teaching practice in foreign language education. Special emphasis in analysis is put on the reflection of intercultural elements shown in the research materials. Relevance to Nordic educational research: The current expectations for foreign language experts educated at the university level in Finland stress the importance of the ability to communicate in socially appropriate ways in other cultural contexts. It is considered important to discuss with Nordic researchers their notions of intercultural elements in multicultural learning contexts.

NETWORK 15: LITERACY RESEARCH NETWORK

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D168D

CHAIR: LARS HOLM

286 UPPER SECONDARY SCHOOL TEACHERS, WRITING AND PROFESSIONALISM

T Annerberg

Högskolan Dalarna/Utbildning och humaniora, FALUN, Sweden

A rapid development of ICT in schools and new opportunities for communication and education through the development of LMS and other digital technologies are likely to affect the way teachers work. The question is how. The focus of my research is on the digital writing of upper secondary school teachers that has students as its intended recipient. Writing is considered in a multimodal perspective and understood in accordance with the New Literacy tradition (Kress, 2003; Jewitt, 2009; Bezemer and Kress, 2008).

A first study in autumn 2011 deals with what teachers writes digitally, for whom, for what purpose, in what way and how they think about their writing, both in terms of specific texts and more generally. The aim of this study is to investigate teachers' writing, from a multimodal perspective, and as part of teachers' professionalism. The study is ethnographic in nature and conducted in an upper secondary school that is part of 'Unos uno', a research project at Örebro University focusing on issues connected with teaching and learning in a one-computer-per-child environment.

Teachers' professional writing in a digital learning environment can be studied and analyzed in many different ways. Some of the issues that arise when studying writing include: media ecology, the use of multimodal resources, clarity and collaboration with other writers (standardized writing templates, co-writing, etc.) How do these issues affect teachers' writing? Do changes in the teachers' writing, in their turn, affect teachers' professional role? Drawing on teachers' professionalism, additional phenomena could be studied through means of writing: student-teacher relationships, practices and attitudes. One question of particular interest is the question of Professional Responsibility versus Accountability (Englund, 2011).

The writing of teachers carries with it a lot of demands, but can also be seen to have great potential in making teachers' professional approach clear to others as teachers represent themselves in their writing. My intention is to contribute to an increased understanding of writing as a dimension of, and an expression of, teachers' professionalism. The presented study is the introduction to this work.

NETWORK 15: LITERACY RESEARCH NETWORK

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D168D

CHAIR: LARS HOLM

196 MOTHER TONGUE, LITERATURE AND CAPABILITIES OF LIFE-TEACHER NARRATIVES

Rejman

Åbo Akademi, BORGÅ, Finland

What does it mean when a school subject like mother tongue and literature is described as a subject of capabilities of life (in Swedish livskunskap) in the national curriculum? And how can literature be used in the classroom, in order to help the students between 13 and 15 years of age to develop their personality, as the curriculum requests? In my paper I will present ideas and findings which appear during my present doctor's dissertation.

The empirical material consists of 19 interviews with mother tongue teachers (Swedish) in grades 7-9 in Finland. The aim of the study is to contribute to the development of the knowledge the teachers have of the possibilities literature offers in the classroom when working with themes that can be defined as questions dealing with capability of life. My theoretical perspective on capability of life (livskunskap) is based on Martha C. Nussbaum's theories. I also explore the national curriculum, in a search for explicit definitions on the conception of capabilities of life.

My approach to the interviews is a narrative analysis.

The expected and preliminary findings to be discussed in my paper concern the narratives that come out of the analysis of the interviews with the teachers in question.

Literature

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NETWORK 15: LITERACY RESEARCH NETWORK

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D168D

CHAIR: LARS HOLM

188 FEEDBACK: WHY IT IS IMPORTANT AND WHY IT IS NOT ENOUGH

Brevik

University of Oslo, OSLO, Norway

Do teachers focus more on feedback than on promoting pupil learning, so-called “feed forward” practices of formal assessment?

The Norwegian Directorate for Education and Training is worried about teachers’ assessment practises. Only 3 out of 5 pupils in 5th grade say that they receive suggestions from their teachers on how to improve their work and performance in school subjects. In the last year of upper secondary, only 1 out of 10 pupils says they receive such information. The study I want to present was initiated by The Norwegian Centre for Foreign Languages in Education. The aim was to analyse assessment practices of written texts in Content and Language Integrated Learning (CLIL) and to compare these practices to the assessment regulations in the Norwegian Education Act.

This is a qualitative, content oriented analysis based on data collected in the spring 2011 from nine upper secondary schools across Norway, who participated in a CLIL project in 2009-2011. The subjects covered English, history, social studies, geography, religion, communication and culture, science, health and social services, service and logistics, and restaurant and food processing. The data analysed are from teacher interviews, and from documents like assessment criteria, student texts, teachers’ written feedback on the texts and teacher reports. The analysis is based on the framework of communicative competence and assessment for learning.

I will present findings which show that the assessment practices in this study are in accordance with the Education Act only in terms of feedback on the student’s knowledge and task performance. The findings suggest that the assessment practices leave something to be desired regarding how to promote pupil learning, so-called “feed forward” practices of formal assessment. The findings in the study are in line with the Directorate’s worries about assessment practices.

In this session I will point out some implications of an assessment practice that focuses on feedback compared to feed forward practices. Hopefully, this is of relevance to teachers across the Nordic countries.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: C001

CHAIR: GUDMUNDUR HEIDAR FRIMANNSSON

48 EDUCATION FOR SELF-ACTIVITY - THE LEGACY OF THE POST-KANTIAN IDEALISM FOR THE PHILOSOPHY OF EDUCATION

Kivelä

Ari, OULU, Finland (Presenting author)

The legacy of German Idealism has given three different options to define the structure of educative interaction as follows: The Kantian asymmetry- model of a paradox use of coercion yet in the name of freedom, autonomy and reason, Hegelian symmetry-model of recognition and eventually the Fichtean model of education as summons to self-activity. The Kantian model can be criticized for the tendency to understand education as a form of coercion contradictory to the idea of freedom and autonomy, whereas the Hegelian model gives the possibility to define pedagogical interaction as a form of reciprocal intersubjectivity and recognition which should explain the process of human Bildung. The Fichtean model combines the both above mentioned models. It acknowledges the asymmetry of educational relationship without compromising the idea of the emerging autonomy of educandee on the other hand, and aims to the constitution of intersubjectivity vital for the human subjectivity and consciousness on the other hand.

Self-activity and summons to self-activity are deeply associated with Fichte's own philosophical insights. With the concepts of self and self-activity Fichte tried to accomplish Kant's concept of transcendental unity of apperception. Fichte aimed to develop not only a theory of the structure of consciousness mind but also a theory of its genesis. The first mentioned he developed in his early Wissenschaftslehre, the latter was preliminary discussed in the Grundlagen des Naturrechts. Interestingly, some of the contemporaries of Fichte insisted that his philosophy of consciousness implies a certain notion of Bildung and his genetic theory of mind and self consciousness gives the ultimate point of departure for the scientific concept of education and teaching.

The Fichtean notion of education raises several issues. What is the self of self-activity? How it relates to itself? How it should be summoned for activity? The most important outcome of the Fichtean concept of education is, that subjectivity and intersubjectivity are equally original and primordially interrelated so, that also relation between freedom and education must be seen in its complexity and richness.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: C001

CHAIR: GUDMUNDUR HEIDAR FRIMANNSSON

69 THE PEDAGOGICAL SUBJECT AND THE RADICAL IMAGINATION

I Straume

Universitetet i Oslo, NESODDTANGEN, Norway

Contemporary educational research has a rather limited range of concepts at its disposal to designate the 'inner life' of the subject. Terms in frequent use are 'the individual', 'the student', or 'the learner', whose inner processes are referred to with mainly psychological concepts. In contrast, pedagogical research a century ago had a much richer repertoire for the subject's many dimensions of inner life. The paper argues that contemporary theoretical tools for exploring educational practices are one-dimensional and lacking in complexity. We may say that there has been a 'sociologization' of the conceptual apparatus in educational research; but this is only half the story; for the sociology in question is in turn a reduction of more classical, complex forms of sociology. As a critique of this reductionism, there is a growing school of social theory that draws on civilizational perspectives and phenomenology whose notions include collective representations, meaning, significations and practices of 'world making' (S. Adams, J.P. Arnason, S. Eisenstadt, P. Wagner and others).

This paper explores the pedagogical subject and its world in light of these currents. Particular attention is given to the role of the 'radical imagination' that forms the world, the subject and the world of the subject. This perspective enables us to capture and describe processes that transgress the functional dimension, and thus to avoid unproductive dichotomies between, e.g., the imaginary and the real, which is arguably a reductive mode of (scientific) thinking.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: C001

CHAIR: GUDMUNDUR HEIDAR FRIMANNSSON

452 THE IMPLICATION OF RECOGNITION ON EDUCATIONAL PRACTICE

L-A Wolff, Schaffar

Åbo Akademi University, VASA, Finland

This paper presents a study on the concept of recognition and its consequences for education. The basic idea of the concept of recognition is that humans shape their identity and obtain a positive self-consciousness as a result of receiving the recognition of others. This means that the fundamental presumption for the individual's development of a positive awareness of self is to be found in the way the group meets its new members and lets them into the community. Recognition has recently become popular as a basic concept for reconstructing social contexts and appears regularly in philosophic discourses on ethical and political topics. However, Jean-Jacques Rousseau spoke about recognition already in the 18th century and Friedrich Hegel followed his predecessor Gottlieb Fichte when he referred to *Anerkennung* (recognition) when discussing the topic of the other in the beginning of the 19th century.

Recent philosophers often use the concept of recognition parallel with the concept inter-subjectivity like Hegel did. The philosophers Axel Honneth and Nancy Fraser both use the concept of recognition, but in different ways. While Honneth has developed recognition as a theoretical moral argument, Fraser makes use of the concept as an aspect in the struggle for redistribution.

Our starting point in this paper is to describe Honneth's theory about the struggle for recognition the way he has presented it in recent time. With an intention to broaden the study we will compare his thoughts with Fraser's and others. Finally we like to discuss if it is possible to develop a recognition theory with elements from both philosophy and psychology for use in contemporary Nordic educational contexts.

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A303

CHAIR: HANNU JAKONEN

10 STUDENTS STUDY RESULTS - A QUESTION OF STYLES, STRATEGIES, OR (MIS) MATCH?

L Boström, Löfqvist

Mid Sweden University, HÄRNÖSAND, Sweden

The change from elite to mass higher education might have direct implications for teaching and learning. The consequences are, among other things that education time per student has decreased, the variation in the students' capacity has increased and institutions have been continually challenged to provide evidence of the effectiveness of methods used to facilitate student learning. As education systems are currently undergoing reforms in the Nordic countries, it is important for educational institutions to be aware of the different ways that their students learn. The aim of the study was to investigate differences in students' approaches to learning in relation to their study outcome. The study describes the impact and nature of learning styles and learning strategies for 21 students in the basis of study results during their first semester at X-university. Data were collected by students learning styles profiles, PEPS, and individual written reports. Using descriptive statistics and phenomenographic method, qualitatively different ways of learning and studying are described in the three groups (low-, middle- and high achievers). A thematic analysis of the data was then carried out to identify key themes occurring within the papers focusing on learning approaches compared to their learning styles preferences. Findings in this study demonstrate that high-achievers use deep approaches to learning and have an auditory/visual dominant perceptual preference. Not successful students (so called low-achievers) use surface approaches, have tactual or kinesthetic dominance, and describe a bad self-confidence in studies. The results showed that differences in learning outcomes could depend on styles and strategies. The findings are of particular relevance to educators suggested the need for widely diverse teaching approaches in higher education and a response to the increasingly diverse student bodies that one encounters today. The long-term ambition with this study is, by a better understanding of factors which affects students' study result, to improve education and to give students better knowledge of their own learning. The article discusses how result can be explained, and why they might be of interest for the postmodern university pedagogy.

Keywords: learning styles, learning strategies, matching, phenomenography.

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A303

CHAIR: HANNU JAKONEN

195 NOVICE TEACHERS' PERCEPTIONS ABOUT COLLEGIAL LEARNING IN SCHOOL CONTEXT

R Raus, Eisenschmidt, Oder

Tallinn University, TALLINN, Estonia

Novice teachers are supported during their early years of practice by several educational innovations. In Estonia, the novice teachers' induction programme was introduced in 2004. A recent survey confirmed that a novice teacher's professional development appeared to be more efficient in schools where not only the mentor but the whole organization supported the novice teacher (Eisenschmidt, Poom-Valickis and Oder, 2008). However, Eisenschmidt (2006) identifies problems with the Induction Programme implementation model, e.g. limited possibilities to influence school culture and the development of organizational learning.

Based on the need to understand (a) the interactional processes that take place in a school organization, (b) what supports or hinders a novice teacher's professional development in the school context and (c) if there is a bilateral influence between the novice teacher and the school culture, a longitudinal research project was conducted among teachers who have now been working for several years.

The main aim of the research was to find out how novice teachers influence school culture. The research was guided by the following hypothesis: Novice teachers' perceptions of an efficient school culture and collegial learning have an impact on organizational development. A questionnaire, using open-ended questions and in-depth interviews, was chosen as the research tool.

An inductive content analysis was applied to interpret the answers. The results showed that novice teachers do need support from their colleagues after the induction year in order to develop a shared understanding of organizational change and to encourage collegial co-operation and support in teaching practice.

A conclusion was reached that, in order to increase the efficiency and sustainability of the Induction Programme and to make a greater impact on the professional development of teachers, the programme will need improvements, such as longer mentoring programmes, support for organisational learning, etc. Supporting professional development is necessary not only for the novice teacher, but also for the development of the whole organization/school culture.

The results of the survey can be shared as a basis for the development of teacher education programmes in Nordic countries.

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A303

CHAIR: HANNU JAKONEN

41 DIAGNOSTIC TEST IN READING COMPREHENSION FOR TEACHER STUDENTS

C Lalander

Department of Language Education, STOCKHOLM, Sweden

Research topic/aim

The aim is to see how well teacher students who follow courses in languages manage the reading comprehension of academic texts. Another aim is to see if, by giving them a test at the beginning of their training, you get a prognosis of their future success in their studies.

Theoretical and methodology framework

A) **Background**

Today teacher training programs consist of academic as well as professional training. Students who apply to these programs must have solid knowledge of Swedish and English. In teacher training at the Department of Language Education (ISD) we have experienced that students whose language ability is low have problems with their training.

B) **Hypothesis**

If we use a carefully designed test to give students a prediction of success in their studies this test would provide a basis of knowledge if further assistance/training is necessary.

C) **Approach**

ISD has given a diagnostic test to all language students who were admitted to our teacher training program. The test was compulsory and has been part of the introduction course the autumn term 2010, as well as the spring term 2011.

(Expected) conclusions/findings

So far, the results have shown that many of the students that have not succeeded in the diagnostic test, are no longer part of the training, but have interrupted their studies for some reason. The test results have also shown that many students seem to have a poor reading comprehension skill.

Relevance to Nordic educational research

The research may contribute to new knowledge about teacher students' skills in reading comprehension. In order to have a good teacher training we need good students, and if we can help students get an insight in the demands of the education in time, we may help them succeed in their studies as well as make them good teachers.

NETWORK 20: TEACHER'S WORK AND LIFE

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A100A

CHAIR: EVA HULTIN

209 SOCIAL NETWORKS AND PROFESSIONAL DEVELOPMENT FOR NEWLY EDUCATED TEACHERS

Engvik

NTNU, TRONDHEIM, Norway

This session is based on a qualitative study focusing on newly educated teachers in Upper Secondary Education and Training in Norway. The purpose of the study was to gain a deeper understanding of what motivates newly educated teachers to create, maintain and use personal networks. The study also examines what processes are found within their social networks, from an individual perspective. The study's problem statement is "what effect do social networks have for the professional development of newly educated teachers working in high school?"

In the first part of the session, I will highlight research that has been used to analyze and understand the transition from teacher education to the first work year at the school and understand the data material. Afterwards I'll present the study's methodical framework and the interview guide, with the problem statement and three research questions. In this part I'll show how four newly educated teachers have each drawn a map of their networks. This map shows which networks affect their professional development most and what the networks contribute to the professional development. I'll go on to explain how the data material was gathered and analyzed, and lastly I'll discuss the study's findings.

I'll use the session to show how the study can be a contribution to develop the form and content of the follow-up of newly educated teachers in high school. This study shows that colleagues that show recognition are crucial to the professional development of the four newly educated teachers in the study. In addition, meetings in the school contribute to developing the newly educated teachers' trust and respect. At the same time, the newly educated teachers experience a need for creating opportunities for reflection in the personal networks outside of school. The relational and emotional parts of the teaching profession create a need for guidance processes that address ethical dilemmas at work. The problematic part is that newly educated teachers, when faced with an ethical dilemma at work, actively seek out opportunities outside of school to continue their professional development.

NETWORK 20: TEACHER'S WORK AND LIFE

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A100A

CHAIR: EVA HULTIN

335 MOBILITY OF PEDAGOGICAL EXPERTISE - A FINNISH PERSPECTIVE

H Jokinen

Finnish Institute for Educational Research, University of Jyväskylä, JYVÄSKYLÄ, Finland

The paper presents some essential issues concerning the mobility of teachers in Finland. In Europe and in many other developed countries, a shortage of qualified teachers is already a reality. The teacher shortage will get worse because of the changing age structure and the retirement of teachers. In addition, the popularity of teaching profession appears to decline. Teachers are moving to other professions. Is this the vision of future which will happen in Finland too? So far, the willingness to study the teaching profession has remained high. Also other kinds of trends have been observed. In particular, graduates' interest to move to other tasks or professions is growing. Working life is changing rapidly and pedagogical skills are needed also in many other employment sectors than purely in education.

Mobility from teaching profession to other sectors of labor indicates that more quantitative and qualitative information is needed in future to evaluate the amounts of teacher education students. Especially within the first five years of graduation several teacher decides to change profession. This phenomenon is common in Europe and in America. For example about half of the teachers leave the field of education within five years of graduation in Northern America. (Bess 2007; Boles & Troen 2000; Improving the Quality of Teacher Education 2007; Key topics in education in Europe 2004; Palmer 2007).

The data has gathered by using statistics, questionnaires and interviews. Methodologically the study is based on quantitative and qualitative analysis. The study examines the mobility of teaching staff and their (needed) professional skills for the future. In addition attention is paid how the graduates are placed to labor market/employed and what kind of support teachers have in their early stage of teacher ship.

The results presented in the paper includes e.g. following issues: 1) enrollment in teaching profession, 2) teacher mobility for various reasons, 3) expected future needs for teachers and 4) qualifications provided teacher education.

NETWORK 20: TEACHER'S WORK AND LIFE

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A100A

CHAIR: EVA HULTIN

240 'YOU'RE NEVER FINISHED'. TEACHERS ON COMMITMENT, PROFESSIONAL STRUGGLE AND POSITIONING DURING 15 YEARS OF CHANGE

Fransson, Frelin

University of Gävle, GÄVLE, Sweden

This paper presents some preliminary results from a study inquiring into factors that contribute to teacher retention and commitment. The data presented are part of a larger project financed by the Swedish National Science Council: 'Crossroads - a longitudinal study of choices and values in teachers' work trajectories'. The informants have worked during a period of twenty years when major reforms have changed the frames and pre-conditions for teachers' work (Carlgren & Klette, 2008; Houtsonen, et al., 2010), and thus for teachers' roles, tasks and commitment (cf. Day et.al., 2007). In the beginning of their teaching career reforms of de-regulation and decentralization had just been implemented and the teaching profession was trying to adjust to a goal-oriented steering system and an emerging marketization. During the 1990s the rhetoric of teachers as professionals was prominent, but in the 2000s they came under more systematic attack, mainly from neo-liberal positions, media and politicians (Compton & Weiner, 2008). Regimes of accountability, including increased possibilities to report teachers, has resulted in teachers adopting a more risk-free teaching documenting for their own safety, in case of being reported and investigated (Lindqvist & Nordäng, 2011).

The aim of this paper is to map key characteristics of teacher experiences from these 15 years. A unique collection of data was carried out between 1993 and 2008, following 87 Swedish graduates of teacher education through their careers. They were interviewed by mail at eight occasions regarding their work and lives. We focus mainly on the written comments that 74 of the informants delivered when they responded to the last questions in September 2008, in particular the last question where they were asked for a spontaneous comment after 15 years. A qualitative content-analysis was performed in order to identify patterns and themes.

The preliminary results indicate several themes, including on the one hand work-intensification, decreased professional space and frustration, but on the other hand sustaining commitment, stimulating work and professional development. These findings are discussed in relation to the educational context and its restructuring and changed preconditions.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D169

CHAIR: ANDREAS FEJES

74 SCHOOL CHOICE AND SCHOOLS' REPUTATIONS IN A FINNISH URBAN SCHOOL MARKET

Kosunen

University of Helsinki/Sciences Po Paris, PARIS, France

Research topic

The study focuses on school choices being made in the comprehensive school stage by parents to schools with differing reputations in Finnish urban school choice context.

Theoretical and methodological framework

When choosing a secondary school for their children parents in many cases use different sources of information in order to make a "better" choice. Parents may use the reputations of schools as factors when choosing a school (Ball & Vincent 1998, Butler et al. 2007, van Zanten 2009). In the Finnish school choice context reputations of schools matter as one of the only types of information available for parents making decisions alongside with the information provided by the schools themselves. Parental interview data (n=95) has been analysed by using content analysis.

Expected findings

It seems that the grapevine-information is in many cases being used as a component in decision-making. Some schools seem to have consistent reputations of which many parents are aware of. The way of using school reputations as factors influencing the decision-making differed among parents.

Relevance to Nordic educational research

This study provides a new approach in studying school choices in a Nordic context, where the municipalities have a strong autonomy and play a big role in defining the way of arranging their local school markets and thus influencing parental decision-making processes.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D169

CHAIR: ANDREAS FEJES

347 CORRUPTION, KNOWLEDGE AND LEARNING

O'Dowd

Lund University, LUND, Sweden

Corruption is a global problem the extent and magnitude of which is yet to be fully disclosed. The United Nations Convention against Corruption (UNODC) states: "Corruption is a complex social, political and economic phenomenon that affects all countries. Corruption undermines democratic institutions, slows economic development and contributes to governmental instability. Corruption attacks the foundation of democratic institutions." The aim of this paper is to provide a comprehensive account of corruption, especially its influence on and its consequences for knowledge and learning. How does corruption influence knowledge production? How effective are the processes in place to evaluate knowledge claims? To what extent can the consequences of corruption affect learning, from how students approach their own learning processes to how learning situations and environments are structured, to how learning is accessed and judged? Do corrupt leaders affect the trustworthiness of an organization? To what extent do organizations, be they schools, universities, research institutes, non-governmental organizations or informal learning sites, have procedures in place to combat corruption? If that is the case, what measures are taken to reveal corruption? What measures are taken to re-instate trust?

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D169

CHAIR: ANDREAS FEJES

296 RELATION OR EVALUATION? - SWEDISH PRESCHOOL TEACHERS EXPRESSIONS CONCERNING QUALITY WORK

Österlind, Tullgren, Bäckström

Sektionen för lärande och miljö, KRISTIANSTAD, Sweden

Swedish preschools are welfare institutions required to achieve and demonstrate high quality. The preschool teachers are responsible not only for the quality of the daily activities at the preschool, but also for the evaluation and development of these activities. The latter can be problematic especially in times of diminishing financial resources. This raises question on how quality is defined and evaluated.

Our analysis of the national steering documents showed two coexisting discourses concerning quality and quality work in the Swedish preschools: I) a relational discourse within which quality was closely related to relations and reflections, and II) a new public management (NPM) discourse within which quality was related to measurability and effectiveness.

A following study of discursive expressions of quality and quality work among preschool teachers showed that the participants' statements to a high extent corresponded with the relational discourse found in the national steering documents. The teachers regarded themselves responsible for maintain good relations to the children and their parents, and to their colleagues. The relational discourse was to some extent challenged by the NPM discourse. This discourse was found in statements stressing a correspondence between activities and curriculum, and the local guiding principle: perform, evaluate, and develop. Evaluations were made by mandatory reports to the municipal administration and locally produced inquiry forms to the parents.

In this paper we present a study which aims to explore discursive expressions about how quality could be achieved in preschool work among preschool teachers. The methodological frame of reference is inspired by critical discourse analysis, which enables the study of discourses and their relations to socio cultural practices, hereby allowing a critical perspective on society. Data was collected during a seminar where preschool teachers reflect upon their work and how they define quality or lack of quality.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A403

CHAIR: ELEONOR BREDLÖV

63 THE IMPACT OF INTERNATIONAL KNOWLEDGE ASSESSMENTS (OECD & IEA) IN TERMS OF NATIONAL REPORTS

Pettersson

Högskolan i Gävle, GÄVLE, Sweden

OECD - the Organisation for Economic Cooperation and Development - and the IEA - International Association for the Evaluation of Educational Achievement - are the two international organizations that dominate in terms of international comparative knowledge assessments. This paper presents the historical background of the OECD and IEA, the international comparative knowledge assessments produced by OECD and IEA and how the two organizations choose to present the results. The study goes further, however, in its analysis by studying how the participating countries present the results in national reports. This shows some similarities and differences observed at the international level which makes it possible to speak of an international culture of how the results of international comparative knowledge assessments are presented at national level. The results show that there is a dominating way of presenting the results, and an alternative, most common in countries outside the westernized world.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A403

CHAIR: ELEONOR BREDLÖV

28 CLAIMS IN EDUCATIONAL RESEARCH - CONDITIONS FOR EXTERNAL PROJECT FUNDING

D Tedenljung

School of Education, Culture and Communication, Mälardalen University, ESKILSTUNA, Sweden

This study focuses on outcome justifications during the preparation of project applications at the Swedish Research Council during the period of 2002-2004. The study is based on a theoretical approach derived from Michel Foucault's placement of the reproductive processes in language use, John L. Austin's pragmatic speech act theory, and Judith Butler's idea of power in authoritarian language and combines it with forms of representativity used in the methodological approach of qualitative content analysis of institutionally oriented communication. Three analyses are made that aim to clarify the argumentative content and applications used in the language for the preparation of project applications. The result is that assessment varies without obvious reason; contextual and functional representativity is included within the rhetoric's in assessments as a message within the practice itself; and the overall communication of representativity lacks factuality. The following conclusions are made. Sanctions are justified even if they only express the principled positions or speculation. Assessment does not need to give any information of value beyond what motivates the impression of the sanction itself. Information may be missing in the assessment without prejudice to recommendations for further preparation. Experiences of this might have repercussions for the applicants and for the experts. It is pointless to engage in an honest form of calls or text-processing. One of the merits of the study is to learn how to deal with the practice of academic writing in such a way that it ceases to impress. In this way anyone involved in producing research papers and evaluations can re-evaluate their understanding of their practice. The purpose of this study has taken on a wider significance beyond the examples of language use in the samples. As further research is proposed, the broader issue of how research is conducted with the primary interest of strengthening researcher's own institutional importance.

NETWORK 22: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A210

CHAIR: BOSSE BERGSTEDT

537 EDUCATION AND POSTCOLONIAL COSMOPOLITANISM

A Olsson

Lunds universitet, LUND, Sweden

Globalization is crucial for thinking about education. Schools are deeply affected by globalization and other changes related to globalization, not at least an increasing fragmentation. In my paper I will discuss how a cosmopolitan perspective can be developed as a starting point to understand school in a globalized society, not at least as a place where different groups of people come in contact with each other and have to communicate. To develop the cosmopolitan perspective I draw on the post-colonial thinkers Anthony Appiah, Homi Bhabha and Sheldon Pollock. In the paper I argue that one of the consequences of globalization is that similarities no longer can serve as the basis for social cohesion, when societies to an increasing extent are characterized by diversity and cultural heterogeneity. Instead, emphasis must be placed on differences. I place the issue of minorities at the center of this discussion. The importance of an active approach towards the difference of the other as well as the right to narrate, speak and be listened to is fundamental to such a discussion.

NETWORK 22: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A210

CHAIR: BOSSE BERGSTEDT

393 EDUCATION AND WILL TO KNOWLEDGE - AN ARCHAEOLOGY OF EMPIRICAL KNOWLEDGE IN PEDAGOGY

A Saari

University of Tampere, TAMPERE, Finland

The paper discusses the emergence and institutionalization of Finnish empirical research of education as a discursive formation from 1900 to 1980. Until the turn of the 20th century, academic pedagogy in Finland was largely a philosophical enterprise. However, the representatives of a early empirical discipline claimed that only scientific knowledge of the child and the school could serve as the basis of the governance of public schooling.

The analysis uses Michel Foucault's approaches of archaeology of knowledge for studying scientific articles, monographs and text-books which discuss the character of empirical research in education. Discursive formation is understood as a stabilized network of discursive relations between concepts, forms of reasoning, research objects and extra-discursive elements (e.g. relations to public schooling). This network provides the conditions of possibility for a seemingly objective and socially relevant form of pedagogical knowledge. It also defines what ways of knowing should be excluded as dogmatic, subjective or useless.

These local discursive traits are related to international traveling discourses in which similar claims for empirical evidence as the basis of education have been presented. Moreover, the paper analyses connections of educational research to what Foucault has called the modern *épistème* as the basis of knowledge in the human sciences.

As a result the paper discusses scientific debates over a) what constitutes evidence and how and where it should be attained; b) what are the privileged objects, concepts and forms of scientific reasoning; c) how empirical knowledge relates to historical time and progress; and d) how educational research connects scientific knowledge with aims of child centered and individualized pedagogy as well as effective governance of public schooling. The discursive formation of educational research is also analyzed as a deeply paradoxical and problematic network, which constantly deconstructs itself.

The paper also provides keys for understanding certain epistemological continuities in educational research, despite alleged paradigm breaks and linguistic turns.

NETWORK 22: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A210

CHAIR: BOSSE BERGSTEDT

442 THE BENCH AND THE BUTTON - OBJECTS SHAPE THE PEDAGOGICAL PRAXIS AND GENDER IN PRESCHOOL

Paju

University of Helsinki, UNIVERSITY OF HELSINKI, Finland

I am conducting an ethnographic PhD research on (children's) agency in a preschool setting. I question the take on agency as autonomous, active and anthropocentric, as traditionally seen in the social sciences. I suggest in line with Actor-Network Theory and especially the formulations by Bruno Latour, that agency could be seen as relational and including both human and non-human actors. Moreover, I analyse the embodied movements of the children as ways of being part and carrying on the action at hand. Here I draw on the phenomenology of Maurice Merleau-Ponty and the anthropological theorizing on movement by Tim Ingold. In the conclusion of my study, I criticize on the basis of my analysis on action and agency as network-like, the emphasis on individualism and individual achievement in (Finnish) early childhood education.

In my paper I discuss with reference to my empirical data the ways in which the human and non-human actors work together in shaping the everyday life in day care. I present the cases of the bench and the button. Through these I discuss, firstly, the ways the material objects are involved in the pedagogic praxis of the preschool staff. Secondly, I explore how gender comes to be constituted in the action and encounters between the human and non-human actors.

I have conducted the fieldwork for my PhD research in a day care centre where I followed the activities of two day care groups during one school year. The children were aged from 3 to 5 and 5 to 7 respectively. My data consists of ethnographic field notes, photographs, videos, and interviews with both the children and the staff.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A401

CHAIR: EVA ANDERSSON

480 BUILDING ON MEZIROW'S THEORY OF TRANSFORMATIVE LEARNING: THEORIZING THE NATURE OF REFLECTION

Mälkki

University of Helsinki, HELSINKI, Finland

For the past decades reflection has been the buzzword of adult and higher education. Reflection is facilitated in many practices and there is abundant research on the issue, while reasons why bringing about reflection in educational practices is difficult remain unclear. The prevailing theories inform of the process in its ideal form but, to a great extent, fail to offer conceptual tools for understanding and working with the actualities of reflection.

The aim of my doctoral thesis was to explore the challenges and prerequisites of reflection in order to theorize the nature of reflection. The methods involve both a philosophical and an empirical approach. This multifaceted approach embodies the aim of gaining a more thorough grasp of the phenomenon while developing methodology of researching reflection.

The theory building is based on conceptual analysis and rational reconstruction (see Davia 1998; Habermas 1979) of Mezirow's (1981; 1991; 2000; 2009) theory of transformative learning. The aspects which, based on the analysis, appeared insufficiently considered within Mezirow's theory, were explored with Damasio's (1994; 1999; 2003) theory on emotions and consciousness as a complementary theory.

Empirical data consists of interviews with university teachers and involuntarily childless women. The choice of these groups is based on Mezirow's notion of disorienting dilemma as a trigger for reflection, indicating that reflection may more naturally emerge in association to life-event crises or other cumulative sets of instances in everyday life, which bring our worldview and beliefs under question. Nevertheless, reflection is often being promoted in educational contexts in which the trigger conditions may not readily prevail.

The research offers new perspective into reflection which, as a further development on Mezirow's transformative learning theory, theorizes the nature of reflection. The developed theory explicates the prerequisites and challenges to reflection, and suggests that the challenges of reflection are fundamentally connected to the way the biological life-support system affects our thinking through emotions. While depicting the mechanisms that function as a counterforce to reflection, the developed theory also opens a perspective for considering possibilities for carrying out reflection, and suggests ways to locate and deal with assumptions to be reflected on.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A401

CHAIR: EVA ANDERSSON

401 ADULT TEACHERS AS LEARNERS - WHEN CLASSROOM EXPERIENCES BECOME AN ARENA OF LEARNING

Lund Larsen

Aarhus University - ARTS, COPENHAGEN NV, Denmark

This paper takes its starting point in the research into the process of adult teachers' practice-based learning as a part of an on-going qualitative empirical research project. The project is titled "Competence development through practice-based learning - a study of adult teacher's learning processes". The project relies on the notion of the adult teacher as a 'reflective practitioner' (D. Schön) who develops 'practical knowledge' (F. Elbaz; F.M. Connelley & D.J. Clandinin) through experience and learns when she is exposed to 'disjuncture' (P. Jarvis). The notion of 'didaktisk målrationaltet' and the three levels of teaching competencies are used as a framework to consider the learning potentials when viewing the work of the professionals (E.L. Dale). In a Nordic perspective the development of adult teachers' competencies has not had the same level of attention as has the field of primary school teachers.

In this paper I will discuss the hypothesis that a professional teacher of adults learns through her own experiences in practice. I question that not even an experienced teacher can rely solely on behalf of routines which may conflicts with the idea of the Dreyfus brothers' 'intuitive expert'. The learning potentials and processes in the professionals' practice will be discussed in a lifelong carrier perspective (as explored by research on teachers thinking, and by research on professionals' learning through work). My argument in the paper is based on the idea that working in the teaching profession is like working in an arena of constant challenges. As the practice of the adult teacher is regarded as a potential place for learning to occur, the role of the teacher must necessarily imply the role of learner.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A401

CHAIR: EVA ANDERSSON

59 TEACHERS' STORIED EXPERIENCES AS RESOURCES IN PROFESSIONAL DEVELOPMENT

E Ottesen

Department of Teacher Education and School Research, University of Oslo, OSLO, Norway

Research topic and research questions

The study explores collaborative learning processes among teachers in a primary school as part of their in-service professional development. Teachers' stories about their classroom experiences constituted a prominent category of resources in the teachers' deliberations. This paper examines the construction and functions of teachers' stories. Building on Bruner's (1991, p. 4) view that "narrative is a conventional form, transmitted culturally and constrained by each individual's level of mastery and by his conglomerate of prosthetic devices, colleagues, and mentors", the research addresses the following research questions

1. How do teachers make experiences "public" through their stories?
2. How do teachers' stories build on and complement each other, or differ and compete for legitimacy?
3. What is the function of teachers' stories for professional development?

Methodology/research design

A sociocultural approach is applied in the analysis, with special attention to the ways in which teachers' stories mediate learning, and the role of stories in teachers' collective construction of purpose and identity. Three professional development workshops are analysed. The workshops have been audio-taped, transcribed and analysed as in situ interactions. Interaction analysis (Jordan and Henderson, 1995) guides the exploration of the teachers' meaning making processes.

Findings/conclusions

The analysis shows that storied experiences constitute central knowledge resources. By telling stories, the teachers make their work public; in this way, stories function as repositories for practical knowing. Also, through their storied experiences teachers make themselves accountable, both in terms of external requirements and in terms of professional responsibility. Moreover, the stories serve the purpose of community and identity building among the teachers, and help teachers deal with problems of practice by making evident "what works". Only in a few instances the teachers' storied experiences become a stepping stone for critical inquiry.

WORKSHOP ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



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NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D168A

CHAIR: LINDA HALL

62 EARLY CHILDHOOD EDUCATION. A HISTORY OF A JOURNAL

C Williams, Pramling Samuelsson

University of Gothenburg, GOTHENBURG, Sweden

After World War II, a humanitarian concern led a group of educators for the welfare of young children to seek a way to engage others committed to these aims. In Prague 1948 Omep (Organisation Mondiale pour l'Education) was born. The new organisation was recognized then, as it is now, as the principal mechanism to bring together people from all over the world, without any criteria other than an objective to share information and initiate actions to benefit young children everywhere. 1969 OMEP started an international journal, *International Journal of Early Childhood*, with the aim to improving knowledge of children and their conditions all over the world. Today Omep's biannual Journal is published in cooperation with Springer and the aim is still to put emphasis on articles related to children's right to education and care. The aim of this study is to describe and analyze the content of publications in the IJEC during a period of 40 year of publication (1969 - 2009). Focus of research is directed towards methodological and theoretical perspectives discernible in the articles. The journal constitutes thus a unique material from a contemporary as well as a present perspective, where children and early childhood education and care are documented over a long period. With it's relatively long history the journal constitute a unique source of knowledge concerning research of early childhood education. Quantitative as well as qualitative analysis are carried out based on the focus of research. The research is expected to lead to knowledge about how research about early childhood education has evolved over the years and where it stands today. But also knowledge about the historical perspective on early childhood education, where IJEC represents a unique material.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D168A

CHAIR: LINDA HALL

270 PEDAGOGY OF PLAY AND LITERACY

Einarsdottir

University of Iceland, REYKJAVIK, Iceland

An action research project was conducted in one preschool in Reykjavik. Two preschool teachers collaborated with university researchers. The study examined how the teachers' ideas about integration of play and learning developed during the study, and how they worked on connecting play and literacy. Data was gathered and analyzed using various methods such as videos, photos, interviews, observations, notes from meetings, documents and diaries. The findings indicate that participation in the study influenced the teachers' practices and ideas. They became aware of the value of play for learning and how they could create conditions and support children's learning through play. They did not, however, let go of the former practices in which they worked on literacy during specific well-defined periods.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D168A

CHAIR: LINDA HALL

34 LEARNING TO BECOME A FIRST GRADER: THE PRESCHOOL CLASS AS A TIME OF TRANSITION

Söderman Lago

NORRKÖPING, Sweden

In this presentation the transition from preschool class to the first compulsory school year will be analysed. The point of departure is to study what activities are carried through to mark the transition, and in what ways children themselves create meaning of the transition. Concepts such as rites of passage (van Gennep 1960, Turner 1977), status passage (Glaser & Strauss 1971), and priming events (Corsaro & Molinari 2005) will be used to analyse the transition. This is done using an ethnographic approach (mainly participant observations and interviews) by following a group of children during the above mentioned transition.

The analysis demonstrates that the transition itself can be understood as a process with elements of separation and closure ending the year in preschool class. One such element was the use of expression such as "last time". It can also be said to contain a liminal phase away from school (the summer holidays) and a phase of initiation in the beginning of first grade. During this period children and teachers together actively negotiated the content and meaning of being in the first grade. When analysing the ways in which the children themselves talked during interviews, a similar pattern emerges. The preschool class was talked about in vague terms and the children did not express a clear image of what it was. When asked to talk about it they used explanations like "It's how you're supposed to learn how you're going to begin first grade". One boy said, when asked to describe what a preschool class was, that you could call it "in between class". In other words, the preschool class was talked about as a place for *preparation*. In this sense, the preschool class becomes the liminal phase between preschool and school. It is the place where children are taken away from one form of being, the preschool child, and are prepared for another form of being, the school child.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A405

CHAIR: ØKSNES

204 PROCESSES OF MARGINALIZATION WITHIN THE CLASSROOM IN AN ERA OF SCHOOL ACCOUNTABILITY

Hörmann

VIENNA, Austria

The focus of this paper is on discovering how processes of marginalization might evolve in schooling that nowadays is influenced and characterized by school accountability measures such as standardized testing. Drawing on critical analyses by Biesta (2009) and Young (2010), current discourse on school accountability trends unpacks a "paradigm of individualization" that highlights each student's individual performance and makes increasing that performance the main task of education. This implies a dispositional concept of learning processes whereby learning is regarded as a mechanical act that only takes place within the individual (Otto/Schrödter 2010).

In my paper, students are seen as experts on their daily lifeworld of schooling. They were therefore asked how they experienced their everyday lives in the classroom. Within these descriptions, I explore if and how the current understanding of schooling in the light of school accountability is reflected in how students perceive instruction and the processes they consider marginalizing.

This draws on a life-world phenomenological concept of learning and schooling, referred to by Schütz (1945) and didactical theories (Hopmann 2007; Langfeldt/Hörmann 2011). The empirical investigation builds on Max van Manen's Lived-Experience approach (1990) and comprises 15 narrative interviews with students from lower secondary schools in Austria.

The data reveal that students perceive schooling as something they cannot influence, but have to accommodate. Students whose lifeworlds are incommensurable with what is demanded of them at school seem to perceive themselves as solitary battlers left to their own devices. They are unable to interpret and give meaning to what they experience at school. This corresponds to statements in the context of school accountability discourse and indicates that schools are not rewarded for their efforts in successfully including disadvantaged students (Midtsundstad/Hopmann 2011).

My research is part of an Austrian government-funded project ("Noesis") that also is being carried out in collaboration with a similar research project in Norway, and so my investigations will be conducted in Norwegian schools, as well.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A405

CHAIR: ØKSNES

193 READ LESS - UNDERSTAND MORE!

Brevik

University of Oslo, OSLO, Norway

How can strategies for reading be implemented in all schools across a county?

The results of the international PISA study have shown that Norwegian pupils score below the OECD average in reading. The aim of the study I want to present was to improve the pupils' reading skills across a Norwegian county by implementing reading strategies in all classrooms from year 1 through year 10 - based on teacher collaboration across schools, levels/grades and subjects. The study was part of the government initiated project "Knowledge Promotion Reform - from Word to Deed" - aiming at strengthening the school sector by supporting school improvement projects. The programme represents a direct involvement in local improvement processes which was a new element of Norwegian educational policy.

This is a 3-year project of implementing reading strategies. It is a qualitative analysis based on data collected from classroom observations, plenary discussions and documentation from the teachers. The main research question have been to what degree and under what circumstances tripartite cooperation strengthen the ability of schools and teachers to create a learning environment where the pupils may increase their understanding of texts. Year 1-2 three schools participated in in-service courses. Year 3 all schools in the county participated in in-service courses.

I will present findings that show 1) that tripartite cooperation between schools, school owners and external competence support teaching and learning in the classroom, 2) that collaboration between teachers led to systematic reading instruction including teaching and practising of reading strategies, and 3) improved metacognitive awareness concerning reading for the pupils involved.

This project suggests that focusing on reading helps, and that reading strategies is one effective method. It is important that teachers continue to work for improved reading skills. Hopefully, it is of relevance to teachers in the Nordic countries to get information of how strategies were implemented across schools in this project. The project has resulted in a book for teachers and teacher students on reading strategies, published by Gyldendal Akademiske in 2011.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A405

CHAIR: ØKSNES

414 ANALYSIS THROUGH DISCUSSION: COLLABORATIVE INTERPRETATIONS FROM ETHNOGRAPHIC DATA IN MULTIPLY SETTINGS

Lahelma

University of Helsinki, UNIVERSITY OF HELSINKI, Finland

In this methodological paper we will discuss the possibilities for collaborative analysis that draws from ethnographic studies conducted in multiple educational settings, multiple localities and multiple decades. The 'case' is in ethnographers' experience on discussions that suddenly start to trouble our earlier interpretations. These kinds of discussions might take place within the field as well as with colleagues who conduct ethnographies in other contexts.

The paper draws from various ethnographic studies that are conducted in our research group with colleagues in Finland and abroad, starting from a comparative, cross cultural, contextualized and collective ethnography in two lower secondary schools in Helsinki, two in London in the 1990s. In this project, the planning of the field work in all locations, as well as the theoretical and methodological principles that we drew on, were conducted jointly and joint publications draw on what we started to call 'analysis through discussion'.

The methodological principles elaborated in this project have then been adapted in later work in the context of our research groups within the unit of Cultural and Feminist Studies in Education. But the situation is different; cross cultural analysis is now conducted drawing from individual PhD or Post Doc studies that do not have joint lay out or planning.

Giving some examples from our work and earlier papers we will suggest that it is possible to find interesting results through reflecting and contrasting various ethnographic data. According to our experience the most fruitful ideas and interpretations might come up by coincidence when someone happens to reflect her/his experiences to somebody else. We will describe this through three examples. In the first example we discuss our analysis about sexualisation of teachers by students. The second example describes an analysis of the representation 'normality' of a particular child, a young person or a family and in the third we discuss gendered patterns in young people's post compulsory educational transitions.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A405

CHAIR: ØKSNES

262 THE LEISURE OF CHILDHOOD IN AFTER SCHOOL PROGRAMS: A NORDIC MODEL?

Øksnes¹, Falkner², Ludvigson², Knutas¹

¹Norwegian University of Science and Technology,
Programme for teacher education, TRONDHEIM, Norway

²School of Education and Communication, Jönköping University, JÖNKÖPING, Sweden

With Rousseau the romantic idea of the leisure of childhood was established. This notion is associated with childhood as an isolated space for children's play. Ideologically, after school programs build on this freedom, at the same time we see an increasing institutionalisation of childhood with political decisions pointing towards instrumentalisation. Thus, children often meet prearranged programs structured by pedagogues with educational aims for institutional activity. As such, children's leisure time might be as confining as school and work (cf. Kleiber 1999). There seems to be an expectation that the content of after school programmes should be useful for development of formal knowledge in school.

We suggest that a "hurry sickness" (cf. Elkind 1984) steer pedagogues in a certain direction focusing on an academical and theoretical knowledge grounded in developmental psychology. This might reduce children's opportunities to get varied experiences in their play and leisure. The aim of our study is to explore the possibilities everyday life in after school programs and childrens opportunity to creatively express themselves in other ways than in school and maybe transgress institutional educational aims and intentions. what kind of experience do they get?

Theoretically, we are inspired by philosophers as Gadamer, Bakhtin and Arendt in an attempt to move beyond the emphasis on humans as cognitive and intellectual beings. We are also inspired by newinstitutional theory as a tool for reflection. This will give as an opportunity to highlight the culture in after school programs (Brunsson & Olsen, 1990; Johansson, 2002).

To answer our research questions we will conduct three case studies (cf. Yin 2003), one in each country. Data is gathered through shadowing, observations, interviews, and documents. The study is expected to generate knowledge about on the way pedagogues in after school programs relate to cultural and institutional grounds, and to what degree they open for childrens transgressing activity. We hope this study will give us deepened understanding of what kind of experience after school programs in the three countries offer children and in what way pedagogues relate to what might be a transcending institution, how do they relate to cultural and instiitutional contexts.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A412

CHAIR: KRISTINA LEDMAN

206 CURRICULUM IN RELATION TO SOCIETY IN FINLAND AND NORWAY

CE Mølstad¹, S-E H Hansén²

¹University of Oslo, OSLO, Norway

²Åbo Akademi University, ÅBO, Finland

Finland is often used as an example of a country with a successful education system. The country has had very few educational reforms and has been stable at the top of the OECDs PISA ranking, while Norway has been ranged under average. There are apparently essential differences between these two countries despite the fact that both are Nordic democratic welfare states. These differences give rise to an important and appropriate comparison of various issues related to school and education.

The aim of this paper is to investigate how curriculum regulations are constructed and how they function in these two countries. The main question for this paper is: What is the nature of the curriculum text; primarily a pedagogical (educational science), an administrative or a judicial text? The research problem thus places the topic within the field of curriculum theories focusing on the relationship between forces constituting the text. Framing and steering factors developed by Lundgren (1972, 1977, 2003) will be used as foundation for the analysis in combination with various concrete functions of the curriculum (Gundem 1990, 1993, 2004). The function of the curriculum in relation to societal requirements together with framing and steering factors form the foundation for identifying the nature of the curriculum in the relation to its status as a pedagogical, administrative and judicial text.

The topic will be researched qualitatively by using an interpretative document analysis. In this research the curriculum regulations for compulsory school will be investigated; specifically the so called general parts of the curriculum regulations, the educational law and the parts concerning assessment in the curriculum.

The preliminary findings conclude that the degree in which a curriculum text is pedagogical (educational science), administrative and judicial relates to the nature of the steering system, for instance the distribution of power between the context of formulation and realization of the curriculum. This is an important discussion since it draws attention to different forms and styles of curriculum and how curriculum functions in relation to societal needs. Hence, this paper highlights a relevant discussion concerning form and functions of the curriculum important for Nordic curriculum discourse.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A412

CHAIR: KRISTINA LEDMAN

3 TO IMPLEMENT A NEW NATIONAL CURRICULUM

Niklasson, Carlhed

Mälardalen University, ESKILSTUNA, Sweden

During 2011 several national reforms are implemented in Sweden, among them new curriculum for compulsory school. To support the implementation the National Agency for Education is organizing conferences and producing information material, among other things. There are several target groups for the support, among them responsible authorities, such as private responsible authorities and public responsible authorities (municipalities, the state). How the support received and what is the further need for carrying out the implementation successfully? Has the implementation started? Are there certain persons selected to work with the implementation at a local level? These were questions included in a questionnaire during spring 2011 to private responsible authorities and public responsible authorities. The result showed that support such as conference with information about reforms and information brochures were perceived as positive support and that the National Agency for Education had clarified different responsibility levels. Everything is not positive, for an example some written documents were late and still not produced autumn 2011 and the website is not easy to use. The implementation process has started according to most of the responsible authorities, some started as early as 2009, most of them autumn 2010. Some difficulties in the implementation process were mentioned, such as for example lack of time, some documents are or were late and other re organizations also takes time. On the contrary, most of the staff is interested and a rewriting of curricula was perceived as needed. The conclusion is that the support from the National Agency for Education has been well organized and that the responsible authorities are positive to the support. The way the support is organized is suggesting that the National Agency for Education is using a model where the responsible authorities are but one part in a chain where other actors are going to continue. Further studies will explore whether the model is possible to describe the ongoing implementation.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A412

CHAIR: KRISTINA LEDMAN

20 SWEDISH RELIGIOUS EDUCATION TEACHERS ON THEIR PUBLIC MISSION

CJ Liljestrand

GÄVLE, Sweden

The purpose of this study is to document and to theoretically analyse religious studies teachers' different views of their public mission with an emphasis on conceptions of democracy. The methodology is based on a combination of qualitative interviews with teachers in the Swedish comprehensive school connected to a philosophical analysis of the teacher's different views. 9 teachers were interviewed (5 male and 4 female) from different kinds of schools; i.e. schools with students from multicultural/ethnic backgrounds and schools with a more or less homogeneous, Swedish, cultural/ethnic background.

The expected results (based on the author's presence in the interviews) are that the differences between the teacher's views are prominent and connected to different consequences for acting in education for citizenship. For instance, one teacher focussed on the similarities between different religions and views of life, with an emphasis of the "universal" duty to respect other people, such as for instance, the Christian golden rule. Another teacher focussed instead on differences between religions and views of life and in learning to relate to different others, formulated in relational terms. The teachers on the multiethnic schools focussed on the local situation in the school as a source of learning about different religions / views of life, while the teachers teaching in (more) homogenous schools at the outskirts of the community, stressed the need for the students to pay attention to the pluralistic situation in the Swedish society as a whole, beyond the local school. Such views will be connected to different conceptions in educational philosophy concerning democratic citizenship in a pluralistic and post-secular society.

The relevance for Nordic educational research is knowledge on the conditions concerning how religious studies in secular comprehensive schools may contribute to a democratic coexistence in a pluralist, post-secular society, based in an analysis of religious studies teacher's actual views on their public mission.

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D165

CHAIR: MIKA RISKU

340 SCHOOL CULTURE AND SCHOOL ACHIEVEMENT

B Hansen, AB Bjornsdottir, BK Kristjansson

University of Iceland, School of Education, REYKJAVIK, Iceland

The literature suggests that student achievement is strongly related to two interrelated factors, namely the school leadership and school culture (Deal and Peterson, 1999; Hoy and Miskel, 1996, 2008; Fullan, 2001). Maehr and Midgley (1996) emphasize that the values and norms towards teaching and learning are of utmost importance for academic success in schools. Hoy and Miskel (1996, 2008) point out that there are a limited number of empirical studies available on school culture. The findings presented in this paper shed a light on the relationship between aspects of school culture in eight compulsory schools in Iceland with achievement on national exams.

Data was gathered with a questionnaire where 318 teachers responded to questions and statements. Factor analysis was carried out on the data. Two separate factor analyses were done, one for statements that describe in general terms the school culture and the other on statements describing the culture in relation to teaching orientation. Scores on standardized tests in Icelandic and mathematics in grades 4, 7 and 10 were obtained from The Educational Testing Institute in Iceland for the year the data was collected. The relationship between the factors from the two different factor analyses was examined as well as the relationship between the factors and the scores on the standardized tests.

The factor analyses generated three major factors from the general questions and statements of the school culture: (a) power and influence, (b) innovation, (c) strategic leadership. The factor analysis of questions and statements describing the teaching dimension produced the factors of (d) comparison, and (e) task.

A positive relationship was found between the factors (d) comparison and (a) power and influence and also a positive relationship between (e) task and the factor (b) innovation, and (c) strategic leadership. Furthermore, a positive relationship was also found between achievement in grades 4 and 7 and the teaching emphasis on (e) task. There was a positive correlation between achievement in all the grades and emphasis on (c) strategic leadership.

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D165

CHAIR: MIKA RISKU

109 ON THE PARADOX OF THE LOWER PERFORMING SWEDISH SPEAKING FINNS - AN EDUCATIONAL LEADERSHIP PERSPECTIVE

M Uljens, J Korhonen

Åbo Akademi, VASA, Finland

Several national and international tests have documented that school achievement (e.g. reading comprehension) among Swedish speaking pupils in the Finnish comprehensive school is significantly lower compared to Finnish speaking students. The results are remarkable in many respects. First, Finnish school achievement is generally characterized by relatively seen small differences between schools, between regions and between students with varying socio-cultural background. Second, although forming a minority, Swedish speaking Finns do not form any typical underprivileged cultural minority, e.g. the parental education level of Swedish speaking students is, in fact, a little bit higher compared to the national level. Third, also among the Swedish speaking regions in Finland unexpected variation may be found. The variation concerning school achievement documents unexpected deviations from the typical pattern with respect how school achievement is related to the socio-cultural composition of regions.

The paper aims at explaining parts of the differences between Swedish and Finnish schools as well as differences between the Swedish speaking schools. Special attention is paid to educational leadership and other school related factors. The analysis is based on the PISA 2009 data as this material, for the first time, systematically covers both language groups in Finland.

NETWORK 10: HIGHER EDUCATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D174

CHAIR: KRISTINE HØEG KARLSEN

72 EARLY CHILDHOOD TEACHER EDUCATION: STUDENTS' KNOWLEDGE AND UNDERSTANDINGS OF EARLY LITERACY - THEIR TRAJECTORIES OF LEARNING

AL Wittek, L. Gjems

Vestfold University College, TØNSBERG, Norway

Research topic and aim

There is ample evidence that the early development of learning and the acquisition of linguistic competencies is of crucial significance for children's literacy and their general long-term educational success. Accordingly, in order to scaffold the processes of acquiring literacy in preschools, it is of great importance that preschool teachers continuously work at giving children those rich and varied experiences that help to lay the foundations for their ability to develop and understand concepts. This paper draws on an on-going study aiming at examining how trainee teachers build their competence and knowledge through their formal education and how this knowledge is transformed when they begin working in the preschool. We will also investigate what knowledge and experience the teacher educators possess and how this influences their teaching practice.

Theoretical and methodology framework

This paper reports from an on-going study that intends to generate new insights into how we qualify students and teachers to work with early childhood literacy. The main research question is: What characterises the learning trajectories of preschool teachers, from their bachelor's studies to pedagogical practice, on the topic of children's early literacy? In this text we elaborate particularly on the following:

1. What characterises Norwegian preschools as arenas for early literacy learning?
2. What are the contents and intentions of ECE curricula, regarding early literacy?
3. How do ECE teacher educators teach the topic of early literacy, and what are their rationales?

The study has a mixed method design, including document analysis, survey, interviews and observations. The theoretical framework for our paper is built on a sociocultural perspective on learning.

Relevance to Nordic educational research

Both the Norwegian and Swedish governments underpin the importance of early literacy in the preschool. In order to benefit from a comparative perspective, the project will partly be a comparative study of teacher education and practice in Norway and Sweden.

WORKSHOP ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



Preliminary findings

Our paper will discuss preliminary findings related to contents and intentions of ECE curricula, regarding early literacy and how ECE teacher educators teach the topic of early literacy, and what their rationales are.

NETWORK 10: HIGHER EDUCATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D174

CHAIR: KRISTINE HØEG KARLSEN

248 TEACHING GENDER AND SEXUALITY - EXPERIENCES FROM STUDENT TEACHERS

Zackariasson

Södertörn University, HUDDINGE, Sweden

The Swedish national school curricula for pre-school and for the compulsory school system include an explicit focus on gender issues, connected to aspects such as gender equality and sexuality. The overarching aim is to promote all individuals' opportunities to express themselves in whatever way they want to, without being hindered by implicit or explicit norms and traditions.

My aim with this paper is to discuss how these issues can be incorporated in the teacher education, using a particular course at Södertörn University as my starting point. During this course, the students learn basic facts about how the body works, and the didactics for teaching this to small children. But they also learn about societal and cultural aspects of the body. Parallel to learning for instance about x and y chromosomes they have seminars on gender roles and sexuality, and so on.

During the practicum period that is included in the course, the students are to create a lesson where they use a children's book to talk about different kinds of families, and afterwards reflect upon their experiences in a short written paper. The suggested books are selected based on how they show family constellations that in various ways differ from the nuclear family, but the books also open up for discussions around having two mothers or two fathers, and thus the opportunity to talk about LGBT issues. In my paper I will discuss the experiences students have had when doing this assignment, using the written course papers as the basis for my analysis. The theoretical framework used for analyzing these experiences and examples includes the concepts *masculinity*, *femininity* and *heteronormativity*. The preliminary findings show that the students' experiences differ considerably from each other, and that the focus on gender and sexuality that is present in the national school curriculum is not uncontroversial among the students or among the supervising teachers out in the schools.

The paper is of relevance to Nordic educational research since it raises the issue of how gender and sexuality issues can be incorporated in the teacher education also for teachers for the younger age groups.

NETWORK 10: HIGHER EDUCATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D174

CHAIR: KRISTINE HØEG KARLSEN

523 THE ROLE OF EDUCATIONAL MERITS IN ACADEMIC PROMOTION

Levander, Hartman, Riis

Uppsala Universitet, UPPSALA, Sweden

In 1999 a Swedish national promotion reform of academic lecturers to professors was launched. This political reform stressed the need for increasing the value of educational merits. At Uppsala University some 700 lecturers applied for promotion in 1999-2010. Promotion was conditioned upon a certain level of scientific merits as well as teaching skills and other educational merits. We present results regarding the educational merits from a study reported in 2011: How are the educational merits described and valued and which is their relative importance in the decision making process to promote or not promote?

Lamont (2009) studied the peer-review system within research funding bodies and found that experts reward applicants demonstrating originality and clarity. Lamont is influenced by Fleck's (1935) ideas about thought-styles and thought collectives, also relevant to our project.

Using a selection (N=294) of the proposals, including CVs, written evaluations of the external experts, and records from the local drafting and decision process, we have registered variables concerning i.a. scientific and educational merits. Data are analyzed in the software SPSS by means of frequencies, crosstabs and regression.

Our findings show that in the final decision the importance attached to the scientific merits decreased somewhat during the period, while the importance attached to the educational merits rose. Among the external experts the opposite tendencies are at work. (In addition, there are interactions between these variables and variables like faculty and sex.) However, mainly quantitative aspects of educational merits are being described and valued. The strongest influence on the decision is gained from the number of doctoral students tutored by the applicant. One conclusion is that qualitative aspects of the educational merits are difficult to capture. An alternative conclusion is that educational merits do not carry much weight in the eyes of the external experts nor by some actors of local drafting bodies, quite contrary to the political decisions.

On a global level the university system is increasingly being evaluated in terms of performances (e.g. scientific publication rates, educational merits). It is important that this trend is investigated as part of the research on Higher Education.

NETWORK 11: HISTORICAL RESEARCH

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A407

CHAIR: SOFIA PERSSON

146 EDUCATION AND THE STATE AFTER THE LUTHERAN REFORMATION IN DENMARK-NORWAY

A Skinningsrud

University of Tromsø/Department of Education, TROMSØ, Norway

The argument of this paper is that in Denmark-Norway, the Lutheran Reformation, 1536-37, established a connection between the state and education, which still persists. By making this claim I am in agreement with the historiographical tradition which sees the reformation as a breaking point in history, with lasting effects on society, and on education in particular (Witte 2002). Historical and comparative studies have supported this thesis. The Danish church historian Martin Schwarz-Lausten (1987) mentions that education was more closely tied to the state after the reformation. Ingrid Markussen, emphasizing the importance of ideas, has underlined the connection between Lutheran egalitarianism and the development of the Nordic comprehensive school. Susanne Wiborg (2009), in her recent comparative study of education in the Nordic and other European countries, also emphasizes the role of the state in educational development. A general thesis asserting that state involvement is the precondition for all educational expansion has been put forward by Andy Green (1990). Margaret Archer (1979), on the other hand, in her monumental historical and comparative study of education in England, France, Russia and Germany, claims that the reformation in Denmark left unaltered the close integration between education and the church. Her claim is that in Denmark, before and after the reformation, education was integrated with the church only, in a mono-integrated relationship. The structural relationship between education and the church was a necessary relationship, while the relationship between education and the state was contingent. Although I want to challenge Archer's view on the relationship between education, church and state after the reformation, I still think her theory is a powerful tool in the study of educational change and development. Her general theory of morphogenesis may be used to develop a new theory of education in Denmark-Norway after the reformation, which takes into account the dual integration of education with both the church and the state.

NETWORK 11: HISTORICAL RESEARCH

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A407

CHAIR: SOFIA PERSSON

6 UPRISING OF COMMON PEOPLE'S CHILDREN IN FINLAND BEFORE 20TH CENTURY, WHAT DO STATUTES TELL US?

L G-H Granbom-Herranen

Jyväskylä University, PERNIÖ AS, Finland

The main objective of the research has been to give a view of the statutes considering of informal education and upbringing in everyday life. What do the statutes from Swedish and Russian time tell us about the raising of common people's children in Finland? Especially the focus is on how the different ages of child are taken up. The statutes tell us about the expectations the society has directed to its members, groups, and organizations. What is written in the statutes does not tell what actually happened in society, but we can interpret them as expectations and targets expressed and set by politically and economically powerful groups in society. In the centre there are the rules and regulations focusing on children and their living conditions. The main objective was to find the goals of raising children of common people in Finland during the time when the education has meant not-institutionalized learning for the majority.

I look at all the statutes concerning children and their raising during the 19th century and at the beginning of the 20th century. In these statutes children have been considered as the objects of upbringing, teaching and care and the statutes were valid in autonomous Finland. The statutes include rules and regulations meant to supervise the life of families and enforced by both secular and religious authorities (the state and the church). However, when raising children the legislation of the past contributed to people's attitudes up to the 20th century.

Everyday life and the life of ordinary people have been indicated in laws, letters of sovereigns and other official papers. According to statutes the raising children of common people in informal contexts has expected to focus on the support of children as well as to bring them up to be good Christians and train them to work.

It is easy to forget the common history of Finland and Sweden, as well as the historical connections between Denmark, Sweden, Norway and Iceland. Many things from that time have been relevant quite a long time.

NETWORK 11: HISTORICAL RESEARCH

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A407

CHAIR: SOFIA PERSSON

428 CHALK AND COMPUTERS - TEACHING AIDS OF EVERYDAY SCHOOL LIFE, 1970-2011

LR Rosén Rasmussen

Department of Education, Faculty of Arts/ Aarhus University, Denmark, KØBENHAVN NV, Denmark

Since 1970 school books have first been supplemented by photocopies and later PDF files and the use of Internet sites. Chalkboards have been replaced by Smart Boards and notebooks by laptops and IPADS. Digital media has made its way into the classroom and into everyday school life. This has been highly connected to technological innovation that across the period has inspired hope as well as fear in teachers, pupils and parents. I take my starting point in the changing teaching aids of everyday school life to analyse how the technological development has been dealt with in the Danish school in the period 1970-2011.

I wish to discuss how the analysis can benefit from a focus on the parallel introduction of thoughts concerning children's culture, the competent child and the linkage of 'Play & learn'. Looking at everyday life I also aim at discussing how the introduction of the new teaching aids has consequences for the sensual and embodied experience of school. I will end the paper by reflecting on my use of an everyday perspective in the writing of school history. I will discuss its potentials but also the challenges it rises. This involves a discussion of the wide variety of sources I draw on: from pedagogical journals, journals from the teacher's trade union and parents' organisation, national and local news papers as well as reports from conferences and school developments to academic (especially anthropological) studies, and own observations from school visits, teachers' and school's digital platforms as well as educational trade shows. The paper will be written on the basis of my participation in the project Schools in Denmark: A History of Everyday Life, Conditions, and Visions over 500 Years headed by associate professor Charlotte Appel and professor mso Ning de Coninck-Smith at the Department of Education, Faculty of Arts/Aarhus University, Denmark.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A200

CHAIR: LEENA LESTINEN

282 TEENAGERS' PERCEPTIONS AND EXPERIENCES OF BELONGING TO A LANGUAGE MINORITY - IN THE SCHOOL CONTEXT

Holm, Londen, Mansikka

University of Helsinki, HELSINKI, Finland

This paper is based on an ethnographic study of 15-year old students in four schools in the metropolitan Helsinki region. The Swedish speaking students live in areas that for the most part Finnish speaking. We are interested in how the teenagers perceive the minority group overall as well as how they see their own identification with the Swedish-speaking minority group. Moreover, we turn our attention to different aspects of the school as an arena in creating a sense of community in relation to the Swedish-speaking minority group.

The data were gathered mainly through participant observations and interviews with students and school personnel, mostly teachers. Additional data were also collected in student collected photographs as well as student diaries. In this paper we draw together the material from all four schools.

Our point of departure is that the school ought to have a central role in the construction of their feelings of belonging to the Swedish speaking community since for many the school is the only place that is Swedish-speaking. We found, however, that being a student in a minority language school does not necessarily create a sense of belonging to a particular cultural minority.

Our results show that the students' conception varies depending on the area they live in as well as the languages used in their homes and with friends. Their perceptions of the minority group as a whole tend to be based partially on stereotypes and partially on their own experiences, which sometimes implies a rejection of common stereotypes. In this paper we will discuss elements of status, habitus and belonging within the Swedish-speaking minority group in relation to the school.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A200

CHAIR: LEENA LESTINEN

377 POLISH SECONDARY SCHOOL STUDENTS IN ICELAND: LANGUAGE AND SOCIAL PARTICIPATION - SUCCESSES AND CHALLENGES

Lefever, Berman, Wozniczka

University of Iceland, REYKJAVÍK, Iceland

This research project analyses rich information on Polish adolescents who currently attend secondary school in Iceland, as well as those who have recently graduated or dropped out. Snow-ball sampling and deep interviews with eight adolescents are used to ascertain their views towards their studies, home and second language use, participation in Icelandic society, and other social/psychological factors which may contribute to social and academic success.

International data, including PISA results, show that immigrants in Iceland are less successful in the main school subjects than native Icelandic students, whereas in other Nordic countries such variance is not as pronounced. But a recent study by Woźniczka (2011) with Polish pupils in Icelandic primary schools indicates that strong Polish language support and pupils' own motivation to maintain their Polish heritage as well as to integrate into Icelandic society are assisting them to succeed both socially and academically. Research on social capital, showing that immigrant minorities in the West may be "trying harder" than those locally born (Guðmundsson & Mikiewicz, 2011), may be another explanation.

However, Berman, Lefever and Woźniczka (2011) indicate a concern in the possible lagging of some young Polish adolescents' development in Cognitive Academic Language Proficiency (CALP), or "academic language proficiency," a skill that Cummins has identified as the key for ongoing success in school and may take up to 10 years to develop (Cummins, 2005). For this reason, the present study focuses on Polish secondary school students, examining among other things whether reasons behind some of these students' lack of academic success are language related, or similar to reasons experienced by the Icelandic students who fail or drop out, including motivational and financial factors, peer and family pressures, or even employment opportunities.

This study explores the factors underlying the academic successes and failures, and the social participation, of Polish adolescents in Iceland. The findings will be of value for users as well as providers of educational services for immigrant populations. The study is linked to a larger research network of participants from the Nordic countries, the UK and Canada (NordForsk Researcher Network).

NETWORK 15: LITERACY RESEARCH NETWORK

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D168D

CHAIR: UFFE LADEGAARD

125 STUDYING BILINGUAL STUDENTS' LITERACY: A SOCIAL SEMIOTIC PERSPECTIVE

Laursen

Department of Education, COPENHAGEN NV, Denmark

In the official educational discourse in the Nordic countries literacy teaching has become a central and contested issue. In both public and political debate literacy seems to be constructed as a unified concept streamlined for administration and measurement (Prinsloo & Baynham, 2008), and linguistic diversity seems to be associated with societal problems and educational failure. "The bilingual student" is placed in the core of this debate, as he or she is portrayed as a main cause of the low national placement in the international rankings (Holm & Laursen, 2011) and thus increasingly conceived of as a threat to a school's profile (Rampton, Harris & Leung, 2001).

In this paper, I focus on different conceptualizations of literacy and discuss the implications for research on bilingual children's literacy acquisition and the need to expand the understanding of literacy in ways, which might contribute to lift the basic understanding of bilinguals' literacy out of a disqualifying political discourse. Drawing on the ongoing study Sign of Language (Laursen, 2011), I reflect on how a social semiotic framework might help open new research perspectives on bilingual children's literacy acquisition by recognizing as well the child's agency and the micro-stories embedded in the creation of signs as the discursive macro-stories surrounding the meaning making processes. The longitudinal study Signs of Language (2008-2014) involves five multilingual classrooms and aims at getting insight into the children's complex uses of the linguistic and semiotic resources available to them by paying close attention to the perspective of the children - as users and interpreters of literacy. Methodologically we adopt an ethnographic approach which also leads us to focus attention to the local use of sociolinguistic and semiotic resources as it unfolds in five different settings (Blommaert, 2003).

NETWORK 15: LITERACY RESEARCH NETWORK

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D168D

CHAIR: UFFE LADEGAARD

485 SIGNS OF LANGUAGE - MULTILINGUAL CHILDREN AS USERS AND INTERPRETERS OF LITERACY

Daugaard¹, Ladegaard², Lundqvist³, Birgit Orluf², Østergaard⁴

¹VIA University College, RISSKOV, Denmark

²UC Lillebælt, ODENSE, Denmark

³Professionshøjskolen UCC, KØBENHAVN, Denmark

⁴UC Nordjylland, AALBORG, Denmark

In making sense of the world, children draw on their entire symbolic repertoire, including their emergent knowledge of written language. When learning to read and write, children make use of and create meaning from the representational resources available to them in the different sociocultural contexts in which they engage in their everyday life.

This paper focuses on meaning-making processes in the multilingual classroom and draws on the ongoing research project "Signs of language". The research project focuses on literacy teaching in multilingual classrooms in Denmark. The aim is to explore multilingual children's complex uses of the linguistic and semiotic resources available to them by paying close attention to the perspective of the children as users and interpreters of literacy (Blackledge & Creese, 2010).

"Signs of language" is a longitudinal study (2008-2014) following children and teachers in five different schools, all located in urban areas characterized by a considerable degree of linguistic diversity. In "Signs of language", literacy learning is approached from a social semiotic perspective. The acquisition of sign systems is regarded as a process in which children make meaning from a range of semiotic resources available to them in their social environment (Kenner et.al., 2004; Kress, 2001; Laursen, 2011). This meaning-making process not only involves script learning; as the children use and interpret literacy, they simultaneously engage in negotiations and performance of identity.

Methodologically, an ethnographic approach is employed (Blommaert, 2003). The data material involves classroom observations and interventions, informal interactions with the children, semi-structured interviews and collection of artefacts produced by the children as part of the teaching and as part of quasi-experimental activities, and the data material is constructed in collaboration between research assistants and teachers in the classrooms.

In this paper, selected parts of the data material illustrating how the children engage with literacy are examined in order to highlight how children in multilingual classrooms actively and creatively make meaning as users and interpreters of literacy.

NETWORK 15: LITERACY RESEARCH NETWORK

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D168D

CHAIR: UFFE LADEGAARD

437 A 'PLURALISTIC LITERACY' - IS THERE A NEED FOR THIS DIDACTIC CONCEPT?

N Wahlström, MSG Skoog

Örebro University, ÖREBRO, Sweden

Topic

The research topic is a conceptual discussion as well as the experiences from an ethnographical study. The theme is written language learning in the early school years in today's world of globalization, with a focus on content in the early reading and writing education.

Theoretical and methodology framework

With the concept of pluralistic literacy, we base the term literacy as a critical notion in an education characterized by pluralism (c.f. Kalantzis & Cope 2000), and transaction (c.f. Dewey 1949/1991). Pluralistic literacy is critical because it starts from the assumption that literacy is about "social power" and that a critical literacy education needs to go beyond literacy as a skill, "to engage students in the analysis and reconstruction of social fields" (Luke 2000, p. 451). Luke starts from the presupposition that reading and writing are about social power (ibid.). The critical aspect opens a reflective gap for the students to what is well-known as well as to what has earlier been unknown; a gap in which students reach a necessary distance to understand others, and others point of view (c.f. Haas Dyson 1997). Besides "which offer of meaning", or "which story" the teacher choose to teach from, the didactic questions will be: What sort of literacy do I invite my students to be (new) members of? Is it possible for my students to 'carry over' some of their earlier experiences from other literacies into this literacy? How to analyze the didactic questions of the what and the how is discussed in relation to an ethnographic two-years study of "written language learning" (and teaching), from preschool class through the first school year (Skoog 2012).

Conclusion

Analyzes were made by the "four resources model" by Luke & Freebody (1997), and the result shows a predominance of coding and of making the letters and the formal grammar to the content in early reading and writing.

Relevance

Conceptual and empirical research questions are relevant in all Nordic countries.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: C001

CHAIR: EERO SALMENKIVI

54 THE EROSION OF MORAL SUBJECT IN THE AGE OF COMPETITION

Pulkki

University of Tampere, School of Education, TAMPERE, Finland

This study examines the development of moral subject in the process of nation state building and the "civilizing process" up to present day neoliberalism. Competition is at the centre of focus from the perspective of both the development of moral subject and the process of nation building. The process of nation state building and democratisation is portrayed as a process of replacing the violent means of social interaction and resource allocation by regulated competitions. This replacement has played a central role in the construction of the moral character and "the age of competition" refers to this process of replacing the unregulated and violent competition to a regulated one. Adams Smith's idea of "private vices, public benefits" has also been important in the construction of moral subject in the age of competition. I argue that the conversion of private vices to public benefits, and especially Smith's disbelief to the individual's chances to do good by itself, has made the moral subject unnecessarily cynical. (1) This cynicism has harmed the moral development of human being as it has, to some extent, proliferated globally through market economy. Two other ways in which this erosion of moral subject has occurred is analysed here. (2) The age of competition has a hardening effect to a person. This hardening of the moral subject obstructs the subtle analytical perception of the moral phenomenon. The perception of the world becomes strategically concentrated to egoistic aims. (3) This impedes the development of a compassionate character. Compassion, in which the concern for others suffering is of great importance, is considered here a key ingredient of moral personhood.

Theoretically this study is Foucauldian genealogy of moral subject. However, the study draws from many directions, for example Norbert Elias, Thorstein Veblen, Karl Polanyi, Jean-Jacques Rousseau and Thomas Hobbes. This study is generally relevant in understanding how moral subject is constructed in the age of competition, which is important to Nordic educational research and globally as well.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: C001

CHAIR: EERO SALMENKIVI

161 EDUCATION BEYOND THE ORDER OF THE MADMEN. JACQUES RANCIÈRE ON BEING ATTENTIVE

Säfström

Mälardalen University, ESKILSTUNA, Sweden

All schooling that does not emancipate divides up people on false premises, following Jacques Rancière (1991/1999). It divides on the basis of those who know and those who don't as if knowing primarily is dependent on hierarchically divided intelligence, on unchangeable mental faculties. If we mean anything comprehensible at all with knowing, I will argue in the paper, it has to be an activity, something we do in order to orient ourselves in the world, otherwise we are disconnected from the world and it therefore becomes meaningless. If knowing, then, I argue, is something we do in the world, as in knowing how to proceed then, following Rancière, it is about being attentive to what we see and what we say in this world. That is, as will be developed in full in the paper, to be attentive for Rancière is as fundamental as breath, it is primordial in the sense that if we are not attentive we are not in charge of our being in the world. Instead we are attached to the world as if being attached to a respirator and being directed by a will that is not ours. Instead we lose ourselves in a world of mechanical action, ruled by others. In such a world, I will argue, there is no possible relation between an individual and freedom, no motivation to take on the world other than as repetition, no emancipation. In such a world there is no relation possible between an individual and her/his path of life, no relationship to truth. Since this, truth whatever that is, others would own. The paper aims at clarifying the assumption of equality of intelligence and exactly how such an assumption makes a hierarchical psychometric perception of intelligence obsolete. What will be shown is the rationality of assuming equality and the irrationality of promoting inequality. The paper, then, is based in a kind of emancipated empiricism inspired by Dewey's method of intelligence and Jacques Rancière's method of emancipation.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: C001

CHAIR: EERO SALMENKIVI

344 EDUCATING FOR A LOVE'S DIFFERENCE: ON DEMOCRACY, RELIGION, AND THE CONFLICTED SPACE BETWEEN US

Bergdahl

Södertörn University, HUDDINGE, Sweden

The purpose of this paper is to explore whether 'love of neighbour' can bridge the current antagonism between 'the democratic' and 'the religious' in political and educational settings. The paper can also be seen as a commentary to cosmopolitan education and its proposal to educate for a 'love of humanity' – a proposal that has come to degrade and exclude religious loves as significant for political subjectivity. The paper begins in Hannah Arendt's 'love of the world' where 'the world' is what comes 'between us' when we appear to one another in speech and action. Therefore, we are both separated and brought together on the basis of what we love. Søren Kierkegaard gives this in-between space a religious reading but, for him, it is God and not the world that comes between us. Both Arendt and Kierkegaard address 'love of neighbour' through a thorough acknowledgement of its difficulty – Kierkegaard as a critic of a religious context that has come to love the theological system more than the particular subject and Arendt as a critic of a political situation that perverts people's loves for its own instrumental purposes. Jacques Derrida agrees with Kierkegaard about the need for a break with the present order of things. Therefore, he translates the name of God into the name of the 'wholly other' suggesting that to love 'is' to love the impossible. In other words, if the 'wholly other' does not remain at arm's length distance but invades my space, what might it then mean to love one's neighbour? Following Arendt, Kierkegaard, and Derrida, the paper argues that seeing love as a difference – a *love's difference* – offers possibilities for democratizing democracy and, more specifically, for loving the neighbour in the midst of particularities and conflicts. The issue of love touches upon the very heart of educators' everyday practices. The paper ends by discussing what the challenges for education might become if students are viewed as passionate lovers, united and separated by these loves, and not simply seen as rational individuals.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A403

CHAIR: ARI KIVELÄ

411 THE ONTOLOGY OF FLESH AND ITS IMPLICATIONS TO ETHICS AND EDUCATION

Värri, Saari

University of Tampere, TAMPERE, Finland

The aim of our paper is the analysis and redefinition of the conditions of growth into a moral subject in an age characterized by the global ecological threats. Our analysis and redefinition will remain aware of the special significance of education as relatively autonomous in its relation to other human praxes. The relative autonomy of education is the condition for both creating one's moral resources (individuation) and developing democratic society (socialization). Recognizing the radical changes in the moral sphere for citizenship we focus mainly on describing the ideological shifts in educational discourse drawing on the nation state centered traditions of modernity. By these traditions we understand particularly the effects of German idealistic philosophy on the one hand, mainly G.W.F. Hegel's philosophy, and John Locke's liberalism on the other, as the main ideological constituents of the modern Western nation states. Hegelian and Lockean political theories have influenced on the construction of modern western conceptions of moral subjectivity. The two main traditions, communitarism and liberalism, are both challenged in the global context of late capitalism. The changes in political and social order render the national goals and meanings vague and uncertain increasing the need to reconceptualize the pedagogical framework.

The paper will consist of a critique of the goals of education within different moral horizons: the constitution of the subject under (a) communitarian ethics, (b) liberalism and (c) neo-liberalist control. Maurice Merleau-Ponty's philosophy will be utilized as one of the main sources in our re-interpretation of the ontological basis for ecologically based education. In his posthumously published work *The Visible and the Invisible* Merleau-Ponty has intended to go beyond the traditional philosophical concepts with their dualistic connotations. He introduces his fundamental ontological concept "flesh" which is both a metaphor of the whole being and at the same time the concrete description of the visible and tangible world. We find in his notion of flesh the ontological possibility of the "self", the "world", and the relations between them (Coles 1992, 112).

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A403

CHAIR: ARI KIVELÄ

498 NIETZSCHE, HISTORY, LIFE AND EDUCATION

Seinälä

University of Jyväskylä, JYVÄSKYLÄ, Finland

Friedrich Nietzsche (1844–1900) is a well-known critic of historiography of his day. 19th century was a historical century in that sense that history became the science above all. It was the first time history was placed above philosophy. Everything was reviewed through historical examination and history and classical philology gained the dominating position in science and education. Nietzsche, who himself was also a classical philologist and well aware of the historiographic development of his age, severely criticized excessiveness of history.

In this paper my aim is to discuss Nietzsche's philosophy of history, his critique of history and what he provided instead. Nietzsche's perception of the leading theorists of historians of his time was critical and he has been considered as the most important reviewer of the new historical methods. Many commentators have read him as denying the importance of history and historical research but in my understanding this view is erroneous. Nietzsche as a philologist was acquainted with the historians of his time and even knew some of them personally and although he excoriated some of their ideas he was also influenced by them and regarded them with respect and developed the ideas further on.

In *On the Use and Abuse of History for Life* Nietzsche writes that excess of history harms the living person. He was a so called philosopher of life who in his moral philosophy and philosophy of history emphasized the meaning of morality and history to life. In *On the Genealogy of Morality* he presented his method of genealogical research which he applied to morality and illustrated that morality is constructed historically by human beings and it is neither a static nor an unchangeable transcendental truth. Both morality and history and its examination have to be re-valued through genealogical method. Thus Nietzsche offers a new understanding of history. He is not only a critique of history but also takes history seriously into consideration. In fact historicity is one of the key elements in his philosophy.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A403

CHAIR: ARI KIVELÄ

441 THE CONCEPT OF MORAL ORDER AND ITS SIGNIFICANCE TO ROUSSEAU'S PEDAGOGICAL THINKING

Kontio

University of Oulu, OULU, Finland

After the publication of *The Discourse on Inequality* (1755) and having introduced his diagnose of the pathologies of the modern bourgeois society and its subject, Rousseau dedicated writing a book that would be, by his words, "truly useful or even the most useful that could be offered to men". What Rousseau had, at that time, in mind, was a project called *La Morale Sensitive* in where Rousseau wanted to demonstrate "From how many errors would reason be saved how many vices would be kept from being born in one knew how to force the animal economy to favour the moral order it so often troubles!" Although *La Morale Sensitive* became altogether rejected the meditations Rousseau dedicated to this subject ended up, most of all in *Émile* (1762) and especially to *Profession de Foi*. The characterization Rousseau later gives to *Émile* and *Profession de Foi* echoes almost literally the words above and moreover, Rousseau named *Profession de Foi* the most important writing in the century that will someday cause a revolution among men.

Why does Rousseau give such a fundamental importance to *Profession de Foi*? The answer is, according to my opinion, that in this writing Rousseau introduces, so to say, the possibility for the alternative history in contrast to the history of civilization introduced in the *Discourse*. The philosophical method of the *Profession de Foi* aims, thus, to overcome the limitations of the anthropological method of the *Discourse* in order to offer the orientation for human life, by introducing the theory of the "march of nature", as Rousseau calls it (or as one might say, the theory of *Bildung*), in contrast to the history of increasing alienation introduced in the *Discourse*.

Naturally, the theory of the "march of nature" has fundamental importance in order to understand Rousseau's pedagogical ideas. Namely, the fundamental question of *Émile* can be formulated as follows: how to make the "march of nature" possible and thus to "force the animal economy to favour the moral order". In this presentation, I will concentrate on Rousseau's concept of moral order and demonstrate its importance to Rousseau's pedagogical thinking.

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A303

CHAIR: EKLUND

354 PEER GROUP MENTORING FOR TEACHER DEVELOPMENT: LESSONS LEARNT IN FINLAND

H Jokinen, Miss Haapasali, Mr Heikkinen, Mrs Tynjälä

Finnish Institute for Educational Research, University of Jyväskylä, JYVÄSKYLÄ, Finland

This presentation is based on the research and development work to support newly qualified teachers through peer group meetings. The peer mentoring groups are managed by mentor teachers who are trained by teacher education institutions. In this presentation, the experiences of the mentor training are studied.

The study is based on long-term research work on teacher induction at national and international level. As a result of this work, a new approach to induction, peer group mentoring model has is being disseminated nationally throughout Finland. It marks the first time support for newly qualified teachers at a national level. The national initiative to develop mentoring includes all the teacher education departments of universities and vocational teacher education institutions in Finland.

Peer group mentoring model reflects the Finnish way of educational reform with a high level of teacher autonomy. Opposite to many of the mentoring programmes internationally, no elements of assessment, standardisation or control are involved. Instead, working in a peer mentoring group offers opportunities to learn together in a supportive environment promoting time for collaboration and reflection. The model is built on a culture of responsibility and trust that values teachers' professional autonomy.

The empirical evidence of this study is based on an online questionnaire addressed to mentors in the beginning and the end of their training process (2010-11). The data shows that peer group mentoring strengthens the agency of young teachers and supports their professional identity as autonomous teachers. Working in a peer mentoring group offers opportunities for both new and experienced teachers to learn together in a supportive environment that promotes time for collaboration and reflection. Thus it is in line with the general pedagogical trends in Finland that emphasise a social construction of knowledge (Heikkinen, Jokinen & Tynjälä, 2010; 2012 in press).

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A303

CHAIR: EKLUND

237 PRE-SCHOOL MANAGERS ON EVALUATION NEWLY QUALIFIED PRE-SCHOOL TEACHER'S COMPETENCIES FOR TEACHER REGISTRATION

Fransson

University of Gävle, GÄVLE, Sweden

A mandatory probationary year for newly qualified teachers and pre-school teachers in conjunction with a probation year and a registration is to be introduced in Sweden from 1st July 2011 (Government Bill 2010/11:20). This reform requires the newly qualified teachers and pre-school teachers to be supported by a mentor. During the probationary year, head teachers or pre-school managers are responsible for evaluating the teachers or pre-school teachers' competence.

This paper reports on a survey to pre-school managers (n=103) regarding what kind of competencies they emphasise and would focus on when evaluating pre-school teachers during the probation year, and how they would perform the evaluation (cf. Fransson, 2011 for similar questions but a but qualitative approach and focusing head teachers in school). The survey was performed before the national competence profiles were official, which makes comparisons possible.

The results show that out of 500 specific competencies the highest ranked specific competencies are the pre-school teachers: (a) approach, (b) flexibility, and (c) ability to cooperate. When the results is organised in 16 categories, the highest ranked categories is: (a) ability to organize; (b) ability to cooperate; (c) the pedagogical ability; and (d) emotional ability.

When ranking nine pre-set categories of theoretical competences, the highest ranked were (a) knowledge of (a) children's social development; (b) children's identity formation; and (c) children's language development. Lowest ranked was knowledge of children's development in (a) mathematics and natural science; and (b) in reading and writing - both categories that in recent years has gained a lot of focus in policy documents and in research.

When comes to how the evaluation would be performed; observations, appraisals and self-evaluations is the main sources of information; however differently ranked depending on what kind of competences are focused.

Issues of competence, objectivity and legal security in the evaluation process is discussed, as previous research has indicated a lot of subjectivity is involved in this kind of evaluation (cf. Mahony & Hextall 2000; Berliner 2005; Kimbal & Milanowski, 2009) and comparisons between what's stated in the national competence profiles and the pre-school managers opinions is made.

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A303

CHAIR: EKLUND

355 PARTNERSHIP PROGRAMS, MENTORING AND LEARNING COMMUNITIES

Bjarnadóttir

University of Iceland, REYKJAVÍK, Iceland

In the last years there has been a move towards establishing varying models of partnership between schools and teacher education institutions. In many cases, as in the University of Iceland and many other Nordic institutions, this emphasis on partnership involves changes in learning objectives and in the social systems of practicum. Contracts are made with associate schools, where shared responsibility, mutual learning and collaboration are the key concepts. It is not only the student teachers who are expected to learn through practice teaching; on the contrary, all the involved partners, the school community and the system of practice teaching should learn and develop. In the literature about partnership programs the concepts of *learning communities* and *mentoring* are often mentioned as crucial pedagogical tools for reaching these objectives. However, ideas about how these tools should be defined and how they can be used for nurturing professional competence at different levels (individual and institutional) seem to be unclear and sometimes diffuse. The main question dealt with in my paper is: *What central principles shape ideas about the role of mentoring and learning communities in new partnership programs?* Recent research and reports/articles about partnership programs are examined to see how these ideas are connected to theoretical perspectives, how they have been tried out in praxis and their usefulness. The situated learning perspective is expected to be dominant in writings about how learning communities are connected to partnership projects, but ideas about the role of mentoring are presumed to have roots in both new and older learning theories. It is also expected that there is a mismatch between policy and practice. Ideas about learning which includes partnership and shared responsibility are compelling, but putting them into reality is complicated and problematic.

NETWORK 20: TEACHER'S WORK AND LIFE

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A100A

CHAIR: HANNU JOKINEN

275 'DIFFICULT FATHERS'; ARE THERE SPECIFICITIES IN FATHERS' COUNTERPRODUCTIVE BEHAVIORS? EVIDENCES FROM A MULTICULTURAL RESEARCH

Castelli, Addimando, Pepe

University of Milano-Bicocca, MILANO, Italy

In the last years, the idea that, beside mothers, also fathers contribute to the development and education of their children has gained consensus worldwide (Berger, 2004), and indicators from the field confirmed that levels of father engagement in children' schooling are increasing (U.S. Department of Education, 2003). Consequently, a growing number of fathers everyday interact with their children' teachers; however, to our knowledge, studies on father-teacher "counterproductive" relations are still scarce. Since the role of fathers in education changes over time and across different cultures (Cabrera, Tamis-LeMonda, Bradley, Hofferth & Lamb, 2000), it is possible to follow a key strategy in social sciences (Von Eye, Bogat, & Rhodes, 2006), i.e. comparisons between groups and contexts aimed at the recognition of any regular distinction of local conditions based on the data collected. The present paper is aimed at identifying "who" are the "counterproductive fathers", and how their behaviors differ from those showed by mothers during interactions with teachers. Data were gathered through the Challenging Parent Standard Questionnaire (CPSQ, Prakte, Van Peet, & Van der Wolf, 2007), a research tool exploring from the teachers' point of view the impact of parents' behaviors on teaching. The CPSQ was administered, to a sample of in-service teachers of both elementary and middle school (N=3059). Data were collected on a national basis as follows: the Netherlands 6.9% (N = 212), Russia 21.6% (N = 661), Hong Kong 19% (N = 581), U.S. 9.5% (N = 290), Italy 34% (N = 1063) and India 8.2% (N = 252). As a result, a sample composed of 725 (14%) fathers and 2334 (86%) mothers showing counterproductive behaviors was obtained. Descriptive analyses were reported and between-groups gender differences in counterproductive behaviors were examined by using two series of general linear model analysis of covariance (ANCOVA) controlled first for the effects of parent' education and then for the school grade.

Results are relevant both for theory development and for planning parenting programs aimed at improving parent-teacher relationships.

NETWORK 20: TEACHER'S WORK AND LIFE

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A100A

CHAIR: HANNU JOKINEN

514 MASTER STUDIES AS A PART OF PROFESSIONAL TEACHERS' IDENTITY CONSTRUCTIONS

KS Sipos Zackrisson

Stockholms universitet, STOCKHOLM, Sweden

The presentation deals with how VET Master students interpret their study time from the perspective of identity constructions. In VET studies it is common that one views the professionals as a homogenous group - as a discursively co-constructed categorie. Often with preferences for naming the studentgroup as non-academics, without theoretical interests and students not uncommon with learning disabilities. This study is dealing with perspectives on identity. These identities are created according to each participant's lifestyle but also in relation the professional teacher's identity. The article is based on participant observations and interviews with VETstudents in Master education within 3 kohorts.

The main conclusion is that the students express ambivalence toward the so called academic discourse. The student's constructions of their professional identities can be understood as the logics of acting defiantly or not. But the processes of inclusion and exclusion of the VET Master students must be understood in the complexity and within tensions of educational experiences, workinglife experiences, teacher collaboration, classroom management and school leadership.

Another dimension is how the students' use their education experiences in their own school environment in relation to: leadership, colleagues and according to the VET students.

NETWORK 20: TEACHER'S WORK AND LIFE

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A100A

CHAIR: HANNU JOKINEN

536 TEACHERS' WORK: TIME AND STEERING

R Liland

Programme for teacher education, Norwegian university of science and technology,
TRONDHEIM, Norway

Forsberg & Wallin (2006) argue that the rational arguments behind the changes in the steering of schools point towards the establishment of a control regime.

In studies of the steering of schools, Andy Hargreaves (1994) analyses different dimensions of time with focus on its consequences for teachers' work. Hargreaves presents different perspectives and interpretations of time. How do teachers in Norwegian schools experience the recent changes in steering and its effect on their work. Using discourse analysis, specific attention will be paid to Hargreaves' concepts "subjective time" and "objective time". Through these concepts time is analyzed as a controllable recourse, a subjective experience, and thereby an element for conflicts. The data material is based on focus group interviews with teachers in upper secondary education.

A central focal point in the discussion will be on the time and its condition for fostering in democracy.

I want to present my paper in Scandinavian language.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D169

CHAIR: SONJA KOSUNEN

51 THE CONFESSING SOCIETY

Fejes, Dahlstedt

Linköping University, LINKÖPING, Sweden

This paper will problematise practices of lifelong learning as practices of confession. In the new millennium, policy measures focused on lifelong learning are increasingly encouraging the citizen to become activated and responsible for her/his own learning. On a European Union and a national level, systems of lifelong learning are seen as a way to create a better future for Europe and its citizens. Such policies are often seen as unproblematic, inclusive and "good". However, we argue, drawing on the later work of Foucault, that policies for and practices of lifelong learning change the way we perceive education and training and the way we perceive what a good and well-behaved citizen should look like. Lifelong learning does something in terms of governing and in the shaping of subjects.

By providing examples of how confession operates differently within practices of lifelong learning such as reflective practices, educational guidance, cognitive behavioral programs in school and Nanny Shows on TV, we will illustrate how we are constantly encouraged to confess to others and to ourselves through the act of verbalization. The disclosure of the self is a common denominator for these practices through which objectification and subjectification operates - through confession we come to know who we are. However, drawing on Foucault's genealogy of confession, it is argued that contemporary confessional practices differs compared to each other and there are traces of both Stoic and Christian elements in these practices. The Christian renunciation of the self, which Foucault argued lost its position when confession was scientized, is re-emerging within practices of lifelong learning.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D169

CHAIR: SONJA KOSUNEN

343 JUDGMENT OR EVIDENCE? KNOWLEDGE IN SWEDISH SCHOOLS INSPECTION

J Lindgren, C Segerholm

Department of Education, UMEÅ, Sweden

Schools inspectorates stand in a particular relation to 'governing knowledge' (Ozga, 2008). Two basic models can be identified in the literature. One is the evidence-based policy model, which derives from supposedly objective and neutral judgments. The other model builds on the idea that embodied and encoded expert knowledge (a kind of inspector-connoisseurship) forms the most adequate basis for judgment of schooling (Eisner, 2007). In practice school inspectors combine these models by bringing their embodied and encoded knowledge (Lave & Wenger, 1991); their expert judgement, into relationship with flows of objective data and added-value statistics on education performance. This paper provides preliminary results from a unique study of the complex and hidden processes of consensus formation about evidence and facts that precede and make possible arrays of official judgments and decisions of The Swedish Schools Inspectorate (SI). The following research questions are put forward: What forms of knowledge does the Swedish school inspectors prioritize, and what is the relationship between professional judgment and expertise, and evidence? How is knowledge negotiated at the back stage of inspection and presented in the front stage? The paper builds on case studies of school inspections in 12 schools (both municipal and independent). Data included internal and official material from SI (interview manuals, assessment manuals and inspection reports); observations of inspections in schools and of internal quality assurance meetings at SI; interviews with inspectors. The analysis is inspired by Goffman's (1959) usage of the concepts back- and front stages (of human behaviour). The paper is also informed by literature on knowledge and systems of reason in processes of inspection (Clarke & Ozga, 2011) and other forms of governance and performance management (Dahler-Larsen, 2008; Power 1996). Preliminary results suggest that the back stage of school inspection involves rigorous technical steering in terms of indicators, formalization and legal basis for judgment. Judgments tend to be located within an on-going struggle between two parallel professional cultures: a pedagogical and a juridical.

NETWORK 24: SCHOOL DEVELOPMENT

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D120

CHAIR: KROKSMARK

25 INTERNAL CHANGE AGENTS IN SCHOOLS. PEDAGOGICAL LEADERS FOR SCHOOL DEVELOPMENT

Blossing

University of Gothenburg, GÖTEBORG, Sweden

This study is about internal change agents' role and function in schools. In schools these agents are called development educators, learning leaders, process managers, etc.

The purpose of this study is to describe the change agents' position and role in kindergartens, primary and secondary schools. The study also aims to understand how the change agent can promote that new instruction patterns are established which could improve students learning environment.

The theoretical framework is built on organizational development theory and community of practice theory. An action research method is used to get insight into the practice of the change agents and to secure the schools demand for continues response of the research process in order to foster improvement. Three municipalities are involved; 18 schools have been sampled ad hoc and in total 36 change agents. Data are gathered during three years from 2009 to 2011. Log books are sent in every month by the change agents, school leaders are interviewed every year, and besides meetings have been held with the agents every semester at each municipality where preliminary results have been discussed.

The results show that that a clear role of the change agent is fostered by a position within a strong organizational structure and also within a communication of the aim of the agents in the organization. To make this kind of change agents work in a school development perspective the top school leaders have to clearly communicate the aim. More over the results show that schools have to put effort in the learning of the function of internal change agents, since the role is not clear from the beginning. Micro-processes seem to outweigh macro-processes improvement work are followed up, colleagues emotional reaction are difficult to handle for the agents and few take on an organizational perspective on improvement. Where micro-processes are organized in a macro-process of an action learning type and also focus on teachers' instruction they seem to affect the students learning environment the most.

This project contributes to Nordic research by describing and analyzing a growing trend of the distribution of pedagogical leadership.

NETWORK 24: SCHOOL DEVELOPMENT

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D120

CHAIR: KROKSMARK

64 CREATIVITY, INNOVATION AND PEDAGOGICAL ENTREPRENEURSHIP IN SCHOOLS IN ICELAND, NORWAY AND SWEDEN

M Dal¹, GS Svedberg², J Sjøvoll³, O Pedersen³

¹University of Iceland, School of Education, REYKJAVÍK, Iceland

²Umeå University, Umeå, Sweden

³Nordland University, BODØ, Norway

In this paper the authors set out the results of a study about creativity, innovation and entrepreneurship in schools in three Nordic countries. The study was a part of a bigger research project commissioned by the Nordic Council and conducted by the University of Nordland in Norway in cooperation with the University of Aalborg, the University of Tampere, the University of Umeå and Iceland University.

The main research question of the study is how creativity, innovation and entrepreneurship today is integrated in kindergarden, lower and upper primary school and in secondary school. The first part of the study, however, focuses on different definitions on the three terms creativity, innovation and entrepreneurship. It seems as if the understanding of the terms in some ways varies within the countries, but in many cases there are also a similar or alike understanding of how creativity and innovation integrate and become an important part of the term pedagogical entrepreneurship. Also, it seems as if the Nordic understanding of pedagogical entrepreneurship in some ways varies from the anglosaxian use of the word.

The methodology of the research was qualitative and the empirical material of the study consisted mostly of different kinds of official management papers in all the Nordic countries such as curricula, statements, reports, political papers etc. Interviews were made with different players in the school system such as public officers from the different ministries of education, school leaders and in some cases teachers. The findings of the study are among other things that in quite many schools in the three Nordic countries the students today learn through activities that support the students' responsibility for their own learning. This also includes work with establishing student enterprises and cooperation with firms outside the school. Pedagogical entrepreneurship in many cases also includes focusing on the pedagogical work and initiatives within the schools based on integration of different school subjects. The study resulted also in some proposals on how pedagogical entrepreneurship, innovation and creativity can be better integrated in the school system in the three Nordic countries in the future.

NETWORK 24: SCHOOL DEVELOPMENT

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D120

CHAIR: KROKSMARK

307 EDUCATIONAL METHODS AND TRANSNATIONAL TRENDS

Aas¹, T Prøitz², Birthe L Lund³, S Grams³

¹University of Oslo, ÅROS, Norway

²NIFU, OSLO, Norway

³Aalborg University, AALBORG, Denmark

Research topic and research questions

Nordic countries are influenced by international and transnational trends. While there has always been some contact between educational authorities across national borders, in the last few decades such interaction seems to have intensified as well as widened its scope. One aspect of this is the increased influence of international comparison of student achievement such as TIMMS, PIRLS and PISA. The resulting competitive environment motivates a search for solutions both for policy and practice. In the paper, we explore how and why certain solutions to educational challenges become transnational trends. As a case for our inquiry we study the dissemination of one such travelling recipe, the so called LP-model, which is described as a practical tool for development and improvement of school culture and learning environment. The model was developed in Norway, and although it has been disseminated to a number of schools there, it has gained even more popularity in Denmark. Our interest is in how and why a tool such as the LP-model gains legitimacy and is implemented across national contexts.

Theoretical approach/Methodology

In the paper, we are inspired by Phillips and Ochs' (2003) notion "policy borrowing". While the concept strictly speaking refers to travelling policies, and not to educational methods or approaches, we will use its four stages (cross national attraction, decision, implementation, and internalisation/indigenisation) as our analytical approach. We analyse publications and policy documents in each of the two countries to identify characteristics along the four stages, and contextual influences that may provide motives for cross-national attraction.

Preliminary findings

In Norway and Denmark there is a strong (and increasing) focus on educational improvement and ensuring better outcomes. There is a growing focus on evaluation, testing and ratings, in hierarchical outcome-based accountability systems. Municipalities are under pressure to implement school development strategies based on cost-benefit-analyses. They are expected to demonstrate assertiveness in securing quality, and they are open for pedagogical models and tools that have proved effective in similar contexts, and although the research evidence is weak, the LP model seems to fit their purposes.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A401

CHAIR: EVA ANDERSSON

518 THE EFFECT OF COOPERATIVE LEARNING - A FOLLOW UP STUDY

B Wahlgren

Institut for pædagogik og uddannelse, KØBENHAVN, Denmark

Cooperative Learning (CL) has gained momentum as a teaching method in many parts of the educational system. Internationally, there have been many studies of the effect of the method both on the social relations in the classroom and on the students' academic level. Most of the studies are done at primary school level and at college level. In a Danish context, the method is mainly used at primary school level, but in the latest years it has also been applied at secondary level and in adult education.

In 2009-2010 four adult education centers in Copenhagen introduced the CL method. A group of 42 teachers participated in a competence development program in the CL method. The effect of the implementation of the new method has been evaluated. The evaluation was conducted as a quasi-experiment. An effect on participants' perceptions of collaboration was documented, but the results showed a limited and differential effect on central issues such as dropout, absenteeism and marks. In 2011 a follow up study of the effect on dropout, absenteeism and marks was completed. In this follow up study we compared student classes taught by the CL method with control groups, and we compared experienced CL users with less experienced CL users. The investigation also contained comparison at the institutional level over time.

No effect could be documented of the use of CL on dropout and absenteeism two years after the CL method has been introduced. There was a modest effect on the marks - mainly on the written marks. The evaluation of the first year showed a modest negative effect on the written marks.

The results from the study are relevant to the ever present discussion of dropout and absenteeism in adult education. Not least from this perspective, that dropout has serious personal and social consequences for the participants. The results shed further light on the relevance of the use of CL as a pedagogical method in adult education which seems relevant considering the popularity of the method in adult educational programs.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A401

CHAIR: EVA ANDERSSON

29 HOW DO CLASS TUTORS IN UPPER SECONDARY SCHOOL DEVELOP PRACTICAL KNOWLEDGE?

Tie Ertsås

Høgskolen i Nord-Trøndelag (HINT) Nord Trøndelag University College, LEVANGER, Norway

How do teachers develop practical knowledge? A case study of class tutors in upper secondary school.

The focus of the paper is how class tutors in upper secondary school develop their practical knowledge and the different forms of knowledge this practical knowledge consist of.

The study is a case study, where the data are collected through interviews with nine class tutors in upper secondary school. The analysis has an empirical phenomenological approach and is presented within three levels. The first two levels are an empirically-based analysis of the phenomenon of the work of a class tutor, while level three is a theoretical discussion of the class tutors' development of practical knowledge.

The study is theoretically grounded in perspectives that deal with various aspects of the concept of knowledge and development of knowledge. The theoretical discussion refers particularly to Erich Weniger's extended theory concept, Gilbert Ryle's theory of different forms of knowledge and Peter Jarvis' theory of the development of practical knowledge.

The findings show that the class tutors develop their practical knowledge through primary and secondary experience. Their own experiences and the experiences of colleagues then become the basis of the practical knowledge they apply in their work as class tutors. The study also shows that this local method of experience-based knowledge development is what tutors most prefer.

The study furthermore shows that experienced class tutors are an important resource for the less experienced in the development of their practical knowledge. In some cases it results in less experienced tutors adopting the experienced class tutor's routines.

In summarizing the discussion the spotlight is directed to the danger of local development of knowledge and challenges class tutors face in their development of practical knowledge towards more professional practice. It is argued for a graded view of theory, and for the importance of theorizing in a broad sense, where stronger theories are increasingly applied to develop good professional practice. In conclusion it is discussed how the study may have significance for the empirical field and the teacher education.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A401

CHAIR: EVA ANDERSSON

330 KNOWLEDGE AT PLAY: TEACHERS' AND EXPERTS' COLLABORATIVE WORK ON STUDENT WRITING

Helstad

Institute for Teacher Education and School Research, 0317 OSLO, Norway

Research topic/aim/ theoretical framework

This paper examines processes of knowledge creation among a group of experienced teachers in a Norwegian upper secondary school who collaborated for two years with experts on academic writing. The teachers' aim was to enhance their skills and knowledge about writing in order to improve their teaching. The purpose of the paper is to explore the types and processes of knowledge creation that took place within the learning community while the external facilitators supervised and supported the teachers in their work on student writing. The study is based on a sociocultural framework with an emphasis on the dialogical nature of interaction.

Methodology/research design

Empirically, the main data is drawn from audio-recorded meetings, interviews with the teachers and the experts, and written logs from the teachers. In particular, the analysis traces the interactions between the participants and their use of resources, mainly student texts, to reveal how professional knowledge emerges over time.

Findings/conclusions

Findings show that the teachers' and the experts' discourse reflects aspects of institutional and professional traditions as well as research based and empirically based knowledge and practices, closely linked to norms of writing in the disciplines. These aspects seem to constitute what is considered as valid knowledge, which appear both within and outside disciplines and schools. In their regular meetings, the experts from the university bring to bear research-based knowledge while at the same time they learn about the teachers practices and vice versa. Through their talk, the participants' knowledge becomes transparent and, consequently, negotiable. Hence, the study contributes to a nuanced understanding of how professional learning emerges and plays out in school settings. In addition, the study documents fruitful forms of collaboration between school and university.

Relevance to Nordic educational research

The paper contributes to the research on teachers' workplace-learning, professional development and partnership between universities and schools.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D168A

CHAIR: LINA SÖDERMAN LAGO

208 EXPLORING THE CONCEPT DIGITAL PRACTICE IN EARLY CHILDHOOD EDUCATION

L Lafton

Oslo and Akershus University College, OSLO, Norway

ICT as a part of the everyday life in two Norwegian barnehager.

Inspired by ethnography I am, in my PhD project, doing fieldwork in two Norwegian barnehager. The idea is to investigate how digital practice is constructed through talk and pedagogical practice. In this first period I want to explore the concept digital practice and praxis (Kemmis 2007) in kindergarden. The concept will be explored through literature studies, focus group interviews, and informal talks with the participants and field notes.

The study is positioned in a social constructionist perspective drawing on the assumptions that barnehage (kindergarten) practice is constituted through dominating discourses in the field. Regarding the fact that ICT also exists as materials entities (Barad, 2007) in meaning making processes, I give the discourses and social practices (Fairclough, 2007) an addition of materiality. My ideas of materiality draws both on the material turn (Lenz-Taguchi 2010, Barad 2007) and the thoughts of McLuhan from the 1960s about the medias as the message.

One of the discussions I want to raise is how digital medias is seen in barnehagen? As a part of the everyday life or as an addition to pedagogical practice's , something on top of what we "actually" do in barnehagen (kindergarden). Looking at the meaning of the media itself, the participants in the study can with the use of ICT, do other things in their practices than they could earlier. And the media itself is contributing in framing its own use. The fact that the curricula of early childhood education in Norway is written in a non-digital discourse gives ICT very little space and positionings. This leads to the assumption that the curricula needs challenge, amongst others from the practitioners, if digital medias shall be a part of the everyday life. In everyday life I put all activities regarding play, care and learning in early childhood education.

The topic is highly relevant both regarding the research about ICT as materialism, about which subjects matter in early childhood education and as research topic regarding use of ICT in early childhood education.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D168A

CHAIR: LINA SÖDERMAN LAGO

157 COGNITIVE AND NON-COGNITIVE SKILL FORMATION AND SOCIOECONOMIC INDEX IN FINNISH EVACUEES AND NON-EVACUEES DURING WWII

Törnkvist, Komulainen, Santavirta

University of Helsinki, HELSINGIN YLIOPISTO, Finland

Successful early childhood development depends on the interaction of a number of factors. Among others Heckman (2008) has presented interesting thoughts about the importance of the human capital development. Human capital is defined as cognitive and non-cognitive skill formation. The family plays a powerful role in shaping these abilities but for young children from disadvantaged environments an early intervention might have great social returns. Cognitive competencies are language acquisition and intellectual abilities such as motivation to learn, concentration, intelligence and reasoning. Non-cognitive competencies are for example emotional self-regulation, self-efficacy, time preference, personality factors and social skills. We think that Heckman's thoughts about early intervention can be applied on our study of children evacuated from Finland to Sweden during WWII. A total of 48,628 children were evacuated to the Nordic countries, but mostly to Sweden, through the official evacuation scheme and temporarily placed into foster families where they spent on average 1,5 years. The majority of the evacuated children had Finnish as their mother tongue. Around 16% were Swedish-speaking Finns. Father's socioeconomic index was on average lower in evacuated compared to non-evacuated. The purpose of this study is to explore the impact of the intervention among evacuees compared to non-evacuees, and how it is related to their socioeconomic index as adults.

Methodology and results: Data were collected by a postal questionnaire sent to both evacuated and non-evacuated in autumn 2005. Stratified Hierarchical Linear Regression analyses showed that mother tongue is an effect modifier of socioeconomic index, whereas education acts as a mediator. For the Finnish-speaking evacuees who had lost their mother tongue when returning home socioeconomic index, education and SOC was lower compared to the Finnish-speaking non-evacuees. On the contrary Swedish-speaking evacuees' socioeconomic index was higher compared to Swedish-speaking non-evacuees. Thus for the Swedish-speaking evacuees the event might have paid off socially, but for the Finnish-speaking evacuees no such effect was found.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D168A

CHAIR: LINA SÖDERMAN LAGO

394 VOICING CHILDREN'S EXPERIENCES OF TECHNOLOGY IN PRESCHOOL

L Nordmark

S.SUNDERBYN, Sweden

The aim of this study is to explore children's experiences of technology in preschool.

In the new Swedish curriculum for pre-schools, the importance of technology has become clearer. One of the new goals for preschools is that children should develop their ability to discern the technology of everyday life and to explore how simple technology works. Previous research shows the importance of introducing technology at an early age and shows that in the long term it may mean that more people are looking for a technical education at universities. For technology to become an everyday part of daily preschool activities it requires dedicated staff who have relevant skills and create an environment that stimulates learning. Children need inspiring educators who continuously ask challenging questions that lead children forward in their exploration of the world.

I have followed the work with technology in a preschool in the municipality of Luleå, in the north of Sweden. My study is based on creative activities combined with dialogues, with 18 children in the age of 3-5 years. The children were given the opportunity to show their experiences of technology through dialogues and paintings.

During the analysis of the empirical data different themes emerged which will be illuminated and discussed. It can be established that the result which emerged, in the form of preschool experiences of technology, indicate that children's experiences have many nuances.

Technology is around us every day and is an important part of our society. By working consciously with technology in preschool, it may in the long term increase children's knowledge and interest of the topic.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A405

CHAIR: KOLBRÚN PÁLSDÓTTIR

459 THE PROFESSIONAL IDENTITY OF RECREATION PERSONNEL IN AFTER-SCHOOL CENTRES: DISCOURSES OF CARE, LEARNING AND LEISURE

Pálsdóttir

University of Iceland, REYKJAVÍK, Iceland

Out-of-school care for school aged children is the fastest growing public day care service in Western societies. Most often such service is provided by school authorities or at least on school grounds. European reports show that the qualifications demanded of personnel vary greatly. Furthermore, the purposes of such services is defined in different ways. The literature on after school centres shows that three types of discourses, namely on care, learning and leisure, can contribute to the articulation of the professional identity of personnel in such services. This paper examines the after school centre as a specific community of practice taking into account these three types of discourses. It analyzes how the members of "a community of practice" identify differently depending on their own competences concerning care, learning and leisure. This analysis is substantiated by the results of a research on the views of recreation personnel that worked with 6-9 year old children in after school centres in Reykjavík. The research was a qualitative multi case study consisting of interviews with 11 recreation personnel from two after school centres, followed by observations. It will be argued, moreover, that as "a community of practice" the after school centres seem to be operating on the margins of the public school system. This marginalization is reflected in both external and internal elements which shape both the daily practice and the identity of the personnel. This paper adheres to Network Four: Classroom research and ethnographic study.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A405

CHAIR: KOLBRÚN PÁLSDÓTTIR

415 TEACHERS' AND STUDENTS' ACTIVE PARTICIPATION IN NEW LEARNING PROCESSES

Steen-Olsen, Eikseth

Sør-Trøndelag University College, TRONDHEIM, Norway

This presentation elaborates on the outcome of a completed research and development project where two researchers and a team of seventeen teachers collaborated for two years (2006-2008) to develop formative assessment practices aiming at improving the students' learning processes in grades 1-5, in a Norwegian elementary school, consisting of 40 teachers and 500 students. The project was one of five interrelated projects funded by the Norwegian Research Council (Steen-Olsen & Postholm, 2009; Eikseth & Steen-Olsen, 2009) where the overall aim was to develop the school into a learning organisation.

In our subproject the teachers wanted to develop their assessment skills by using portfolio assessment techniques to improve the children's ability to reflect upon their learning. Together with the teachers we developed a programme consisting of active student participation in the criteria development of learning goals, and through extensive use of reflection dialogues with the children on the learning outcome. We arranged for systematic colleague observations and meeting places for reflection and knowledge sharing. Our data consist of two years of observations (notes, video- and tape recordings) of the teachers' development work and the students' learning processes. In addition we interviewed the principal, and the teachers at the beginning, the end and two years after the field work was ended.

We will discuss our data in relation to ideas and discourses of agency in a participatory democracy and in the knowledge society (Dewey, 1916/1966, Englund, 2004; Habermas, 1996; Hargreaves, 2003; Young, 2010). At all levels of the school organisation participation and power relations will be key concepts. The discussions also will address the students' and teachers' learning processes, and the leadership's role in establishing a learning organisation. In our project collective learning was achieved through reflecting on, and sharing of each-others' knowledge. Finding that all levels of the school organisation, from the students to the leadership, are interdependent in order to achieve results and turn the school into a learning organisation. Our contribution is to study learning processes of students as well as of teachers in a perspective of agency and active participation in the same development work.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A405

CHAIR: KOLBRÚN PÁLSDÓTTIR

439 INVESTIGATING CLASSROOM INTERACTION IN HOME ECONOMICS LESSONS

Tamm

University of Helsinki, VIIMSI VALD, Estonia

Home economics (HE) education is collaborative by nature. Doing household activities together with family members has been educating for children. Collaboration makes tasks more delightful but above all is valuable source of knowledge. HE lessons create many possibilities for group work and collaboration; it supports interaction on different levels. According to previous understanding of interaction in Estonian HE, it was mainly seen in practical cooking activities. Though, there are more possibilities. In the light of new national curriculum in Estonia the model of HE lessons is developed. The aim of this study is to find out how developed model influences students interaction in HE lessons.

Theoretical background of this study is socio-cultural theory, by which social environment has been placed at the very centre of learning. Social interactions in socio-cultural learning stimulate members of the group to think together, child in collaborative learning is seen as an active participant in learning activities.

Classroom interaction will be studied in one East Estonian Elementary school on January and February 2012. Two study groups are included in this research. Students talk is recorded during tasks, where they are expected to work together and help each other (showing socio-cultural learning). This presentation gives first review about the quality of student-student interaction during collaborative tasks. I will use the analysis method developed by Kumpulainen and Wray (2002) for analysing the data. Application of this method involves a microanalysis of evolving peer interactions by focusing on three analytic dimensions; functions of verbal interaction, cognitive processing and social processing. Latter dimensions in this study are looked through questions: what is the quality and nature of students talk and questions made during collaborative learning tasks; what kind of participation modes emerges during collaborative tasks (individual level); and what kind of participation emerges on group level.

Investigating the quality of students' interaction gives feedback how developed model of HE lessons works in a real learning environment. Findings will be used for improving HE education in Estonian schools but can in broader context be considered when developing teaching methods and learning tasks also in other countries.

Will be conducted in Scandinavian language.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A412

CHAIR: JOHAN LILJESTRAND

432 TERMS AND CONCEPTS OF 'ENERGY' AND 'ENERGY TRANSFER' IN THE INTENDED CURRICULUM FOR COMPULSORY EDUCATION

M Thorolfsson

University of Iceland, School of Education, REYKJAVIK, Iceland

This study examines how the official science curriculum for compulsory education in Iceland has transformed with regard to terms and concepts of 'energy' and 'energy transfer', reflecting an interaction between two converse visions towards education: Transmission of knowledge and skills and construction of knowledge in personal and socio-cultural contexts.

Undeniably energy and related concepts are of primary importance in present-day education, whether or not being transmitted as 'final form' knowledge or constructed 'socio-culturally'. It can easily be argued that learning about energy, energy transfer, and the provision of energy is essential for all citizens with regard to personal, social and global context.

The study offers findings from content analysis of the intended science curriculum in force from 1960 to 2010, i.e. perceptions, theories and ideas addressed and reflected in curriculum rationale, aims and content. The analysis was based on eight criteria with respect to curriculum development: Declarative knowledge (knowledge of content, terms, principles etc.), procedural knowledge (how to solve), psychomotor procedures (performance of physical tasks), learning in context (personal, social and global), personal orientation of learners (attitudes, values etc.), role and nature of science (scientific knowledge, history of science etc.), creativity/initiative and collaboration. Applying these criteria the curriculum was studied at four specific points of time during the period from 1960 to 2010.

According to findings the ideas of curriculum developers about contents and issues related to energy varied from one time to another, reflecting difficulties when deliberating what to include in the curriculum. By consequence hardly anything seemed to be removed while new ideas and information kept coming in, so the curriculum became an ever more 'crowded place', resulting in an ever-growing 'kaleidoscopic quilt' of aims and ideas.

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A412

CHAIR: JOHAN LILJESTRAND

145 COMPARING THE CONCEPTUALIZATION OF MUSICAL LEARNING IN THE UNITED STATES AND FINLAND

Kauppinen

FNBE, ESPOO, Finland

The aim of research project was to compare to the aims and contents of music education and related concepts defined in the official documents in Maryland and in Finland. The data consist of the National Core Curricula for basic education in Finland (FNC), the National Standards for Arts Education, concerning music (NSM), and the State Curriculum of Maryland (SCM). The comparison of different kind of definitions can illuminate how learning, and especially musical learning, is understood and produced within these educational contexts. The written curricula do not only describe what children should learn, but they also reflect and produce a specific philosophical background and reality. I interpreted the definitions of aims and objectives in these educational documents by examine the given meanings and language used, and the specific focus of this analysis was verbs that are used to describe educational objectives. Then I interpreted these definitions through the theoretical frameworks and considerations of learning, the one provided by Patricia Alexander, Diane Schallert, and Ralph Reynolds (2009), and the second provided by David R. Krathwohl (2002). There are similarities between the NSM and the FNC, and the most important of them is that they both are concentrating musical processes and applying musical factual, conceptual and procedural knowledge in music making. The SCM is very detailed, and it reflects the idea that musical learning can be split into small portions, and that those portions can be taught and assessed separately; perhaps even without genuine music-making. The SCM slightly contains same cognitive domains or processes as the NSM or the FNC do, but it emphasizes factual and conceptual knowledge, as well as remembering and understanding. All the analyzed documents represent a quite traditional view of music education. However, the context of musical learning has changed, and for instance, technology and social media have created new ways to use and make music. How should we understand musical learning then?

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D165

CHAIR: RENATA SVEDIN

111 (RE)PROFESSIONALISATION OF NORDIC SCHOOL LEADERSHIP CHALLENGING ACADEMIC TEACHER PROFESSIONALITY

M Uljens, Johan Korhonen

Åbo Akademi, VASA, Finland

Neoliberally influenced educational policy emphasizing efficiency, excellence, competition, productivity, deregulation and increased individual responsibility has taken various shapes in the education sector in the Nordic countries. Common for all is an increased focus on school leadership, accountability, quality assurance and evaluation. The ongoing shift indicate a modification of the post-war educational doctrine of the Nordic welfare state assuming mutual positive effects among economic growth, welfare, political and cultural citizenship, the state having a central role.

The paper reminds us that the ongoing reconstruction process or (re)professionalization of school leadership, is coherent with the renewed education policy. The main argument of the paper is, however, that the leadership type, tasks and roles resulting from this (re)professionalisation may conflict with the teacher ideal increasingly promoted by academic teacher education in the Nordic countries since the 1970s. Broadly taken, the academic teacher ideal was developed, first, as a consequence of equal and compulsory education for all, led by democratic ideals, and later as a response to various steps in the decentralization of curriculum planning and other forms of deregulation during the 80's and 90's which required an independent professional.

The paper concludes with scenarios on how the contemporary educational regime may influence the professionalism of university educated teachers.

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D165

CHAIR: RENATA SVEDIN

449 SUSTAINABLE LEADERSHIP OF THE LEADER

L-A Wolff

Åbo Akademi University, VASA, Finland

Sustainable leadership has become a fashionable topic in the Nordic educational context much due to the work by Andy Hargreaves and Dean Fink, who mean that contemporary education does not fulfill the quest of a sustainable society and therefore has to be reshaped. According to them education cannot follow the commercial trends, but has to aim at a sustainable future instead of profit.

Yet, 'sustainable leadership' is also an often uttered concept in the business world with various meaning. It can have more or less to do with the concept of "sustainable development" that shortly means that present generations have to live carefully so that they also can guarantee future generations a healthy and inhabitable planet. This can be called sustainability on an ecological level. Other dimensions of sustainable leadership are: the organizational level (sustaining of the work environment and culture where every person can develop there own potentials), the sociological level (the organization as responsible part of a broader community), the individual level (sustaining of personal capacity and health).

In this paper I will focus on the last mentioned level, the individual level, but in relation to all the other mentioned levels. Many researchers agree in that sustainable leadership encourages the leaders to take care of themselves, because leadership is sustainable only if it makes the leaders themselves sustainable. The research problem is thus what sustains an individual as a leader. To answer this question, I will employ Michel Foucault's ethical studies and his ideas about "care of the self."

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D165

CHAIR: RENATA SVEDIN

249 PEDAGOGICAL ENTREPRENEURSHIP AS A STRATEGY FOR INCLUSION AND ADAPTED LEARNING IN NORWEGIAN SCHOOLS

Tvete

Lillehammer University College, LILLEHAMMER, Norway

In this study I focus on how the government strategy for Entrepreneurship Education can contribute to achieving the objectives of an inclusive school and contribute to a customized training through facilitating entrepreneurial learning. To do this I'm studying what entrepreneurial learning means, I will look at how entrepreneurial learning can be included in the understanding of non-vocational training in an inclusive school and I will look at how entrepreneurial skills can help to promote qualities such as creativity and innovation to customize and adapt the educational system to meet society's changing needs. There will thus be 3 supplementary questions or perspective in this study, which together will try to answer if entrepreneurial learning can enhance and improve adapted learning:

- 1) What is entrepreneurial learning?
- 2) How can entrepreneurial learning help to facilitate the individual learning situation, so that the learning will be adapted?
- 3) Is it possible to provide adapted learning to all students when we do not know what training students need in the future, and can entrepreneurship competences function as a tool for this?

The study is based on literature studies and document analysis. Research and literature on the understanding of entrepreneurship often show a dichotomy in the concept of entrepreneurship through a contrast ratio. There is an understanding of commercial entrepreneurship with the goal of profitability on the one hand versus social entrepreneurship, with the goal of idealism and social values on the other side (Skogen og Sjøvoll (red. 2009)).

I expect to find that the understanding of Entrepreneurship Education varies both between the Nordic countries as well as within the Norwegian National school system and the Norwegian Ministry of Education. Furthermore the understanding of entrepreneurial competencies and the concept of entrepreneurial learning seems to be directed as a strategy for "learning for the future" (needs for the future), but there is a contrast between the governmental action plan for Entrepreneurship Education and the National curriculum. This contrast seems to be based both on methodologies in teaching and overall objectives for education.

NETWORK 8: GENDER AND EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A100A

CHAIR: MARIE CARLSON

435 (RE)PRODUCTION OF NOTIONS OF SEXUALITY IN LANGUAGE TEACHING

Simonsson

Department of education and special education, University of Gothenburg, GÖTEBORG, Sweden

The topic addressed in this paper concerns aspects of how notions of sexuality are (re)produced within the scope of mandatory language education in Sweden, i.e. teaching of Swedish and English. Broadly, the research questions focus aspects of the (re)production of normality in relation to gender and sexuality in the interaction taking place between teachers, pupils, physical settings and teaching materials.

The overall aim of this paper is to present and discuss some examples of teaching situations that are interpreted as either (re)producing or contesting notions of normality in relation to physical contact and sexuality in language educational settings seen as discursive practices. The focal points are the pupils' and teachers' physical and verbal interaction with each others and how these processes of interaction, by different means, (re)produce notions of normality in relation to gender and sexuality. One aspect that is being discussed is the pupils' and teachers' acknowledging of some types physical contact as worthy of attention whereas other types of physical contact remain unnoticed in the language teaching classroom.

The theoretical and methodological framework for this study is a queer theoretical post-structuralist perspective and the analysis is conducted using analytical tools generated from a combination of discourse theory and discursive psychology. The empirical data is produced by conducting participant observations in two different groups of year 8 pupils in two different schools during their Swedish and English teaching classes.

This is a work in progress, hence a highly tentative approach concerning expected findings. The analysis is expected to give some insights into the workings and implications of implicit and explicit verbal and physical interactive practices and the way these facilitate the normalisation of certain types of notions of gender identities and gender expressions and certain types of sexuality, within a language teaching context.

Research concerning the (re)production of notions of normality in relation to sexuality within education is sparse in a Nordic context, which is why this research seeks to add to the repertoire. This paper would belong to the Gender and Education Network.

NETWORK 8: GENDER AND EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A100A

CHAIR: MARIE CARLSON

426 INCLUDED IN THE NORM - GENDER PERSPECTIVES ON GOVERNMENT OF INCLUSIVE EDUCATION IN DENMARK

K Scott, AK Kirk

Centre for Gender Studies, Lund University, KØBENHAVN, Denmark

Inclusive education is a buzz word in Danish public schools. Inclusive education meets the call from the UNESCO Salamanca Statement (1994) for providing education for all children within the regular education system. At the same time, inclusive education is used as a method to cut spending on expensive separate schools for students with special needs.

We investigate the municipal government of teaching efforts towards inclusive education of students with special needs. The focus is on the development of a definition of the 'normal' student through municipal inclusive education policies. The analysis is based on research done in relation to our Master Thesis (Kirk & Scott 2011, Lund University).

Central to our research is an understanding of the education system as part of structural transformations of welfare state institutions inspired by neoliberal politics. The theoretical point of departure is a gender perspective on the concept of 'normal' combined with Foucault's concept of governmentality. The focal point is the work with inclusive education in two schools in a municipality in Denmark. The empirical material consists of municipal policy documents, interviews with municipal consultants, pre-school and class teachers and school principals from the two schools. We argue that the definition of 'normal' is produced not only through the government of inclusive education, but also through the schools' ongoing negotiations to define the 'normal' student contra the student with 'special needs'. The 'normal' student is also defined in relation to gender stereotypes of 'unruly' boys and 'quiet' girls. Inclusive education initiatives in the public school system are legitimised in the interaction between a focus on student rights and economic interests. The municipality attempts to govern inclusive education through decentralized strategies, allocation of expertise and an incentive-based economic administration.

The Danish school context has in contrast to the other Nordic countries been described as 'gender blind' in the sense that gender is in general not seen as playing a role in education (NIKK 2005). It is important to stress the subtle ways in which gender stereotypes are present in education in Danish public schools as we show in our research on inclusive education.

NETWORK 8: GENDER AND EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A100A

CHAIR: MARIE CARLSON

37 **DISCRIMINATION, AGENCY AND GENDERED EXPECTATIONS - SEXUAL DIVERSITY IN FINNISH VOCATIONAL AND GENERAL UPPER SECONDARY EDUCATION**

Lehtonen

Institute of Behavioural Sciences, UNIVERSITY OF HELSINKI, Finland

I analyze the stories of non-heterosexual youth on experiencing sexuality and gender in upper secondary education, both vocational and general. In Finland, approximately 30 percent of girls and 50 percent of boys choose to go to vocational upper secondary school after completing their basic education, while 60 percent of girls and 43 percent of boys continue on to more academically oriented general upper secondary school. I examine stories produced by interviews and surveys from non-heterosexual students, focusing on how sexuality and gender take on significance in everyday practices at vocational and general schools, and emphasizing the differences between the school types, study programs and location of institutions (city-countryside). While heteronormative practices are clearly sustained in everyday practices, they are also questioned in diverse ways.

NETWORK 10: HIGHER EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D174

CHAIR: ANNE LINE WITTEK

83 THE UNIVERSITY'S PROBLEM SOLVING ABILITY - FROM A SYSTEM THEORY PERSPECTIVE

Strandli Portfelt

Karlstad University, KARLSTAD, Sweden

Universities' challenges with decreased funding and increased competition has resulted in suggestions that universities should become learning organizations, or entrepreneurial organizations. One characteristic for such organizations are their problem solving ability. While learning and entrepreneurial organization models often are viewed as more organic ones, universities have tended to increase their bureaucracy instead. In this article, university organizations are viewed from a systems theory perspective, and as more or less loosely coupled systems. The objective is to contribute to the discussion about universities' problem solving abilities, i.e. their ability to learn, by presenting the results of an empirical study of a case university and their problem solving ability, analyzed from a cultural system theoretic analysis. Method triangulation has been applied; document and interview analysis as well as descriptive statistics. Results show that the case university has no understanding of the complexity of the system or an underlying of dynamic structures of emergent problems. Furthermore, linear thinking around cause and effect is applied within the organization, rather than nonlinear. Mainly, this seems to be explained by the organizational cultural, characterized by organizational defensive routines. Furthermore, there is an overall lack of systematic routines for gathering, processing, combining, analyzing and evaluation of data. Implications for the university management are discussed in order to improve the universities' problem solving ability.

NETWORK 10: HIGHER EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D174

CHAIR: ANNE LINE WITTEK

205 LIVING THE EVERYDAY LIFE OF INTERNATIONALIZATION- RUSSIAN ACADEMIC TEACHERS EXPERIENCES OF INTERNATIONALIZATION IN HIGHER EDUCATION

ML Annerblom

PhD, Department of Education, Luleå university of technology, LULEÅ, Sweden

Abstract

The aim of this study has been to study the academic teachers' understanding and their experiences of internationalization in relation to the current efforts to internationalize higher education. Participation in international projects, the increase of student and teacher mobility and also the strong concern of policy writing about internationalization has caused the need to know more about the acquired experiences of internationalization. What do we learn by taking part in international activities and what do we know by living "the everyday life of internationalization"? A qualitative study was done, we interviewed seven academic teachers coming from state and private Russian universities that had experience from international activities. The results were analysed by reflexive methodology related to theories about the culture of globalisation, a conscious critical dialogue, transformative learning and a need for competence development among academic teachers. A recurring result was the notion that universities in different countries applied different strategies towards the internationalisation process. Another result was that from one international university to another not only did the relationship between students and their teachers differed but also in how they went discussing about these experiences. Another shared outcome among the academic teachers was their experiences of self-development and professional development. Differences between the teacher's experiences of internationalization seemed to be based upon specific individual experiences of internationalization like e.g. if they had worked in international projects, taken care of student exchanges or if they themselves had worked or visited other universities in other countries. The relevance of this study to Nordic educational research is the inclusion of Russian academics from the Barents region into research about internationalization in the northern region.

NETWORK 10: HIGHER EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D174

CHAIR: ANNE LINE WITTEK

331 DREAMING WITHIN THE TWO-CYCLE SYSTEM -INCREASED FREEDOM OF CHOICE, CAREER IMAGINATIONS AND EDUCATIONAL EXPERIENCE

K Jæger, A Aarup Jensen

Aalborg University, AALBORG, Denmark

The purpose of this study is to explore how the increased freedom of choice introduced as a consequence of the two-cycle system of the Bologna declaration influences Danish university students' imaginations of careers and future jobs, and how these imaginations eventually affect students' everyday experience of the education process.

As part of the endeavor to create a shared European Higher Education Area based on the compatibility of the European educational systems, the national higher education structures have been changed in order to comply with the two (three) cycle-system, a restructuring involving a structural separation of undergraduate and graduate studies. The aim is to increase mobility, nationally and internationally and to improve transparency for various higher education stakeholders, including both prospective and already enrolled students. In Denmark, the Bologna process related restructuring of university education into three years of undergraduate studies and two years of MA level studies was preceded by the introduction of the bachelor degree in 1993. Awarding university degrees after three years of study was received with skepticism in the Danish university environments, and most Danish university students still enroll in MA level studies after graduation and complete their university studies with an MA degree. However, as a consequence of the two-cycle structure, BA and MA programs are seen as 'loosely coupled' systems, and the student's choice of MA level program requires extensive information and counseling as well as serious individual deliberation both before and after choice of MA program. The everyday experience of constantly juggling multiple career possibilities may affect students' experience of the programs in which they are enrolled. The study is based on focus group interview data and written documents in the form of students' self-reflective career development reports. Theoretically, the study is based on sociological theories of education (Illeris, Giddens, Ziehe), pointing to changing student identities, including increasing individualization.

NETWORK 11: HISTORICAL RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A407

CHAIR: TONE SKINNINGSRUD

313 LIFE-KNOWLEDGE AND THE CONSTRUCTION OF DEMOCRATIC SUBJECTS - A GENELOGICAL ANALYSIS

Axelsson, Qvarsebo

MALMÖ, Sweden

In the last decade a new way of thinking around shaping children's behaviour, attitudes and emotions has begun to emerge within the Swedish school system. This new way of thinking is intimately connected with the concept of Life-knowledge. In some places this has taken concrete form in a school topic with the same name, even though curriculums and textbooks vary from place to place. Despite the lack of a unified content it is possible to detect some key themes around which the whole project revolves. These themes that can be grouped together under five headings: social competence, self worth and self-confidence, sexuality and health, relationships and conflict management, and lifestyle and behavior issues. The life-knowledge project also engages and interlocks with talk about "The Common Value Ground". In this paper our aim is to analyze and discuss how these themes are promoted and used two programs connected to the life-knowledge project and to give some examples of similarities and dissimilarities with earlier forms of governing children in and through the school system.

Drawing from the work of Foucault this paper seeks to problematize life knowledge from a historical/genealogical perspective. The emergence of the modern welfare state during the first half of the 20th century called for new ways of governing populations. One way of framing the emerging discourses of governing related to this development is Foucault's observance of two "games" of governance in the modern welfare state: One operates in relation to the state and the citizen (the city-citizen game) and one in relation to the expert and the client (the shepard-flock game). Foucault developed the analytical concepts pastoral power and bio-power to analyze and conceptualize these games of governance. In this paper the topic of life-knowledge is analyzed as a way of governing the school pupils with aims connected to democratic citizenship. Central questions are: what genealogical links between the topic of life-knowledge and earlier strategies for shaping and regulating children's lives in school can be detected? What different technologies of power are operating within the topic of life-knowledge? What kind of subject/subjects is constructed?

NETWORK 11: HISTORICAL RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A407

CHAIR: TONE SKINNINGSRUD

388 VOCATIONAL EDUCATION & TRAINING (VET) - REVISITING HISTORY IN SEARCH FOR LEARNINGS

Moreno Herrera

Stockholm University, STOCKHOLM, Sweden

Vocational Education and Training (VET) currently faces challenges from 'new' work market demands and policy changes. The agreement of EU member states concerning the so called European Qualifications Framework (EQF) lead to the design of National Qualification Framework (NQF).

With a historical perspective the paper looks at the development of VET in Sweden and Finland aiming to elucidate experiences from earlier developments of national qualifications' frameworks. Arguably NQF is considered rather a novelty in the development of this field at national levels. By searching into earlier developments the papers intends to bring forward what could be valuable learnings for the developments ahead.

NETWORK 11: HISTORICAL RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A407

CHAIR: TONE SKINNINGSRUD

239 STANDARDISED TESTING IN COMPREHENSIVE SCHOOLS IN NORDIC COUNTRIES - A HISTORICAL PERSPECTIVE

Andreasen¹, Ydesen²

¹Department of Learning and Philosophy, ÅLBORG, Denmark

²Ålborg University, ÅLBORG, Denmark

In this article we will discuss the historical process related to the use of and introduction of standardised testing in comprehensive school in Denmark. The process will be described with a focus on the situation in Denmark, and include descriptions from the process on the same matter in the other Nordic countries (Sweden, Norway, Finland, Iceland).

Danish comprehensive school differ from the rest of the Nordic countries - and from many countries in the world -, on that standardised testing has not been mandatory at a national level until now, even it has been used. In special education Denmark has followed the development that has taken place worldwide since early 1900 to use standardised testing with diagnostic purposes.

From the beginning of 1900 a movement, - a society for experimental pedagogy -, played a central role in the changes and improvements of danish comprehensive school. Its focus were on experimental pedagogy with inspirations from experiences in the United States, based on works of among other ones John Dewey. In their opinion the experimental pedagogy should be used to clear the way, make research on and develop modern pedagogy. In the first years standardised testing played an important role in such pedagogical experiment. Quite different from what was seen in several other countries, it never gained much acceptance in comprehensive school in Denmark outside the experimental pedagogy, except from in special education.

Drawing on the analytical framework of Bourdieu and concepts such as fields and positions, we will discuss such historical process according to the use of standardised testing in Denmark and in the rest of the Nordic countries. We will emphasize questions as: How can similarities and differences in such process be understood, and what affects such processes?

Empirical data will be different kinds of documentary to clarify the experimental pedagogy and its influence at a political and pedagogical level, school laws and their development etc. Expected findings is that the process has been influenced not just by politics but also by for instance different kinds of pedagogical movements.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A414

CHAIR: KIRSTEN BALTZER

24 TWO DIFFERENT THEORETICAL APPROACHES ON HOW TO UNDERSTAND THE ROLE OF SENCOS AND SPECIAL TEACHERS

Von Ahlefeld Nisser, Lindqvist

Högskolan Dalarna, FALUN, Sweden

Swedish special needs education has two different but similar professions - Special educational needs coordinators (SENCOs) and "new" special teachers. Previous studies on the role of SENCOS (Ahlefeld Nisser, 2009; Lindqvist & Nilholm, 2011b) and on the "new" special teachers (Ahlefeld Nisser, 2011) have shown difficulties for the two professions to acquire full jurisdiction and thus challenge traditional ways of dealing with school difficulties, the deficit-perspective and segregated solutions in schools.

The aim of this paper is to investigate the roles of SENCOS and Special Teachers by using the perspectives of Habermas' linguistic philosophical role theory and Abbott's system of professions and the division of expert labor.

Theoretical framework

Abbott (1988) studies relations between different professions and different professions' development over time. He sheds light on how professions control the fields of e.g. work, knowledge, clientele and actions. Abbott sees professionals as interdependent groups with common work. This is a matter of jurisdictional control.

Habermas' linguistic philosophical role theory (1995/1981, part II; 2007) deals with the relationship between a person's social world he or she is part of, the outer world of facts and norms and the subjective world to which he/she has privileged access to.

Findings and relevance

By using Habermas' perspective the roles of SENCOS and special teachers can be understood as constructed in relation to the context in which they work, in relation to the statutes and their assignments, and in relation to their own expectations and expectations from other groups, e.g. colleagues and parents (Ahlefeld Nisser, 2009). One can assume that interests and discourses among different occupational groups play a major role in the persistence of old special educational structures. As Abbott (1988) suggests, there is a constant struggle and negotiation between different professional groups concerning who should have the control of what and who, e.g. of work, clientele and actions.

Our research show that there are possibilities and obstacles for SENCOS and special teachers to fulfil

WORKSHOP ABSTRACTS

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their commitment in Swedish schools. We found that the theoretical frameworks mentioned above can be useful in understanding the roles of SENCOs and special teachers.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A414

CHAIR: KIRSTEN BALTZER

202 COMPLICATED LEARNING SITUATIONS: PROFESSIONAL DEVELOPMENT AND PRACTICE RESEARCH

L Hedegaard-Sørensen

Department of Education, University of Aarhus, KØBENHAVN NV, Denmark

The paper focuses on the relations between research methods and on the findings of a specific collaborative practice-research study conducted on a Danish Special School in 2011. The study has established a partnership between University and School and combines narrative documentation of practice knowledge and research on teachers' knowledge and way of knowing in complicated learning situations in the everyday life in a special school.

The context of the given project is a strong theoretical and political promotion of inclusive educational strategies in Denmark as 5.6% of the pupil population is placed in separate settings. A task force set up by the government recommends that the implementation of inclusive education is followed by a transfer of special educational competencies and knowledge to the mainstream school-system. Following from this the research questions are how it is possible to and whether it makes sense to identify special educational knowledge as a specific kind of knowledge that can be transferred from one context to another.

Theoretical and methodological context

The methodological approach in the study is linked to the social relational model. The conceptualization of disability that focuses on the interactions between individuals and on their social locations' (Thomas 2004, 575) has implications for research as Lars Grønvik (Grønvik 2005: 46) argues. The paper will demonstrate how this calls for a design that focuses on the analysis of situations in practice and on in-the-moment decisions embedded in these situations. The overall theoretical and methodological inspiration for the production of data and the analysis of data in the study is the epistemology of practice by Pierre Bourdieu (Bourdieu 1993) and the social anthropological approach by Fredrik Barth (Barth 2004).

The findings

The main finding in the study is that knowledge in special educational practice only to a very limited extend consist of something different from knowledge for teachers in general. Knowledge is inherent in situations, professionalism is situated and special educational knowledge consists of a multitude of traditions and theories including knowledge about teaching and relating.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A414

CHAIR: KIRSTEN BALTZER

127 TEACHERS' PROFESSIONALISM AND INCLUSIVE EDUCATION

Gunnthórsdóttir

AKUREYRI, Iceland

Theoretical and methodology framework

This is a qualitative study of primary school teachers' perspectives on the ideology and practice of inclusive education and how these affects their professional work habits and general ideas about education.

- The aim of the overall study is to explore, describe and interpret teachers' ideas and understanding about the teacher in an inclusive school.
- The study was conducted in four primary schools, two in Iceland and two in the Netherlands. Iceland is the main case in the study but the aim of gathering data in Dutch schools was to obtain a broader perspective on the Icelandic issues.
- The study is located within an interpretive framework and data was gathered by interviews, written documents including a teaching log.

(Expected) conclusions/findings

Findings are divided into four main themes:

1. Primary school teachers' ideas and understanding about the teacher in an inclusive school?
2. Teachers' discourse on inclusive education?
3. Teachers' professionalism as regards inclusive education?
4. The crucial role of mothers and female teachers in the education of children with disabilities or special educational needs

At this conference the findings from the third theme will be introduced but they are on teachers professionalism and inclusive education. First implications indicate that teachers' professionalism is characterized by contradictory elements towards several basic factors in teachers' work, such as ability grouping, students diversity and work habits, which do not always match with ideas on inclusive education.

Relevance to Nordic educational research

The findings show the need to explore in more depth practices in regular classrooms, which according to official Nordic education policy is a policy of inclusion.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A130

CHAIR: DÓRA SIGRÍÐUR BJARNASON

243 INDIVIDUAL SUPPORT PLAN AND SUPPORT CONFERENCE FOR MAKING INCLUSIVE EDUCATION

Korenaga

Kochi University, KOCHI, Japan

This research aims that by using individual support plan and support conference system makes the common recognition of the person concerned. Writing individual support plan and discussing at the support conference play the role of training method for teachers about inclusive education. Methods are followings;

1. By reference about Individual plan in Sweden, we made individual educational plan form.
2. Coordinators write the Individual support plan (Coordinators mean the key person at that time. It might be a Special Needs Education Coordinator, Classroom teacher, Special teacher).
3. Coordinators set up the support conference. Participants are might be Guardian, Child, Principal, Special Needs Education Coordinator, Classroom teacher, Integrate class teacher, Special class teacher, Nursing teacher Teaching support staff, After school care staffs, Medical experts. Under the support conference, discuss with individual support plan.
4. Before the support conference, participants write questionnaire(Based on a precedent study) about the assessment for the child.
5. Discuss at the support conference.
6. After the support conference, participants write same questionnaire.
7. Analyze the answer difference between before and after, participants. Findings are following.

The result of the questionnaire showed improvement of the consciousness. The person who has close relations with the child understood the condition of the child well. Writing individual support plan makes clear of the child's condition. It makes common understanding of the child easily. Discussion at the support conference makes clear the different opinions of the treatment for the child. It makes diversity of corporation.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A130

CHAIR: DÓRA SIGRÍÐUR BJARNASON

298 ACCOMMODATING TO THE NEEDS OF CHILDREN WITH SPECIAL NEEDS IN THE TIME OF ECONOMIC HARDSHIP

J Saemundsdottir

University of Iceland, REYKJAVIK, Iceland

The paper presents the results of a qualitative research where 8 special teachers were interviewed.

Among main results are that schools /teachers are coping with the difficult task of accommodating too many children with special needs. They often find this task quite challenging, especially because of financial cuts and lack of resources. They seek support and advice within the school from colleagues and administrators. Cooperation with parents is seen as important and usually good, although there are exceptions. Attitudes to inclusive schooling are discussed. There are different opinions and experiences of the usefulness of special services that the teachers do not always find tailored well enough to fit the needs of the school but are also quite useful in other instances.

(If accepted I might change a bit because the abstract for it is written in the last minutes before the second call for abstracts runs out).

NETWORK 12: INCLUSIVE EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A414

CHAIR: KIRSTEN LAURITSEN

216 INCLUSIVE EDUCATION IN ICELAND: ATTITUDES OF PARENTS AND TEACHERS

Bjornsdottir

University of Iceland, REYKJAVIK, Iceland

"Inclusive education is the official policy of the Icelandic school system and it involves teachers education and the whole schooling system of education and teaching." ('The Icelandic research center on school inclusion,' n.d.). The 1974 Compulsory School Act stipulated for the first time in Iceland that all children had an equal right to education and that the schools had the responsibility to meet the learning needs of all students. The view that all children should attend their neighbourhood school rather than special schools has been stated clearly in the National Curriculum Guide, general part, from 1999 and 2006 (Menntamálaráðuneytið, 1999, 2006) and Iceland adopted the vision of the Salamanca Statement and its framework for Action on Special Educational Needs. Dóra Bjarnason (2009) points out that the movement towards educating all children in neighbourhood school Iceland is by no means universally agreed upon by parents and teachers in Iceland. Curcic (2009) concludes that teachers and their beliefs will influence their practices and how successful education of those included students will be.

In 2008, a group of researchers started a project called Teaching and Learning in Icelandic Schools (for ages 6-15). The aim of the study is to contribute to the body of knowledge on teaching and learning in Icelandic schools. Special emphasis is put on the development towards co-operative learning and inclusion. The main focus of this paper is to explore attitudes towards inclusion and what factor in the background and experience of parents and teacher explain different attitudes. Teachers and staff at the 20 participating schools, students in Grades 7-10 (age 12-15) and all the parents were presented with questionnaires. Surveys for teachers and staff included detail questions about educational background and work experience. The paper will give an overview of parents and the teachers attitudes towards inclusion but around half of the teachers and 65% of parents think it is important for all children to attend their neighbourhood school. Factors in background and experience that can explain those results will be explored for example influence of education or having a child with disabilities.

NETWORK 13: ICT & EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A408

CHAIR: GUNNLAUGUR MAGNÚSSON

319 TRANSLATION, TRANSDUCTION AND TRANSFORMATION AS SEMIOTIC TOOLS IN MULTIMODAL FIGURATION. ANALYSING MULTIMODAL FIGURATIONS OF PUPILS

Hernwall¹, Bergström²

¹Department of Computer and Systems Sciences, Stockholm University, KISTA, Sweden

²Department of child- and youth studies, Stockholm University, STOCKHOLM, Sweden

Research topic & theoretical framework

In a social semiotic approach on learning, representation is a major phenomenon. Every representation is connected to modalities and in this presentation the shift in meaning between different modalities is discussed in terms of Günther Kress' terminology translation, transduction and transformation (Kress 2009). Translation is the most general term to name changes in representation and is a process when meaning is moved across modes. The terms transformation and transduction is also about change are more specific and differs from each other in referring to change involving the same kind of entities (transformation) and to processes of a more total re-articulation where meaning draws across modes (transduction).

We will use these concepts (translation, transduction and transformation) when analysing junior high and upper secondary pupils digital multimodal figurations (gestaltung). These pupils participated in a one-day workshop on the theme "Learning In the Future" (year 2026), focusing on their representation of a set of open-ended questions.

Methodology & research setting

In the UNGMODs research project (<http://mt.sh.se/UNGMODs>) we study how young people (13 to 17 years old) use digital media in everyday settings (in and out of school), with special attention to multimodal figuration, as a tool for learning and identity work.

In the pupils workshops digital media was used for multimodal figurations of the given task ("Learning In the Future") to work on in small groups (4 persons). They started out with pens and papers etc. and eventually moved on to the representation using digital media. The workshops took place in school-time but outside the school building (it was carried out in a conference centre in local community/municipality).

Tentative findings

Every act of translation of meaning from one mode to another, carries with it challenges and opportunities. The multimodal figurations of these young people illustrate how a number of communicative levels become less visible/hidden when transduced (translated from one mode to another). While other become more prominent/dominant.

In our presentation we will reflect upon the qualities in using a semiotic framework (such as translation, transformation and transduction) in analysing pupils multimodal figurations, as developed in a one-day workshop.

NETWORK 13: ICT & EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A408

CHAIR: GUNNLAUGUR MAGNÚSSON

263 DOING THE SAME - BUT DIFFERENT EXPERIENCES OF CHANGING EDUCATIONAL PRACTICES WITH ONE-COMPUTER-PER-STUDENT

M Wiklund, I Norèn, A Andersson

Örebro University, ÖREBRO, Sweden

This paper presents results from an ongoing research project studying schools that have implemented one computer per student. The project Unosuno -post hoc will, 2010-2013, follow a number of schools across Sweden to study the effects and results of this implementation from different perspectives; students' development and learning, teachers' roles and working methods, school management's control and management and the interaction and relationships between school and home.

In the paper we are focusing on what students and teachers express concerning their experience of changes in educational practices connected to one computer per student and which educational discourses they thereby actualize. Quantitative and, mainly, qualitative material from surveys and interviews directed to students and teachers in the schools connected to the project are analyzed. This analysis departs from a discourse analysis approach, claiming that language is performative through setting limits that make things possible or impossible. In the study this is embedded in Curriculum theory by an interest in possibilities and limits to educational processes as a matter of content.

Among our expected outcomes is that students and teachers claim that their educational practices have changed to some degree but that they find it difficult to be explicit about the nature of these changes. Since most schools in the study are relatively new to the situation, teachers tend to discuss changes as anticipated rather than existing. Students claim to have experienced changes in the form of content delivery rather than qualitative changes of content. The main limitations expressed by teachers are (other) teachers' unwillingness to change, students' distraction due to computer occupancy, technical problems and lack of preparation time. Discourses of quality, performance and effectiveness as well as creativity, student responsibility and inquiry are expected.

In a situation where one-computer-per-student is spreading rapidly among schools internationally, not least in the Nordic countries, studies of implications for educational practices; teaching and learning are urgent, but so far the field is under examined.

NETWORK 13: ICT & EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A408

CHAIR: GUNNLAUGUR MAGNÚSSON

323 YOUNG PEOPLE AS CO-RESEARCHERS IN DEVELOPING DIGITAL MEDIA USE IN SWEDISH PUBLIC SCHOOL

Hernwall¹, Graviz²

¹Department of Computer and Systems Sciences, Stockholm University, KISTA, Sweden

²School of Culture and Communication, Södertörn university., STOCKHOLM, Sweden

Research topic & theoretical framework

Students from junior high and upper secondary schools are made active participants in the research process, as co-researchers in developing digital media use in Swedish public school. At the same time, the school environment (and especially so the Swedish public school) is constrained in access to and use of digital media, and hence constraining in relation to how the young people/pupils will experience and understand the affordances (Gibson, 1979) of digital media in general and user created content in special in the school context.

The user of digital media has access to a broad repertoire of ways of expressions that earlier media cannot offer. The forms for figurings (gestaltung) of multimodal digital media make possible consumption, analysis and (re)production of traditionally separated modes (typographic text, speech, sound, image, moving image). Figuring is then the way these multimodal resources are used. Figuring is furthermore the process whereby the subject (rethor) are afforded the possibility to reflection, as figuring owns an intentionality and a communicative ambition.

Methodology

In the UNGMODs research project (<http://mt.sh.se/UNGMODs>) we aim to study how young people (13 to 17 years) use digital media in everyday settings (in and out of school) with special attention to multimodal figuring.

The perspective of social semiotics on multimodality (Kress 2009) say that all signs are motivated connections of meaning. This implies that there is an intention in the choice of modality, and hence that the way the author/rethor express her/him-self are motivated. In this perspective, learning becomes primarily a relational phenomena, where the subject is active in her interpretation of the world s/he lives in. Learning is therefore never distinct from norms, values or power structures, but intimately intertwined with these.

Preliminary findings

When analysing upper secondary pupils multimodal figurings of a school assignment, it is possible to see how these bear traces of the pupils knowledge and identity development. In the presentation we will illustrate how we have analysed these multimodal figurings and also how the pupils add communicative levels to the assignments in order to establish a dialogue with their peers.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A200

CHAIR: GUNILLA HOLM

241 YOUNG PEOPLE'S LIFE VIEWS IN A MULTICULTURAL SOCIETY IN ICELAND: RELIGION AND DIVERSITY

GJ Gunnarsson, Hanna Ragnarsdóttir

University of Iceland, School of Education, REYKJAVIK, Iceland

The aim of the project is to study young people (age 18-24) life views and life values in a multicultural society in Iceland. The project is located within a broad theoretical framework and uses interdisciplinary approaches in religious studies and religious education, globalisation and multicultural studies (Bauman, 2007; Parekh, 2006) and pedagogy. The study is a three year project (2011-2013) based on both quantitative and qualitative research methods. Questionnaires and focus groups are used for data collection in altogether seven upper secondary schools in different areas of Iceland. In the questionnaire, participants are asked about background information, such as gender, age, nationality, mother language and religious affiliation. They also respond to altogether 77 different statements (Likert scale) about their life views and life values, identities, well-being, communication and attitudes towards others, and diversity. Findings from the questionnaires will provide the basis for focus group interviews with mixed groups of students in all the schools in 2012.

The paper discusses preliminary findings from questionnaires in four upper secondary schools, two in Reykjavík and two in other areas of Iceland. The participants in this part of the study are 529 upper secondary school students. The paper focuses on findings pertaining to religious views and views towards diversity. Issues such as tolerance, prejudice, human rights and religious needs are discussed.

Preliminary findings indicate that many of the participants do not see the need to turn to religion in interpreting their lives and experiences. This also applies to those that claim to be religious or belong to a religious community. However, religious/non-religious affiliation seems to influence the views of the young people, at least to a certain degree. A clear difference between genders appears in the view towards religious factors and life values, where more young men than women claim to be atheist or not involved in religious communities. In spite of societal changes a clear indication of the importance of the family rather than the friends in shaping the young people's views. A large number of the participants claim that having friends of different ethnic origins is important and they negate racism.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A200

CHAIR: GUNILLA HOLM

318 LIFE VALUES AND VALUATION - HOW YOUNG PEOPLE COMMUNICATE IN A GLOBALIZED SOCIETY

Finnbogason, Jónsdóttir

University of Iceland, School of Education, REYKJAVÍK, Iceland

In this presentation we will describe some aspects of a research on views and values of young people (18-22 years old), in upper secondary schools in Iceland. The study has a broad theoretical framework, based on an interdisciplinary approach (religious studies/ religious pedagogical studies, multicultural studies / social sciences, history of ideas, pedagogy). The name of the study is: Young people's life views and life values in a multicultural society.

During individualization and globalization, studies on young people show that the development of society that has occurred in its wake, has had a major impact on the attitudes and circumstances of young people (see U. Beck and Z. Bauman). In this presentation we will, in light of this social development, and with reference to research carried out with local young people, explore how they express themselves about their views, values, communications and relationships. This presentation will discuss how young people struggle with values in their everyday lives and how they experience their meaning, both as individuals and in relationships, with regard to the research data.

We will also look at what can be inferred from the results of the study regarding the interactions and relationships with various parties and their impact on the identity and task of young people (see P. Bourdieu). Examined are both the negative aspects of communications, like group pressures and bullying, but also the positive aspects of relationships and communication with friends and family. The views of young people, of the ability to form their own opinions and follow them, are viewed in light of the ideology of J. Dewey about the democratic way of life. We will also examine whether there are gender differences on these aspects of communication and also in light of the education of their parents.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A200

CHAIR: GUNILLA HOLM

61 WHO IS 'WE' IN THE CLASSROOM OF RELIGIOUS EDUCATION?

Kittelmann Flensner

University of Gothenburg, Department of Literature, History of Ideas, and Religi,
GÖTEBORG, Sweden

The aim of this paper is to analyze some of the discourses that can be discerned in a classroom of Religious Education in upper secondary school in Sweden. It is based on the findings of participant observation conducted during 2011 in two different schools.

The interpretative approach, formulated by Robert Jackson (1997, 2004), is used in analyzing interactions in the classroom. A key concept in the interpretative approach is representation, which means that religions are not seen as homogeneous phenomena but multidimensional and changing and concerns how this is expressed in the context of Religious Education. The present paper focuses on perspectives and representations of the content of Religious Education that appears in the classroom.

The analysis of the classroom observations show that a secular discourse dominates in the classroom and can be described as the norm. As a result, "we" are described by concepts such as scientificity, rationality, modernity and development. Religiosity and belonging to a faith is portrayed as opposed to a modern worldview, and religious people in general are often labeled as deviant and outmoded. Simultaneously, a national/cultural discourse is discernible in which "we" is described as Christian, in the sense of belonging to a Christian culture which is presented as opposed to other cultures, especially in relation to Muslim culture.

One does not know much about how Religious Education is shaped in the classroom practice. By describing how knowledge is constructed within Religious Education and what opinions and definitions that appears in different contexts, we get a better understanding of the classroom practice, which may form the basis for dialogue in a pluralistic society.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: C001

CHAIR: EVA ALERBY

66 JOHN DEWEY'S PHILOSOPHY OF 'THING'

T Rømer

University of Aarhus, RISSKOV, Denmark

This presentation is a discussion of John Dewey's philosophy of nature Experience and Nature, with special emphasis on understanding his concept of 'a thing'. Even though the philosophy of thing is an important part of the philosophy of Heidegger, Latour and Graham Harman, it is almost entirely overlooked in educational philosophy, both in general and in the philosophy of Dewey. Sometimes, Dewey's philosophy is comprehended as certain models of reflection. In more sophisticated analysis we might find descriptions of his concept of experience, perhaps involving discussions from his Art as Experience. But metaphysics, that is, his philosophy of nature and things, is a relatively neglected topic in educational debates.

The basic viewpoint in the paper is that a 'thing', including 'schools' and 'universities', is an event and that these events flows through the habits and the formation of the experience, which constitutes our educational institutions (which are themselves events). Education, therefore, is a way to get near this experiential and habitual flow. However, things or events are also deeply dynamic entities. This dynamism is linked to Dewey's special version of Darwin's concept of nature, and it brings pedagogy near not only to cultural but also political realities. I will try to describe this cultural and political energy with the help of the concept of transaction that Dewey discusses in his book Knowing and the Known.

With this exercise, I want to show that Dewey's educational philosophy is a kind of bulge on more fundamental cultural and ontological events, and that his concept of experience is deeply embedded in a wider, that is, transactional and cultural, "thing".

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: C001

CHAIR: EVA ALERBY

279 THE AMBIGUOUS AND INTERTWINED RELATIONSHIP BETWEEN 'BEING' AND 'BECOMING' IN YOUNG CHILDREN'S LEARNING

Westman

Luleå University of Technology, LULEÅ, Sweden

What does it mean to be a child of our time in a learning society? What role does temporality play for pedagogical relationships in children's everyday life and learning? In what way might notions of 'being' and 'becoming' influence children's ability to create knowledge and meaning?

In the contemporary educational debate and policy, demands on higher education constantly increase and younger children's learning is required to be stimulated. 'Being' and processes of learning are often placed in the present moment, while 'becoming' can be connected to products of learning placed in the future. Traditionally, grownups and adults represent the human beings while children can be viewed as human becomings. Although we cannot ignore the importance of desire and change in conquering knowledge, focusing mainly the future can lead to an over-emphasis on the value of 'becoming'. Children's being and meaning-making in the present moment are likely to be undervalued. A too strong focus on 'being', a somewhat stagnant position, may as well limit children's possibility to learn.

The overall aim of this paper is to illuminate and discuss the notions of 'being' and 'becoming' and what consequences those notions might have on pedagogical relationships and children's learning in educational settings such as preschool and school. I explore these notions in relation to the philosophy of the life-world, as formulated by the French philosopher Maurice Merleau-Ponty, and in some extent to Gilles Deleuze's theory of time, as well as to voices from a number of teachers in school and preschool. The combination of teacher voice and the associated philosophical discussion, show that it is relevant to continue and broaden the exploration of children as both 'beings' and 'becomings'. The ambiguous relationship between 'being' and 'becoming' therefore is discussed in terms of an intertwined, chiasmic and ever changing process.

The paper offers a philosophical contribution to the field of educational research, but one in which the philosophy is exemplified by, and connected to, teachers' voices.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: C001

CHAIR: EVA ALERBY

463 NATURALNESS AS AN EDUCATIONAL VALUE

Froelund

Dept. of Education, University of Aarhus, COPENHAGEN NV, Denmark

My paper attempts to restore the meaning and relevance of the concept of naturalness as a value for education.

The concepts of nature and of naturalness are in dominant post-modern discourse (Foucault, Rorty, Butler, Haraway) considered highly ideological and obsolete. Nature and, consequently, naturalness are regarded as constructions on par with concepts like "essence" and "origin", and they are all condemned for supporting conservative policies.

No question nature has been used for all sorts of shady and reactionary purposes throughout history. But it has, at times, also been used to inform emancipation in politics, in education and for the forming of character.

My paper reports two interpretations of naturalness that can serve the last purpose without supporting a new cult of origin.

The first is based on the German philosopher Gernot Böhme's concept of the human body as the "nature we ourselves are". This body is the body we are, the felt body ("Leib"), contrary to the body we have ("Körper"); the last body concept being the physicalistic body, i.e. the estranged body.

According to Böhme the body, i.e. the nature we are, is given immediately and involuntary in what he calls the "affective involvement" which is pain, hunger, thirst, want, delight, desire etc. This passive mode of existence constitutes a kind of pre-subjective self-consciousness from "before" the subject and the object, as well as rationality and animality have dissociated, and to which the mature I, now and then, can regrediate as to its own human nature.

The other interpretation of naturalness originates from philosopher Christoph Menke. In his view naturalness does not exist before and independent of the social, but is nevertheless accessible in what he calls a "genealogical reflexion". Menke distances himself from the romantic notion of authenticity which in human nature will see a "core I", unaffected and preserved during socialisation and expressed directly in the social praxis of the "authentic", "true" or "natural" individual. But Menke also distances himself from the idea that naturalness is eliminated during socialisation. Rather it resists normalisation and can be approached through the genealogical reflexion, which can be learned.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A403

CHAIR: KIMMO KONTIO

223 TRANSFERRING MATHEMATICS FROM AND INTO SCHOOL: AN IDEOLOGY CRITIQUE OF THE USE-VALUE OF MATHEMATICS

Pais

AALBORG, Denmark

The recent international emphasis on the importance of working with students "real-life" mathematical problems (of which PISA is the most boisterous example) has provoked changes in the mathematics curriculums all around the world; especially in a Nordic context where great emphasis is given to the exploration of everyday examples of mathematics in action. Notwithstanding the official discourse being one of emancipation "students get better prepared for future challenges by exploring "real-life examples", attention should be paid to the way in which well-intentioned actions can end up having a result opposite to their aims. In this proposal I take advantage of recent research done within mathematics education about the possibility of transferring knowledge from and into school. While the majority of this literature commends the possibility of transfer, thus assuming both the desirability of transfer and the importance of school mathematics for the professional and everyday lives of individuals, I am interested in developing an ideology critique on the belief sustaining the research investigating this issue. This critique will be illustrated through the exploration of a typical transfer situation between school and workplace.

The theoretical framework informing my critique comes from the contemporary philosophy of Slavoj Žižek, especially his revitalization of the Marxian concept of ideology. Thus, the method used to analyse research can be called ideology critique. It consists in showing the incongruities between the discourse emanating from research and its actualization within a life world context - in this case, schools.

I conclude that the importance given to the use-value of mathematics functions as the necessary ideological 'double' disguising the role school mathematics plays within capitalist economics and ideology. A reading of schools not as places of knowledge or competences but as places of economical and ideological (re)production allows one to conceive the push to marry off school mathematics and everyday life as an ideological mechanism in asserting the role of schools as places of social accreditation. This is a problem affecting all educational systems, in particular the Nordic ones.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A403

CHAIR: KIMMO KONTIO

113 FEAR AND EDUCATION - AN EXISTENTIAL-PHENOMENOLOGICAL EXAMINATION

Koskela

UNIVERSITY OF OULU, Finland

In my presentation I will examine fear as an existential aspect to encountering which fulfils a task of unconcealment of truths which otherwise would remain unveiled. Fear is an initial, assessing reaction to encounters that are disruption of the powers of everyday life (Bollnow 1959, p. 51). For Heidegger (1962 [1927], p. 180), what fearing is, can be categorized in three ways: a) to that which itself is considered fearsome, b) fearing as such and c) that about which one fears. Fearsome involves itself, and thus what one encounters is detrimental in character. In fearing as such, what can be characterized as threatening is freed and allowed to matter to one. Fear can look at the fearsome explicitly, and 'make it clear' to itself (ibid., p. 181). Fear results in initial assessment of what is encountered, and without this fear necessary and inherent aspects of the encountered would remain unknown. One should not therefore overlook the epistemic possibilities of fear in educational processes.

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NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A303

CHAIR: CHRISTINE LALANDER

338 STUDYING TEACHING MATERIALS

HB Thingholm

DPU, Århus Universitet, ÅRHUS N, Denmark

Studying Teaching Materials

A PhD project in progress.

The study asks the question what is relevant knowledge in teacher education and more specifically how it is possible to create a connection between education and profession. The focus is on teaching materials for use in school which is being discussed and analyzed as an important and relevant part of a teacher education programme. The theoretical framework of the study is inspired by sociological systems theory developed by Niklas Luhmann. Communication, complexity and constructivism thus become significant concepts.

The paper presents an argumentation for studying teaching materials as a way to create a more practice-oriented teacher education programme. Teaching materials are an important part of instruction, pupils' learning and teachers' work. Furthermore teaching materials offer an opportunity to reduce complexity in today's class rooms which is especially important for novice teachers. Finally it is an assumption that the teacher education students' work with teaching materials provides them with a realistic opportunity to combine their main subject, pedagogical subjects and practice training.

In the study I further more investigate to what extent teaching materials are parts of teacher education programmes in Denmark. The strategy is to analyze the executive order for teacher education and the present teacher education curriculum and also to interview teacher educators as well as students at a college in Århus.

I expect to find information about to what extent teaching materials are part of the curriculum in the teacher education programme and how they are used. The study is as a consequence of the selected theoretical framework methodologically based on radical hermeneutics and qualitative methods such as document analyses and interviews. My presentation is relevant to the network of Research on Teacher Education and Beginner Teachers.

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A303

CHAIR: CHRISTINE LALANDER

342 SIMULATED DILEMMAS AS REFLECTION TOOL IN TEACHER EDUCATION

Edman Stålbbrandt

Åbo Academy University Faculty of Education, VASA, Finland

Many newly qualified teachers leave the profession. The so-called 'reality shock' is often the case. According to previous research the most challenging areas seem to be social relations, leadership and maintaining self-confidence during the first years of teaching. During teacher education the institutional setting can contribute to the development of ability to observe, interpret and draw conclusions that can be used to understand the practice and develop appropriate approaches. This learning process requires practice of several skills such as; discover different perspectives, use self-reflection, make analysis and evaluations. In teacher education it is important to continue to develop methods to prepare and develop the teacher students' professional acting. One way, which successfully is used in several other professional educations, is computer simulation. However, it has been used for situations where, more or less, correct answers have been available. Based on previous research about newly qualified teachers, simulations and reflection the possibility of developing authentic computer simulated dilemmas is examined in order to support reflection and discussion of school practice in teacher education. The content is based on newly qualified teachers' stories about complicated situations they had experienced during their first time in the profession. The aim of the study is to further develop methods for reflection on practice in teacher education and to deepen the understanding of how teacher students constitute their future professional work in order to identify professional areas to be challenged in teacher education. The study is conducted in Sweden and Swedish-speaking Finland within a social cultural theoretical framework. A narrative analyze is used of twelve teacher interviews. The narratives constitute the scripts for an animator in order to produce computer simulated dilemmas. Video observations are used when teacher students in groups talk about the simulated dilemmas within a course using a reflection model. The analyses of the video observations are not yet finished but the contents of the dilemmas have been perceived authentic and the use of them as a support for reflection.

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A303

CHAIR: CHRISTINE LALANDER

4 STUDENTS' VIEWS OF RESEARCH AND SCIENCE WITHIN TEACHER EDUCATION IN FINLAND

G Eklund

Faculty of Education, Åbo Akademi University, VASA, Sweden

The Finnish teacher education is university based and leads to a master degree. Science and research are important aspects of the education and the students have research oriented studies at both the Bachelor- and the Master of Education Level. The aim of this research-orientation is that students get a preparedness to systematically and in a reflective way investigate issues and as a consequence develop their own practice as professional teachers.

However, the research-orientation of the Finnish teacher education has been discussed and also criticized. The focus on science and research means that student teachers get less school practice during the education and their ability and competence to handle different school situations is challenged. Although the aim of the research-orientation is related to the view of a professional teacher, the relation between theory and practice cannot be taken for granted.

Based on this fact, the aim of this study is to investigate students' views of research and science within teacher education in Finland.

Data for the empirical study were collected among student teachers at the Teacher Education at Åbo Akademi University. The students answered essay questions about their views of research and science, a qualitative approach was taken as the point of departure and meaning categorization was used as the method of analysis.

The results indicate that students have a quite simple picture of research and science and they mainly relate the concepts to knowledge acquisition and information processing. The students understand the motive for and meaning of research and science within a university based teacher education. However, they have difficulties in relating the idea of the scientific teacher education to themselves and to the teacher practice in their future profession.

In the presentation a discussion concerning the relation between research and science, and teacher practice will be focused on. The question is how a good combination of theory and practice can be achieved at within a successful education aiming at developing professional teachers.

NETWORK 19: SCHOOL-HOME COOPERATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D168D

CHAIR: MARGARETHA KRISTOFFERSSON

68 WHAT ABOUT HOME-SCHOOL RELATIONS? PUPIL'S PERSPECTIVES

AM Markström

ISV, Linköping University, NORRKÖPING, Sweden

The intent of the paper is to shed light on children's knowledge, thoughts and attitudes concerning the interaction between home and school. This paper outlines preliminary findings of a study investigating social representations on the interaction between home and school with a focus on understandings of responsibilities for children's upbringing and education in the intermediate sphere between home and school from a child perspective. The research questions are: What notions do children/pupils have on home-school cooperation? What experiences and notions do children/pupils have on parents', teachers' and their own role and responsibilities for their upbringing and education?

The paper is based on results from interviews with 24 children in grade five and six in the Swedish compulsory school. The interviews were conducted in two bigger towns in the south of Sweden. The presenter of the paper interviewed all children after informed consents of the children and their parents. The semi-structured interviews are audio-taped and transcribed verbatim. The main focus of the study is on the discursive aspects of the narratives.

The study reveals that the children to a large extent understand the relations as asymmetric and vertical between children and adults (teacher and/or parents) but also between the home and the institution in different ways. However, there are also some utterances that show understandings of a horizontal relation between the actors.

NETWORK 19: SCHOOL-HOME COOPERATION

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D168D

CHAIR: MARGARETHA KRISTOFFERSSON

5 HOME SCHOOL PARTNERSHIP: A GLIMPSE OF ITALIAN REALITY

Pieri¹, Castelli²

¹Università degli Studi di Milano-Bicocca, MILANO, Italy

²University of Milano-Bicocca, MILANO, Italy

In Italy there are few studies in the literature that attempt to analyze the way in which the family and the school share and negotiate their educational duties, and there is no training for teachers in the management of home-school communication and partnership. We went in an Italian primary school to see how parents and teachers articulate their discourses around the home-school partnership. In the fall of 2010, we organised two focus groups, one involving 9 parents and one involving 6 teachers. The main points during the focus groups were: What is the parent-school partnership for you? What is its purpose? What is it like now in this school? How would you like it to be?

Parents and teachers agree that home school partnership is essential "for training future citizens" (parent) and "to create well-being and achieve educational success for all children" (teacher). Parents and teachers agree that home school partnership should be based on dialogue and mutual respect. Teacher underline that in the home school partnership it is essential that it is the will of parents to cooperate, if the parents don't have this will, or they tend to criticize the work of the teachers, the work become more difficult not only for the teachers but also for the children. Since teachers have not received any teacher training in the management of home-school communication and partnership. Teachers have to learn how to do this through experience and work with the colleagues. To manage the home school partnership the agreements with colleagues are essential, for example the teacher of our sample decided a common strategy to communicate with parents: 'When are the interviews with the parents I personally always prefer to have someone (a colleague). We're always two, I mean, a witness is always better.' (teacher) And agreements between teachers and parents are also very important.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D212

CHAIR: ANNE MONTELIUS

301 EXPLORING CITIZENSHIP

M Andersen

AALBORG ØST, Denmark

During the past decade, the concept of citizenship, have experienced a notable renaissance. Associated with democracy citizenship has been an object of interest to the public educational system as well as to scientific work within the domain of political, social and educational sciences.

Being related to democracy citizenship inherits a traditional struggle between normative diverging democratic thoughts rooted back to the ancient schools of Plato and Aristotle. Though, this thesis seeks to explore the idea of citizenship, through three contemporary political philosophical schools of thought; a liberal, a communitarian and a cosmopolitan.

As contemporary established representatives I respectively use the ideas of John Rawls, Michael Sandel and Sheyla Benhabib.

Descending from a social contract tradition Rawls draw out a national oriented perspective for citizenship, where commonly shared values are based on a political conception of justice.

Inspired by, the 20. Century's reform movements Sandel's citizenship is based on the grounds of participation in local communities, valuing a communicated shared moral. And finally Benhabib advocate for a Kantian inspired cosmopolitanism, grounding values on universal or human rights.

During newer political philosophical discussions, the concept of citizenship, has been extended to, or focused on, a participation dimension and how equality in different ways are seen a prerequisite for a broad participation among residents of a society. All three perspectives distinctly address; participation, justice and equality, but in seemingly different and irreconcilable ways.

In relation to pedagogical thinking and within a critical inspired approach I seek to analyze values and differences represented in the three respective perspectives. By this means I wish to illuminate pedagogical implications that may lay in subscribing to specific values.

Finally this thesis seeks to contribute to a foundation from which it may be possible to approximately identify what or if certain values predominates the social practices.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D212

CHAIR: ANNE MONTELIUS

91 EFFICIENCY AND EQUITY OF EDUCATION SYSTEM AND SCHOOL CHOICE POLICY: BRIDGING QUALITATIVE AND QUANTITATIVE APPROACHES

Pöder, Lauri, Kerem

Tallinn University of Technology, TALLINN, Estonia

We conduct a comparative study of 27 European education systems related to school choice aiming at creation of comparative typology and investigating causal relationships between membership elements and outcome scores. Membership elements measure education policy related institutional features like availability of choice in the system level, tracking, school variability, empowerment of parents and financial incentive schemes supporting choice policy. Fuzzy scores of each element are calibrated by combining qualitative data from Eurydice database and quantitative PISA 2009 country level indicators. All together 15 different measures are combined for obtaining membership elements fuzzy scores. For outcome free different measures are constructed. First, indicates efficiency of the education policy, where efficiency is operationalized by PISA 2009 combined country scores. Second, captures the equity of educational opportunities, where Schuetz, Ursprung and Woessmann (2008) indexes of family-background effects by countries are used. Third, combines two previous measures by minimum and multiplication rule. For causality and membership analysis fuzzy sets are used. Findings indicate the alternative combinations of membership elements that contribute into outcomes of efficiency and/or equity. The main contribution of the paper is twofold. First, it allows indicating complementary and substituting institutional features of the school choice policy that contribute to outcome. Second, it allows compare school choice related policy paradigms of 27 European countries by creating typology of school choice and efficiency and equity scores of educational outcomes.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D212

CHAIR: ANNE MONTELIUS

349 'THAT IS A VERY INTERESTING QUESTION' ON ANSWERABILITY IN RELIGIOUS EDUCATION, SCIENCE EDUCATION, AND SWEDISH

A Arvola Orlander¹, Granath²

¹Stockholm university, STOCKHOLM, Sweden

²Mälardalens Högskola, ESKILSTUNA, Sweden

This classroom-based study seeks to illuminate, through a feminist post structural approach, the significance of femininity and masculinity in school curriculum and pedagogy, focusing particularly on three subject areas at the upper secondary level: Religious Education, Science Education, and Swedish. There seem to be basic differences between on the one hand the presentation of Religion and Science Education and on the other hand the presentation of Swedish. The project of which this paper makes an initial contribution takes a two-pronged approach in its inquiry: a) a philosophically informed investigation into the language of the curriculum for each subject; and b) an ethnographically based account of student-teacher interactions in the classroom.

Taking our point of departure in the dynamic interplay between images of gender, subject content and teacher-student relations, the aim of the paper is to explore some of the epistemological differences that come into play in the interaction between teachers, students and subject content in the three different classrooms mentioned above.

The paper casts light on how teachers and students in the three different classrooms relate to answers, answerability and to the act of answering, that is to say: Who has the answer? How are answers presented? Where are the answers? What is possible to answer? and Who has the right to give answers? Our preliminary findings show that the answers in Science Education and Religious Education reside with the teacher: answers are given and scientifically based in the sense that they are indisputable. This approach, it can be argued, has its roots in a patriarchal and positivist tradition - a tradition that has often been regarded as masculine. In Swedish class students are given enhanced possibilities to interpret, discuss and question the subject content and the teacher encourages students' own ideas and emotional expressions in relation to this. How do students themselves interpret and conceive of the character of the different subjects?

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D169

CHAIR: ARVOLA ORLANDER

185 ORGANIZING SCHOOLS AS ORGANIZATIONS

Montelius

University of Stockholm, STOCKHOLM, Sweden

Abstract

The Swedish school sector is rapidly changing with a growing number of independent schools and the development of big companies. All independent schools, after approval by the National Agency for Education, were given the right to public funding and today, 20% of students choose a private High School while knowledge of these structural changes relevance to organisation of core activities is limited.

The purpose of the study is that, from a neo-institutional perspective, analyse aspects of organizing and steering schools as organisations. Neo-institutional theory proposes that, in all organizations, the formal structure e.g., schedules for meetings, rules, work descriptions, etc., does not reflect what actually takes place. We may believe that we follow rules, schedules and job descriptions, but the formal structure differs from reality. What we say we do is not always what happens. Organizations adapt, instead, to institutional demands via expectations from political decision-makers, public opinion, different professional groups, etc. that certain activities will take place (Grape, Blom & Johansson, 2010). The formal structures are considered myths, and myths are thought to bring legitimacy, stability and resources. Czarniawska (2005) refers to Powell & DiMaggio (1991), who contend that it is important to understand that the organization that is taking place is achieved with the help of ideal imaginary images and that organization presupposes that actions are coordinated. The notions and expectations that are shared by professionals in organizing the activities of the school also mirror what is expected to take place. Myths are socially constructed norms in the institutional environment (Meyer & Rowan, 1977). Where several different and conflicting myths are circulating at the same time, the organization must develop strategies for handling them.

The question I wish to address is:

How are external and internal expectations, demands and myths handled during an independent school's organizational process?

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D169

CHAIR: ARVOLA ORLANDER

525 THE INFLUENCE OF NEOLIBERALISM ON THE ICELANDIC PRESCHOOL SYSTEM

K Dyrfjord

University of Akureyri, AKUREYRI, Iceland

For the last decades neo-liberalism has been growing as a political ideology, globally as well as nationally. In Iceland the manifestation of neo-liberalism is mostly noticeable in discourses related to deregulation, accountability, choice, and privatization both in the school system as well as in wider society. The aim of the article is to explore the influence of neo-liberalism on the Icelandic preschool system. Among influential forces in Icelandic society is the Iceland Chamber of Commerce which published a futuristic vision of, among other things, how to run the preschool system. Those ideas will be scrutinized especially in connection with the development of the law frame for preschool as well as public discourses. The conclusion is that neo-liberal influences have become rather obvious on the preschool's public structure. The neo-liberal ideology has been a constructive force as is apparent in the new act of law on preschools from 2008 and how they have been implemented.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D169

CHAIR: ARVOLA ORLANDER

372 ADULT IMMIGRANT DSOL EDUCATION IN DENMARK IN THE WAKE OF A NEOLIBERAL EDUCATION POLICY

KB Petersen

Aarhus Universitet, Dep. of Education, AARHUS, Denmark

With the adoption of a new law and curricular documents in Denmark in 2003 high-stakes testing, new market economy, benchmarking and demands for employment related skills and competencies in efficient Danish courses have been introduced in the DSOL (Danish for speakers of other languages) education of adult immigrants. Thus a transformation in the understanding of education in comparison with previous legislation has taken place within this specific area of adult teaching in Denmark. Based on historical studies of curriculum reforms, studies of political documents and research about teachers' and headmasters' attitudes towards the changes in adult immigrant education in the 2000s, the paper discusses elements of a neoliberal education policy in Denmark in comparison to international neoliberal education policy movements / especially UK and the US.

As neoliberal education policy in Denmark is new compared to international tendencies the aim of the paper is to compare and discuss pros et contras / based on the case studies of adult DSOL adult immigrant education in Denmark

NETWORK 23: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A410

CHAIR: GRY PAULGAARD

339 'NATURAL EXPECTATIONS' - SOCIAL PEDAGOGY AND PSYCHO-SOCIAL REHABILITATION

S Langager, NRJ Jensen

DPU/AU, KØBENHAVN NV., Denmark

Research topic/aim

"Natural expectations" is a study of the Fountain House (clubhouses) network in Denmark as a psycho-social model of rehabilitation and is aimed at investigating 'the outcome'. Is it possible to identify whether participation in a clubhouse has a positive impact on mentally ill persons, and what are the implications between social psychiatry and social pedagogical traditions within this field?

Theoretical and methodology framework

The values of the clubhouses emphasizes that participation is voluntary and that case sheets or records of the members are not read and personal data are not systematically recorded. The 'dimension of outcome' of the research, therefore, is identified by using 'soft' research methods based on studies of the practices of everyday life and by ascribing meaning on the basis of qualitative interviews. Hence, research was primarily based on anthropological/ethnographical studies of everyday life in the Clubhouse environments.

Conclusions/findings

The model of rehabilitation implicitly draws heavily on well-known assumptions of good practice from social pedagogy/educational traditions. These are based on the guiding principle: the most effective way of contributing to other peoples' personal development is not situated in the direct relational meeting and in taking personal responsibility for others' development; on the contrary, it is to prepare and organize the conditions (structures and frameworks) within which long-term processes of change, development and learning become possibilities for those who take them. An unexpected correspondence of a psycho-social environment of rehabilitation and classic educational/social pedagogical insight into the basic conditions for good individual settings for learning and change gave rise to considerations about how to devise a model of rehabilitation that would be worth adopting for offers outside the network of clubhouses.

Relevance to Nordic educational/pedagogical research

Given the significantly increasing numbers of adult citizens who are receiving psychiatric treatment, a model as represented by the Fountain Houses should be reconsidered in the face of expected changes of social policy and adjustments of socio-psychiatric measures in the Nordic Countries.

NETWORK 23: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A410

CHAIR: GRY PAULGAARD

517 DISCURSIVE POSITIONING AND NARRATIVE IDENTITY CONSTRUCTION IN ELDER CARE

Cedersund

Linköping university, NORRKÖPING, Sweden

In this paper I have used a discursive research approach to study talk between old persons and caregivers in encounters in home care. The conversations were studied as acts of narrative identity positioning in which the participants in the dialogue take positions in order to argue for a specific identity in the local context of care.

A discourse analysis of interpretive repertoire subject positions and narrative identity construction were undertaken in order to explore the construction of old persons' identity in the context of home care (cf. Davies and Harre, 2001).

The material in this paper consists of conversations between old people and their caregivers, and the paper uses data from a project conducted in Sweden. The participants in the study were five persons in their eighties. These dyadic home care encounters were audio taped, and the conversations were collected over a period of six months. Two conversations at the beginning of the period and two at the end of the period were selected for analysis. Analyses of positions and storylines and narrative identity construction have been undertaken. The results summarize the interpretive repertoires used by old persons and the caregivers and these results highlight the construction of subject positions using discursive recourses.

The intention with the reported study is to acquire an understanding of how old persons take part in the meetings with caregivers and how the old persons' identity is positioned in talk. With a focus on everyday life in the care of older people I want to explore how research on ageing and later life can be further developed and linked to perspectives in the area of social pedagogy. With this paper I furthermore wish to contribute to the discussions on the challenges and the needs for theoretical and methodological in the context of elder care.

NETWORK 23: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A410

CHAIR: GRY PAULGAARD

315 FIRE SETTING AND PRIMARY PREVENTION

S Persson

Gothenburg University, GOTHENBURG, Sweden

Fire setting is a problem that is causing extensive material and economic damage and deaths. There are more than 10 000 malicious fires per year in Sweden, resulting in human suffering and costs exceeding one billion. More than 50-80 percent of the fires are committed by persons less than 18 years old. Schools are common targets, in Sweden there are almost one school fire a day at a cost of at least 300 million a year.

Preventive action is a phenomenon that is expanding in Sweden. It covers areas defined as problems from both individual and societal perspective, such as health and crime prevention but also fire setting. Fire and Rescue Service have long been responsible for preventing and extinguishing fires. Its preventive work has to a great extent been technically orientated. Increased focus on fire setting means that preventive actions today to a higher degree involves social and behavioral explanations and methods. Fire preventive actions are thus more similar to preventive work towards for example drugs, alcohol and crime.

This study is a part of a wider research project called 'Juvenile fire setting - causes and preventive actions'. The presentation/paper consists of an analysis of a primary preventive program called "Häfa i 5:an". The program is carried out by a local Fire and Rescue Service and involves pupils age 11-12 in Gothenburg region. The study is based on interviews, observations and document analysis. Questions that are addressed are: How is the program designed and why? Which are the potential effects of the preventive program? Which opportunities, constraints and dilemmas characterize the work?

The results consist of discussions about the target group, ways of approaching and reach the pupils, and relations between information, knowledge, values, attitudes and actions. The analysis relates to research on young and fire setting (for example Terjestam & Rydén; Betsinger) and (fire) preventive actions (for example Lab; Kolko; Franklin et.al.).

The presentation will be conducted in Scandinavian language.

NETWORK 24: SCHOOL DEVELOPMENT

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D120

CHAIR: ULF BLOSSING

515 CONSTRUCTION OF ONESELF AND THE OTHER IN AN INTERNATIONAL ACTION RESEARCH PROJECT

K Sipos Zackrisson, K Thorgersen, S Männikö-Barbutiu

Stockholms universitet, STOCKHOLM, Sweden

This paper departs from this construction of resemblance in order to investigate in what ways will teachers construct the new 'Us' in an international action research project where participants from 'South' and 'North' meet to work jointly? To understand this construction of Us, it is necessary to even study how the participants express similarities and differences and what their strategies are to overcome differences? In the line of critical theory we believe that it is necessary to examine international collaborations in terms of cultural practices and their relations to power in order to shed light on the dynamics of the interaction between participants in such interactions. Also, understanding the lived experience of the participants of the project requires a contextualization of these experiences.

The empirical findings are interpreted through critical theory and they can be useful in order to question, and thereby improve certain fundamental aspects of action research. Tentatively, the study shows that despite the obvious cultural, socio-economic, political and historical differences participants seek to minimize the differences in the initial stage of the project and they look for common features. They find such aspects that are perceived as common and use these to construct a new situated culture, a community of teachers/participants, which initially seems to be without tensions. Participants tend to accept the action research discourse presented by the facilitators despite the complaints that school development projects often tend to be useless and without content, particularly the northern teachers express such views. If we accept the Habermasian communicative pragmatism, urgency of mutual understanding, we could interpret the group dynamics in this action research project as a way to seek for common ground and understanding. The question then rises what is the cost for this seeking for similarities? Can we achieve true empowerment when not acknowledging particularities of different contexts? Will international action research only become a new form of colonialism? Or can we find ways of true collaboration beyond conformism.

NETWORK 24: SCHOOL DEVELOPMENT

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D120

CHAIR: ULF BLOSSING

457 SCHOOL ON SCIENTIFIC BASIS AND RESEARCHING TEACHERS

Kroksmark, Åberg

Jönköping International University, JÖNKÖPING, Sweden

The specific questions to be answered in the study are:

- How can research based know-how be a part of teachers' educational competence in everyday practice?
- What is required from the school's organization to enable scientific approaches to become a part of teachers work?
- What are the experiences of the 3O model as the means for enhancing collective competence?

The data collection and the analysis are conducted as in-depth interviews explored and described by using a life world phenomenographic approach.

The results indicate that it is possible to integrate teaching and research in teachers' competence. It also indicates that the pupils' knowledge results clearly increases when a school deepen its knowledge of the prerequisites of learning. The results suggests that the best way of providing the profession and the schools with new and useful knowledge is that the teachers do research themselves and in that way develop relevant knowledge that schools want and need.

One prerequisite for successful creation of an organization for teachers' professional development is that the chosen model itself works, both as an integrating part of the activity organisation and as a clear driving force for developing new qualities in the teaching profession. The three legs that The 3O model rests on seem to be the prerequisite that has to be systematically established in order to correspond the demands that competence development in education must make.

The results also show that the collective approach to the competence development - where everybody is forced to participate - is a very important and decisive condition for success. The team talks is the individual component in the 3O model that yields the best result as regards new insights into the profession that lead to concrete consequences.

The study is of great importance for Nordic educational research because it develop new knowledge about researching teachers and a school on scientific basis.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A401

CHAIR: KRISTIN HELSTAD

203 EMPLOYABILITY AND ITS DEVELOPMENT-THE CASE OF HRD EDUCATION AND DEVELOPMENT

Löfgren Martinsson

Lund university, dept of sociology, unit for education, LUND, Sweden

The relation between higher education and graduate work has been discussed since the early 1990s, the discussion including an alleged mismatch between the competence held by graduates and the competence required by employers. Some researchers however points to the fact that this discussion is based on unclear assumptions. The complaints of graduates lacking skills, being over-educated as well as their poor qualifications and the discrepancy between graduate competence and the competence required, are of frequent occurrence but the complaints are seldom based in research. This is also the case concerning how to overcome the discrepancy. In relation to this debate, the concept of employability seems to be of central importance. HRD has to do with practice and discussions, in research and in working life, therefore tend to concern the performance of certain tasks, at dispense of in-depth analysis of why certain phenomena occur and their nature. Therefore there is need for other kinds of research, not only concerning HRD work but also on HRD education as it supposed to prepare graduates for their future work. Profession theorists also imply that the two are not to be separated.

One subject of great concern relevant in relation to the HRD area is what to develop and how to do it. In other word, what is employability in this area and how can it be developed within higher education. This paper will deal with these questions. More precisely the aim of this contribution is to identify and describe constructions of graduate employability in HRD as well as to discuss how to deal with employability development accordingly. The empirical study concerns HR undergraduate students' experiences from a course aimed at increasing their employability. 12 students were interviewed three months after taking the course. Research questions are formulated in the realm of the contextual didactic perspective. The data was then analyzed by general analysis principles and interpreted according to employability development theory.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A401

CHAIR: KRISTIN HELSTAD

404 CAREERS BETWEEN THE PAST AND THE FUTURE - A SOCIAL REPRESENTATION THEORY APPROACH

Bergmo-Prvulovic´

School of Education and Communication, Jönköping University, JÖNKÖPING, Sweden

This paper will present an on-going research project concerned with social representations of careers in today's working life. Organizational structure has been characterized by hierarchical dependence, fixed and stable organizations, influenced by the industrialization and working life conditions of the 20th century. Furthermore, our understanding of career phenomena is based upon theories, models and concepts developed during the past century. Today, companies and working places need to relate their activities to new conditions of a globalized, knowledge based society, characterized by rapid and constant changes. These conditions appear to reinforce a transformation of working life, that consequently challenges the career field when new demands are imposed upon individuals in their careers. Occupational and educational prospects are no longer linear, predictable or stable. Employments are no longer secure or lifelong. Practitioners in different countries and working fields of career guidance, counselling and human resource departments, are all concerned with career related issues among adults. However, the understanding of career phenomena is neither common nor clarified; the notion of career lacks a definition, has multiple meanings and is also an everyday word, used for different purposes. Because of this lack of clarity and conceptual confusion, together with the on-going transformation of working life, there is a need to deepen our understanding of careers related to these new conditions, as they seem to be caught somewhere between the past and the future. With social representation theory, as both theoretical and methodological approach, this study explores social representations of career among workplaces and employees in processes of work related changes. The purpose of this study is to illuminate how social representation theory can contribute to our understanding of career phenomena in today's working life, with relevance for both Nordic and international contexts.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A401

CHAIR: KRISTIN HELSTAD

532 TO BE OR NOT TO BE AN EMPLOYEE

Ivarsson, Riis

Department of education, UPPSALA, Sweden

Unemployment and strategies to handle unemployment problems is a question of significant importance. During a one year period the County labour board (Länsarbetsnämnden) in Uppsala ran a project, Robin, to combat unemployment in the region. The programme was subsidized by the European Social Fund, Goal 3, and its aim was to increase the potentials of the individual in working life, hereby contributing to increased employment and growth.

Five target groups were identified: Young persons with a personal history of unemployment, academically trained but unemployed persons, persons with a part-time employment, foreign-born jobseekers in Sweden (from other countries than northern Europe), and young unemployed persons with a functional disability. In all 546 persons took part in one of the 5 subprojects, the maximum length of participation was six months. During or after participating in the project 42 per cent received a job or started an enterprise of their own. As part of a formative evaluation a questionnaire was administered to the participants twice. A re-analysis is made of this data.

The aim of this paper is to investigate and discuss the function of the project. Who participated? What type of activities took place? What kind of experiences did the participants perceive as important (or not)? What impacts on a structural level may be hypothesized from this programme?

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D168A

CHAIR: CECILIA TÖRNKVIST

261 CHILDREN'S RESISTANCE. AN IMPORTANT PART OF EVERYDAY LIFE IN THE INSTITUTIONAL SETTINGS

Øksnes¹, Marcus Samuelsson²

¹Norwegian University of Science and Technology, Programme for teacher education,
TRONDHEIM, Norway

²Linköpings University, LINKÖPING, Sweden

The overall research topic is to describe children's resistance in different educational systems. Our aim is to generate knowledge concerning how and for what reasons children resist in different educational settings. One of our main research questions will revolve around whether children due to age, gender, socio-economic background and nationality resist in different ways. Our point of departure for this paper is that we want to do a literature study to prepare for the empirical gathering of data. The literature we will study is mainly limited to empirical research on children's resistance. We believe that children's resistance traditionally has been explored through the views and understandings of adults who claim to speak for children. Our research question thus is: What kind of empirical studies are there describing children's resistance? Our methodological and theoretical approach is grounded on a critical discourse analysis (Winther Jørgensen & Philips 1999). We want to ground our review on the following premises: knowledge is historical and cultural specific, knowledge is produced in social interaction and thus power knowledge becomes a central aspect, and this knowledge will have consequences for institutional practices. We also want to identify different regimes of truth regarding knowledge about children's resistance, but we aim to show that it is a complex picture and not one regime of truth dominating a historical period. We will try to look for patterns in what is written and discuss what social consequences these ways of presenting reality might have. We hope that this literature study will generate knowledge of different approaches to children's resistance and give us background material to gather new empirical data.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D168A

CHAIR: CECILIA TÖRNKVIST

443 'NO! I DON'T WANT TO!' A STUDY OF CHILDREN AND RESISTANCE IN A DAYCARE CENTRE

Mos Seland

Dronning Mauds Minne Høgskole, TRONDHEIM, Norway

The research topic for this study is children's intentional and evident resistance in a day care centre in Norway. This is an ongoing study, part of a larger qualitatively oriented study involving researchers from Denmark, Norway and Sweden. The aim is to generate knowledge concerning how, when and why different children express resistance in different educational settings. Together with children we want to explore their experience of resistance in the institutionalized everyday life.

Theoretically the study will use perspectives from critical theory like Foucault and Goffman which problematize educational institution's mandate and power to govern children into flexible and normalized citizens, freeze them in 'normal' patterns, and limit their creativity and urge to express themselves in different ways. But children are active participants in creating their own life, and will therefore, through various forms of resistance, try to create a space where they can fulfil their plans and intentions. Resistance can be understood as children's fight for recognition, and this paper will explore how Honneth (2008)'s concept of offence or feeling of disrespect, can be used to understand children's experience of normalizing practices in the institution.

This is a qualitatively oriented study, and the data are based on fieldwork including participant observations and dialogues with children in a day care centre. The approach in this study rely on the idea that children have the best knowledge about their own experiences (Christensen and James 2008), and the study will therefore involve children in the research process, both as informants and in analyzing the data.

Expected findings

We expect to find a plethora of ways children express their resistance.

Relevance

In order to make the day care centre a democratic and meaningful place for children's everyday life, we have to expand our knowledge about how children act and why.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D168A

CHAIR: CECILIA TÖRNKVIST

259 THE VARIATION OF RESISTANCE: CHILDREN'S NO IN INSTITUTIONAL SETTINGS

M Samuelsson¹, Øksnes²

¹Linköpings University, LINKÖPING, Sweden

²Norwegian University of Science and Technology, Programme for teacher education, TRONDHEIM, Norway

The research topic for this project is to explore children's resistance in different educational systems. Our aim is to generate knowledge concerning how and for what reasons children resist. This paper describes a larger ongoing qualitatively oriented study involving researchers from Denmark, Norway and Sweden. Our point of departure for this project are firstly that there is little research taking children's perspective regarding their resistance and secondly that resistance often is interpreted as something educators should turn down. Theoretically we are inspired by critical voices like Beck, Deleuze, Foucault, Goffman, and Ziehe. In line with such voices children are subjected to special institutional rules and norms of conduct that steer them in certain directions. The idea is to institutionalize children and to limit their creativity. However these processes also create paths away from such institutional rules and norms. The children are given the opportunity to respond creatively and create their own life within the institutional framework. It is reasonable to think that resistance could be understood as a logic as well as creative way for children to express themselves about their experience of life in institutions. It is therefore substantial that we try to understand their point of view. Our approach to this study rely on the idea that children are best suited to research children's experiences. We will conduct both observations of and conversations with children in different levels in the educational settings, including pre-school, grade 1, 5 and 8 in order to problematize their experience of how, when, where and why they express resistance. We believe that our study can supply the educational field with a richer knowledge base regarding children's lives in educational institutions.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A405

CHAIR: STEEN OLSEN

159 ETHNOGRAPHIC STUDIES OF EDUCATION INCLUSION AND MARGINALISATION IN MULTI-ETHNIC, MULTI-RACIAL SUBURBS: TEACHER AND PUPIL PERSPECTIVES

Öhrn¹, Beach¹, Dovemark¹, Schwartz²

¹University of Gothenburg, GOTHENBURG, Sweden

²University of Borås, BORÅS, Sweden

The starting point for this paper is research showing that many young people in multi-cultural urban suburbs do not perceive the school as a way into society. This is an important issue that has confounded researchers in the sociology of education for many years from most continents of the World. It has been formulated in relation to the educational performances of white working class youth, particularly young men, and more recently also in respect of the educational performances of what is at times expressed as disaffected multi-ethnic, multi-cultural youth from what are quite often termed as territorially stigmatised suburbs in or on the outskirts of major cities. The empirical foundations for the paper come from five separate but collaborating research projects in Sweden in the past ten years. Some part or another of all of these projects has been done in schools in similar types of areas on the outskirts of major cities that are characterized by local historical divisions of race and class and that possess distinctions which are often offered as explanation for current social tensions, low grade-point averages among pupils at school, vandalism and social stigma. In our research the form of analysis is closely linked to the processes of immanent criticism deriving from the Frankfurt School of critical theory and employed in the Birmingham (CCCS) School of critical cultural ethnography. Central to this approach is an emphasis on an active and creative citizen and an assumption that there is a dialectical relationship between human social practices, human consciousness and social structures. Based on fieldwork and conversation data from the ethnographies of these projects the present paper explores the needs of coherence expressed by youngsters in these areas and what is said by youngsters and young adults about what the school offers in relation to them.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A405

CHAIR: STEEN OLSEN

516 HOW TO CONSTRUCT PRACTICALLY ORIENTED LEARNERS

D Marianne

University of Gothenburg, GOTHENBURG, Sweden

The paper uses ethnographic research from a Swedish Upper Secondary School to examine how construction of manual masculinities work in everyday life according to conditions and possibilities of treatments, subjects, schedules, locations etc. The paper identifies how young men (16-18 years old) drew on various discourses of masculinity in their arguments for and against education participation. The paper discusses and analyses how potential implications upon working-class students' continued underrepresentation in academically national programmes and how both the young men themselves and staff constructed manual masculinities.

The paper considers how gender and class interact to impact upon working-class students' negotiations of participation and non-participation in education (Archer et.al. 2001). In line with critical ethnography (Beach, 1997) the paper unpack a dominant conceptualisation of young working-class students and try to understand how the students construct and position themselves within complex power structures. Through subtle and uncertain interactions of agency and structures, social groups and individuals come to embody, mediate and enact the operations and results of unequal power.

The analyses are built on observations, interviews and field interviews during the school year 2008/2009. Two groups, one at Chisel and one at Quill, have been extensively focused on. In average two days a week (full or half days packages) were spent in the field during the autumn and spring term. 24 students (17-18 years of age), 10 teachers, one head master and three instructors have been interviewed.

The analysis suggests that the construction of the manual man is made both by staff as well as by the young men themselves. A superior discourse of 'being manual' was found where 'manual' was considered high status related to an ambivalent attitude towards theoretical studies (Mac An Gail, 1994; Arnot, 2004).

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D165

CHAIR: MICHAEL ULJENS

46 SCHOOL LEADERSHIP: HOW IS IT UNDERSTOOD IN AN ORGANIZATIONAL SETTING?

T Colbjørnsen

University of Oslo, SLEMMESTAD, Norway

How schools and other institutions working with education choose to organize administrative and other structural settings of teambuilding, meetings and information, and how they do priorities with development procedures, have implications for educational leadership. This paper analyses feedback from headmasters, other school leaders and teachers representing different kinds of schools, who have responded to an exercise given on how they consider the structural and cultural setting in the organizations where they are working. In the analyses two conceptual models of educational leadership are used: instructional and transformational leadership (Hallinger, 2003). Findings show that headmasters, other school leaders and teachers understand the structural and cultural setting of the organizations differently, and that this understanding reflects different kinds of leadership in the organizations. Despite these differences there are also similarities between the schools. Structures of meetings, sharing of responsibilities, what the leaders are working with and how leadership are distributed, varies a lot. Even though there are significant differences between the schools, being primary or secondary, they all have challenges with changing cultural settings as development of a common understanding among teachers, when schools are to be united and with the growing accountability with accentuated pressure from school owners and parents.

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D165

CHAIR: MICHAEL ULJENS

42 SCHOOL LEADERSHIP: BETWEEN NATIONAL GOVERNANCE AND LOCAL DEVELOPMENT

Aas

University of Oslo, ÅROS, Norway

The demands on school leaders have become highly complex in the last few years. In the age of accountability school leaders are between national and regional governance and local development. Drawing on a survey among students at the National School Leader Program in Norway, the paper explore how new headmasters respond to the national policy of accountability and school development. Conceptual models of educational leadership are evolving in the context of global educational reform. In the analyses two conceptual models of educational leadership are used: instructional and transformational leadership (Hallinger, 2003). Findings show how new headmasters feel a strong commitment to the national policy. However, there are indications that the headmasters use national tests and evaluation tools less than what has been expected by the authorities. The context of the school seems to be an important resource to understand and address local quality assurance.

NETWORK 6: EDUCATIONAL LEADERSHIP NETWORK

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D165

CHAIR: MICHAEL ULJENS

49 CHOICES AND PRIORITIES IN SCHOOL LEADERS' PRACTICE

M Vavik

University of Oslo, OSLO, Norway

This paper sets out the analyses of eight video-episodes of conversations of new headmasters. The context is the National School Leadership Program in Norway, a program for new school leaders. Drawing on a case about school development, the students are invited to discuss how they would respond to the leadership topics in the case. In the context of accountability and educational reform the debate over the most suitable leadership role for principals over the past two decades, have been dominated by two conceptual models: instructional and transformational leadership (Hallinger, 2003). The analyses draw on these conceptual leadership models. Findings show that new headmasters understand their role as principals differently, and they are still searching for how to handle their new position as headmasters. Even though they are loyal to the national policy they have a main focus on the innovative capacity of the organization, especially the interaction with teachers. In transformation of the national policy there are indications that the new headmasters have their main focus on how to inspire and motivate the teachers to perform the necessary actions in the classroom.

NETWORK 8: GENDER AND EDUCATION

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A100A

CHAIR: ÅSA HIRSH

453 ON REPRESENTATIONAL POWER & REFLEXIVE RESISTANCE - METHODOLOGICAL ISSUES IN INTERVIEWS WITH TURKISH IMMIGRANT WOMEN

Carlson

Dept. of Sociology, University of Gothenburg, GÖTEBORG, Sweden

The aim of this contribution is to discuss possibilities and restraints/borders concerning (re)presentation and the construction/production of knowledge in a qualitative study mainly based on interviews with Turkish immigrant women encountering the Swedish educational system within language courses for immigrants (SFI). It is essentially a methodological and ethical discussion that comes from a previous study in which the course participants repeatedly expressed resistance and made critical comments. The positional and representational power of the researcher seemed to stand out clearly to several of the interviewed women.

One way of handling this complex of problems concerning interpretation and writing has been to methodologically elaborate the empirical data at hand. Among other things more attention has been paid to representations, interaction and various kinds of categorizations by for example using an intersectional perspective where different categories have been deconstructed in relation to a broader societal context; both in Swedish and Turkish context. One dominant discourse was about "the modern women" and the equality debate to which the course participants were not always considered to belong. Another dominant talk was about categorizations, ethnic "labels", which tended to become fixed categories. In the discussion a discourse analytic and social constructionist approach has mainly been used. This applies also to the analysis of how knowledge is produced/reproduced in interviews/social interaction. When all is said and done, the researcher has a very particular position as being responsible for and, also the "owner" of the text and interpretations - something that can be discussed also in ethical terms, for example in relation to so-called informed consent, which is usually related to the research process but not the final product.

The contribution has relevance to Nordic educational research through problematizing the meeting with "the other" in educational settings, but also by adding a more trans-national perspective on education in today's global society. The contribution could preferably be presented in the network Gender and Education.

NETWORK 8: GENDER AND EDUCATION

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A100A

CHAIR: ÅSA HIRSH

325 THE IMAGE IN THE CONSTRUCTION OF GENDERED IDENTITY ONLINE AMONG TWEEN GIRLS

Hernwall

Department of Computer and Systems Sciences, Stockholm University, KISTA, Sweden

Based on experiences and results from the research project (the.GTO.project · <http://mt.sh.se/gto>), the aim of the presentation is to describe how tween (app. 10 to 14 years old) girls construct gendered identity in online environments, where the publication of digital images are of core importance. The case being the Swedish social network Bilddagboken (BDB).

At BDB up to 500.000 were are posted each day, totalling more than 250 million images. Given the possibility to post practically any kind of images, this social network gave access to identity constructing strategies among tweens. (Bilddagboken was renamed DayViews in May 2011, since the data collection December 2010.)

When constructing online gendered identity, tween girls do this in relation to the norms and values prevalent in the contemporary society. Consequently, in the images posted on BDB there are traces of tween girls understandings of these normative gender roles, poses, and gestures, which are adopted, appropriated but also negotiated and transformed. This producing of online (gendered) identity is an important instance of not just gender work, but also of developing an contemporary broad textual, communicative and relational competence harbouring modes such as interpretation, production, publishing, intertextuality, post-production, design, semiotic mixing (combination of semiotic modes such as image, text, colour, and so on) etc. leading to a rich communicative competence of relevance for the 21st century.

In the presentation I will discuss, based on a single illustrative example, (a) how a tween girl construct an online gendered identity, (b) what kind of communicative competences this production of gendered identity demands, and (c) end with reflections on how to better understand the qualities of social networks and image production in the lifeworld of contemporary young people.

NETWORK 10: HIGHER EDUCATION

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D174

CHAIR: KIRSTEN JÆGER

363 WHAT IS HIGHER EDUCATION STUDIES ABOUT?

A Qvortrup, SM Bengtsen

The Department of Education, Aarhus University, AARHUS, Denmark

Danish universities show an increasing interest for higher education research and new centers for higher education studies emerge with rapid speed (Borgnakke 2011). It is crucial to ask the question; what is higher education studies about? The current project has been established in order to answer this question from a system theoretical and a phenomenological point of view. Hereby, a nuanced view of the phenomenon of higher education studies is established.

The emergence of increased interest in higher education studies is perceived as one of several signs that the university has become uncertain about itself. It is uncertain about its environment: Who are the university students, what is university knowledge in relation to knowledge produced in other knowledge institutions, what is the idea of the university? Knowledge is not merely knowledge, students are not just students, and therefore research and teaching cannot be defined as research and teaching as such. Higher education studies are facing unprecedented complexity. It isn't just complex but super-complex (Barnett 2008) or hyper-complex (Luhmann 2000).

The resulting possibility of continually making other and different choices is something that the university is aware of. It spends increasingly time rethinking and reformulating its own self-description; mission and vision programs are prepared, research plans written, new educations constantly emerge - and: departments for higher education studies arise.

The presentation advocates the claim that one must distinguish between two areas of higher education studies: A practical and a theoretical approach. Furthermore, the presentation argues that higher education research must be understood focusing on the intersection between politics, educational practice and educational theory. This is justified and exemplified by a number of key findings of a historical and present-day analysis of how this overlapping field has evolved in the Nordic countries and in Denmark especially. This analysis illustrates the uncertainty and instability which characterizes the university's self-understanding today and it proposes an approach for a critical discussion of what higher education research is all about. It is argued that higher education research can't rest on a single unifying base, but has to rest on a number of different pillars.

NETWORK 10: HIGHER EDUCATION

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D174

CHAIR: KIRSTEN JÆGER

258 PROVISION OF MATHS SUPPORT FOR STUDENT IN HIGHER EDUCATION INSTITUTIONS

Luchinskaya¹, Nilsson²

¹Leeds Metropolitan University, LEEDS, United Kingdom

²Högskolan Väst, TROLLHATTAN, Sweden

European countries including Scandinavian countries are facing a crisis in preparing qualified staff for working in science and engineering. Declining numbers of students pursuing careers in these areas and poor quality of maths education in secondary schools are the principal factors contributing to this problem.

Students entering universities have a diverse level of maths knowledge which is often below university requirements. University teachers face a challenging and complex task of teaching such a diverse student body. One of the most common ways to tackle this problem and to raise the level of students' maths knowledge to the required standard is to introduce a maths foundation course prior to mainstream teaching. However, this is not always possible because of academic staff availability and/or time and cost constraints.

Another solution is to provide additional help with maths-related problems by running drop-in sessions, workshops and/or tutorials.

This study analyses the efficiency of maths support provision in two universities: Leeds Metropolitan University, UK and Högskolan Väst, Sweden. This is an on-going collaboration between two universities and in this paper we present the results of this study focussing on the academic staff perspective, using questionnaires, observations and interviews with tutors.

Based on the collected data we concluded that often students are not fully engaged during workshops. They prefer a 'solve this for me' approach which they try to achieve during individual sessions and which is not always possible with the course tutor. However, implementing methods which increase students' engagement with the learning process (e.g. problem-based learning and peer-assisted learning) can be more useful. Running subject-specific workshops (e.g. for nurses, business students or teachers) helps to focus on students' particular needs, and individual tutorials can accommodate other needs.

The paper concludes with recommendations for improving the efficiency of maths support for students.

NETWORK 10: HIGHER EDUCATION

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A403

CHAIR: GUNNAR HANDAL

14 JOINT LEARNING BY DEVELOPING EVIDENCE-BASED PRACTICE

O Ahonen¹, L Konkola-Loikkanen², P Vahteri², M Toivio¹, R Mikkonen¹

¹Laurea University of Applied Sciences, LOHJA, Finland

²Helsinki and Uusimaa Hospital District, Lohja Hospital Area, LOHJA, Finland

Research and development projects in collaboration of working life and higher education offer both students and professionals environment of learning. Learning by developing creates new knowledge and competence in the interaction of theoretical and practical knowledge. Learning is characterised by contextualized reasoning.

The aim of the project was to create evidence-based models of nursing documentation and implement them to daily practice. Joint learning process, where reasons of activities are constructed promote the implementation and change.

The purpose of this paper is to describe and evaluate joint learning processes in a development project between working life and higher education of nurses.

Learning by Developing is a pedagogical model created to joint learning processes. The work of students and professionals is to identify defects in the work processes. They search for evidence-based new solutions, pilot and evaluate the changes.

Implementation of new models is the aim of the joint learning. When students and professionals are working side by side reconstructing the evidence-based reasons for actions the improvements are socially embedded.

The theoretical framework of evaluating the processes, results and products is realistic evaluation. The circle of evaluation consists of four phases; the theoretical description of the process of learning and change, description of the environment and the people working in the process, collection of data concerning the process, outcomes and mechanisms, and last the discussion and conclusions.

The individuals and the communities of practice were learning in the project. New models of documentation were constructed (n = 10). The new models were based on both theoretical and practical knowledge, but the staff felt that practical knowledge was more important. The most important tools of learning were visual summarizes of theoretical knowledge and guided practical training. The students learn in authentic work environments, but the learning has to be based on theoretical knowledge that is applied in the context. The paper is discussing learning processes in cooperation of working life and higher education. The questions of pedagogical practice are analysed in relation of learning products.

NETWORK 10: HIGHER EDUCATION

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A403

CHAIR: GUNNAR HANDAL

135 ACADEMIC AND PROFESSIONAL SKILLS - THE ROLE OF RESEARCH METHODS TRAINING IN PROFESSIONAL ACADEMIC EDUCATION

M Hansen Orwehag, Wernersson

University West, TROLLHÄTTAN, Sweden

Research methods, in the general sense of a systematic and critical approach to theoretical and empirical work, are mandatory parts of all academic programs in Sweden. Such elements are motivated partly as of intrinsic value, but also as preparation for doctoral studies and professional activities as a researcher. In vocational academic education these elements are also motivated by their alleged contributions to a higher degree of professionalism for the individual. The individual professional practitioner is expected to develop, by this kind of training, a higher degree of independence and ability to identify, analyze and solve problems in a constructive way.

The paper presents results from a pilot project where qualified graduate engineers, teachers and nurses with a few years of work experience were interviewed about their perceptions and reflections on what impact the specific research methods training has had on their actual professional practice. The results are discussed in relation to the concept of work-integrated learning (WIL) from the point of view of the project's two objectives:

- First, regarding if and how the research related competencies trained during the education are used and modified by the encounter with professional working life.
- Second, regarding whether and how elements of research methods teaching and training can be improved and adapted to the specific needs of different professions.

NETWORK 10: HIGHER EDUCATION

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A403

CHAIR: GUNNAR HANDAL

260 COMPETENCE DEVELOPMENT THROUGH PROJECT-BASED LEARNING IN HIGHER EDUCATION IN SWEDEN AND ENGLAND

Luchinskaya¹, Kristiansson²

¹Leeds Metropolitan University, LEEDS, United Kingdom

²Högskolan Väst, TROLLHATTAN, Sweden

The focus of higher education curricula has been changing from factual knowledge acquisition to developing students' competences in response to a changing professional environment in the context of a knowledge economy and labour market globalisation.

Despite these social changes, existing teaching and learning strategies in Engineering are still mainly lecture-based.

We investigate competence development using a Project- Based Learning (PrBL) environment on a range of Engineering programmes at Lancaster University, UK and Högskolan Väst, Sweden. We evaluate the PrBL potential to enhance student employability prospects.

PrBL is an example of collaborative student-focussed learning underpinned by constructivist theory which encourages deeper learning via construction of meaning, connection of ideas and creation of meaningful artefacts. PrBL stimulates collaborative knowledge building among participants and develops a range of skills through creating an informal learning environment.

First and second-year students on undergraduate programmes in Engineering departments in both universities with projects as part of their course participated in this study. In the UK the students had to design, build and test two types of robots. The Swedish students were given a project to make calculations for a pump with preset parameters. The projects were designed to help the students acquire competences relevant to their future career. All students worked in small groups. After finishing their projects, the students completed an open-ended questionnaire about their experiences.

The students evaluated PrBL positively, stating that they developed problem solving and analytical skills and the ability to apply mathematical tools. They highly rated collaboration with peers and emphasised the necessity of developing time management, communication and organisational skills.

Higher education systems in Europe including Scandinavia are facing new challenges in developing students' employability. We conclude with recommendations for promoting PrBL in university courses as it contributes to competence development and is an efficient tool when administrative resources are limited and when academic staff are faced with large student numbers.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A414

CHAIR: HERMÍNA GUNNTHÓRSDÓTTIR

242 I NEED MORE HANDS, BUT WHAT I NEED MOST IS SOMEONE TO TALK TO ...

Andresen

Ostfold University College, HALDEN, Norway

The uttering cited above comes from a pedagogical leader in one of the Norwegian kindergartens I have visited as a field researcher during the last three years time. The theme for our conversation was the disparity between the number of children and staff members. Especially, she had explained to me, there were too few educated kindergarten teachers to do the guidance work in relation to the unskilled workers in the place. The staffing system of Norwegian kindergartens rests in fact on the assumption that the pedagogical leaders has the responsibility for training and guiding the non-professional - who are the majority among the staff in all Norwegian kindergartens. Actually she was the only professional in her department of the kindergarten for the time being. Being a model for the other staff members of how to take care of the different children was also a topic, and she had expressed concern for this part of her job. Of course she needed more hands all the time to be able to take care of all the children. But after all, sometimes her greatest need was some dialogue on all these topics - on her own premises.

Based on the situation briefly sketched above, my intention with this paper will be to reflect upon the significance of conversations. I will focus on this significance - not only as conversations between peers. I will rather, on the background of my field study thematise how opening up for reflecting upon what happens between staff members regardless of professionalism, and between kids and staff during the days, may bring other ways of being together in the kindergarten.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A414

CHAIR: HERMÍNA GUNNTHÓRSDÓTTIR

451 STRAGGLERS IN VOCATIONAL EDUCATION

EK Dahl

University of Tromsø, TROMSØ, Norway

The high dropout rates from higher secondary and especially from vocational education both in Norway and other Nordic countries are seen as a major challenge both for the young people themselves and for society (Markussen 2010). Norway has ambitious political goals with numerous and costly programs in order to reduce dropout rates. Despite these efforts results are not satisfactory. Dropout rates have remained stable over the years. But not all students that struggle become a dropout. Some students, even if they share many of the same characteristics as those who drop out of school, somehow manage to complete their education. These students who may have seriously considered leaving still choose to continue, despite the fact that they are struggling. Can the students, who are in this fragile layer between completion and dropout, contribute to new knowledge on dropout? What characterizes the students who have considered leaving and how can we explain why they continue in school despite poor school performance in academic subjects? The study refers to in the first year of vocational education on a course that traditionally has had high dropout rates. The study is based on survey of 54 students and in-depth interviews of six students.

Results: Less than half of students in the survey report that they have considered quitting, while 5% are confident that they are going to quit. It is a small number of participants in our study and it is not possible to draw any clear conclusions. Students give various reasons for considering leaving school: some say that they have chosen the wrong vocational course, others explain it with too difficult subjects and too much theory, the teachers, they need money or they do not feel socially included as some of the reasons. Their reasons for not leaving are that they regard education as important for future opportunities. Other reasons given by the students are an overall satisfaction with school itself, self-motivation, friends and the teachers.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A414

CHAIR: HERMÍNA GUNNTHÓRSDÓTTIR

460 SPECIAL NEEDS EDUCATION IN SMALL RURAL SCHOOLS IN NORWAY, SWEDEN AND FINLAND

K Ström¹, J Johansen², G Pettersson³, A Ahl³

¹Åbo Akademi University, VAASA, Finland

²University of Nordland, BODØ, Norway

³Umeå University, UMEÅ, Sweden

The focus of the research project *Special Needs Education in Small Rural Schools in Norway, Sweden and Finland* is on small schools in mostly rural and sparsely populated areas and on the possibilities of the schools to carry out special needs education. Conditions, resources and teacher competence were studied. A sociocultural perspective was chosen as the theoretical framework of the study. Teachers from seven small schools in the three countries were interviewed. The interviews were transcribed and analyzed. The interview statements were grouped into categories of description, reflecting different aspects of special needs education in the participating schools. The findings indicate strengths as well as weaknesses in small schools. Interesting differences were also found between the countries. Strengths are for instance closeness to the surrounding local community and possibilities for good social relations, participation and social learning. The small school community also seems to facilitate flexible, creative and individualized pedagogical practices. Among weaknesses long distances to resource centers and lacking teacher competence in special needs education can be mentioned. Based on the findings a conclusion could be made; small rural schools have the potential to develop into good school communities which can meet the learning needs of all pupils. However, the perspective in this pilot study was a teacher perspective and more research is needed in order to broaden and deepen the picture of special needs education in small rural school in the Nordic countries.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A130

CHAIR: JONINA SAEMUNSDOTTIR

143 SOCIAL POLICY AND SOCIAL CAPITAL. PARENTS AND EXCEPTIONALITY. ONE RESEARCHER'S JOURNEY

DS Bjarnason

Dr. philos, professor, The University of Iceland, School of Education, REYKJAVÍK, Iceland

The paper is based on one researcher's experiences; personal, methodological and theoretical, while working on a five year extensive qualitative research into how Icelandic parents perceived of formal and informal support to a disabled child over 33 years, a period of significant socio-economic and social policy changes, and how these affect family life and choices. The main focus was disability studies and the theoretical frame of the study was social constructionism, but poststructuralism and social capital theories were also applied. The study involved 75 families with disabled children, youth and young adults, borne 1974 to 2007. Data was collected (2005-2008) by interviews with parents (126 interviews), document analysis and additional interviews with 5 couples that had chosen abortion because of expected foetal impairment (10 interviews), 3 focus group interviews with service staff, and 12 interviews with professionals and bureaucrats in health, education and social services. The findings suggest a amongst other things, that parents access to type and quality of support, affects their identity construction and self image, and their sense of quality of life. Fathers and mothers have different stories to tell. Further the growing maize of service and support options and choices provide obstacles and frustration to the parents, particularly the younger parents.

This paper will include the insiders story of the research in progress, its methodological, theoretical and personal dilemmas and the challenges it brought the researcher who is both an insider (a parent of a disabled young man) and an outsider university professor of disability studies and inclusive (special -) education.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A130

CHAIR: JONINA SAEMUNSDOTTIR

288 CLASH OF DEMOCRATIC CONCEPTIONS? THE SWEDISH INDEPENDENT SCHOOLS AND INCLUSION

G Magnússon¹, K Göransson¹, C Nilholm²

¹Mälardalens Högskola, ESKILSTUNA, Sweden

²Högskolan för lärande och kommunikation. Högskolan i Jönköping, JÖNKÖPING, Sweden

In this paper, the impact of the independent schools for pupils in need of special support is studied. Prior to the decentralization of the education system in the 1980's and the presentation of choice in the 1990's, equality and equivalence were central ideals for education. The independent schools presented a challenge towards this traditional way of conceptualizing education, by presenting choice and pedagogical plurality as democratic ideals for a liberal society. These ideals were supposed to increase effectiveness and quality in education. The impact of independent schools for pupils in need of special support is mostly unknown and outside the scope of research. Presented here is a study of the situation for this group within the independent schools, as well as variations between different groups of schools with regard to the issue of profits, pedagogical (and other) ideals and finally, municipal size and geographical situation.

The argument for the market model for education and the concept of inclusion/diversity are studied as two expressions of democratic ideals and questions raised about whether they may be in conflict with one another, specifically regarding pupils in need of special support. Empirical results from a total population survey study of the independent schools are presented and set in relation to these ideals and questions raised as to what the effect of the challenge of the independent schools has had for these pupils.

Results show that school choice seems to be less open for pupils in need of special support. As for municipal schools, the number of pupil in need of special support varies between different types of independent schools. For instance, proportions of pupils in need of support and the organizational solutions vary depending upon factors such as: whether or not the school owners have profit as an objective, pedagogical profiles and geographical situation of the municipalities.

Relevance for Nordic Educational Research

The Swedish education system is internationally perceived as both unusually inclusive and unusually liberal regarding the school ownership. How these concepts relate to each other is therefore of great interest.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A130

CHAIR: JONINA SAEMUNSDOTTIR

254 DOING PROJECT WORK IN LOCAL CONTEXT TO SUPPORT SOCIAL MOBILITY IN COMPREHENSIVE SCHOOL

K Andreassen, A Rasmussen

Department of Learning and Philosophy, ÅLBORG, Denmark

The way teachers are framing activities in any kind of educational setting reflect and mediate cultural values and norms, and will hereby play an important role in processes of socialisation of students and pupils. In the case for comprehensive school such processes of socialisation must be expected to influence the way pupils tend to choose for their further education when leaving school. Such framing are related to teachers choices on the content of activities, to what pupils should work with, how to to it, which questions to answer, how to analyse, products to hand in etc. If a specific activity, like the case discussed in this article, are aiming on supporting educational mobility of pupils from families of lower socioeconomical backgrounds, such processes initiated and mediated by the way teachers are framing activities, might conflict with or even work against the purpose. Doing research on processes like this is relevant to questions of teaching and learning in comprehensive school in general and more specifically to social equit as well.

In the casestudy discussed in the article a projectwork in a local context are being used as the main activity in a socalled bridge-building project: A project trying to build bridge between comprehensive school and general upper-secondary education, to support educational mobility and social equity. In the specific bridgebuilding project two schoolclasses, one from comprehensive school and one from general upper-secondary school, are doing a project work together at local places such as the local museum.

In the analysis we draw on the theoretical frameworks of Bernstein and Bourdieu. The empirical methods used in the collection of data are inspired by ethnography, and include observations at meetings and activities, qualitative interviews with teachers and pupils, documentary collected during the whole process etc.

Results from the analysis indicate that the aim of the project - to support educational mobility - might conflict with the way activities are framed by the teachers and how this effects the experiences of some of the pupils participating.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A200

CHAIR: KARIN KITTELMANN FLENSNER

93 PEDAGOGY AS A DISCIPLINE OF TEACHER EDUCATION

TO Engen

Hedmark University College, HAMAR, Norway

The paper is based on the project Teacher Education as Part of Multicultural Nation Building: An Interdisciplinary Approach (2004-2010), funded by The Norwegian Research Council. In a cooperative approach five researches from different disciplines aimed at contributing to the development of a research-based strategy for a new teacher education in Norway, with a special focus on preparing teacher educators for handling challenges and opportunities for schools in a multicultural society. All five researchers are planning to present papers at NERA conference.

The paper, based partly on teacher education research, partly on research on the professions, will suggest an approach for organizing pedagogy as a discipline within teacher education. The approach is structured around practical synthesis (Grimen, 2008) as the organizing principle, and experience as an organizing unit (Vygotsky in Minic, 1987). Experience in this case includes both students' direct and indirect practice experiences, while the concept of practical synthesis is operationalized on three closely interrelated levels; practical synthesis levels I, II and III.

This structure allows for establishing an internal connection - both in the students minds and in the academic discipline itself - between students' first-person experiences in the field of practice on the one side and the research-based knowledge on the other, with classroom research and central theoretical concepts as mediating devices. Further, this internal connection is established in a way that secures both relevance and reliability of the subject matter, at the same time as the students' knowing- and reflection-in-action may be lifted up towards an scientific assessment structure. In this way teacher students may be enabled to develop knowing-in-action as well as assessment by means of scientific concepts.

As teacher education is continuously debated in and across the Nordic countries, the paper should be of relevance to Nordic educational research. And as the focus of the paper is challenges and opportunities for schools in a multicultural society, it should be located within the NERA-network on Multicultural Education and Research.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A200

CHAIR: KARIN KITTELMANN FLENSNER

114 BETWEEN RHETORIC AND REALITY

TA Skrefsrud

Hedmark University College, ELVERUM, Norway

This paper presents results from a study conducted within the project Teacher Education as Part of Multicultural Nation Building: An Interdisciplinary Approach. The point of departure for the study is the intercultural challenge raised by the national standard curriculum for teacher education in Norway (Guidelines for Teacher Education, GTE). Here it is strongly emphasized that student teachers must develop abilities to handle plurality without reducing differences to the same. Further, they should be able to see cultural differences as a source of enrichment and a possibility for learning more about one self and the other, and encourage mutual cultural exchange.

In order to challenge and try to see beyond the intercultural rhetoric, the paper reports from a comparison between the GTE-document and the preliminary draft (the Green Paper). This reveals that GTE, unlike the Green Paper, has reduced diversity to one of several challenges teachers are facing today. Diversity is treated separately and not considered as something that influences the mainstream activity. In contrast the Green Paper seems to emphasize the fact that a cultural diverse school raises more fundamental challenges for teacher practice and carries ramifications for all levels of teaching and for all subject areas.

Furthermore, the paper aims to show that, despite a unanimous professional support for the Green Paper in the hearing process, the Ministry of Education decided to rewrite the final version based on recommendations given by another political ministry. Professional advices were set aside in favor of political considerations. On this basis the paper asks if the Ministry of Education runs the risk of using empty rhetoric, or even worse, promoting an unintended hidden cultural imperialism.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A200

CHAIR: KARIN KITTELMANN FLENSNER

94 THE MULTI-FAITH CLASSROOM AND TEACHER EDUCATION

Lied

Professor, PhD, Hedmark University college, ELVERUM, Norway

This paper has two research questions:

- 1) How do pupils in state schools and pupils in Christian independent schools relate to religious and philosophical plurality in their texts and drawings?
- 2) How may students' participation in research contribute to increase their understanding of the demands from the multi-faith classroom?

The two questions relate to the project Reflections on Religious and Philosophical Plurality in the Multicultural Classroom, a project which has been a part of the main project Teacher Education as a Part of Multicultural Nation Building: an Interdisciplinary Approach, led by Professor Thor Ola Engen. The presentation combines results from four qualitative sub projects carried out in two Norwegian state primary schools, two Christian independent primary schools, and one teacher education institution. The framework of analysis in use combines theories of pupils' writings and drawings, theories of socialisation, and theory about activity systems. Socio-cultural theory serves as an overriding theoretical framework.

To answer question 1, I shall discuss the difference in the way religious and philosophical plurality is expressed in the texts and drawings from pupils in state elementary schools and in Christian independent schools respectively, and what the pupils in these two types of schools seem to win and lose in their meeting with their schools' different RE.

To answer question 2, I shall discuss the way in which teacher students commented in writing on a case from a multi-faith classroom. The discussion will relate to how the students from the first project year treated the Christian pupil and the Muslim pupil differently in their texts, and how students in the third project year used the texts from their student-colleagues in the first project year as a basis for reflection regarding their own values and prejudices. My research seem to indicate that teacher students' participation in research as informants and as users of student-colleagues' texts, increased their consciousness about challenges they will meet as teachers in a multicultural classroom, and add important insights to their learning outcome and professional competence.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A200

CHAIR: KARIN KITTELMANN FLENSNER

508 THE IDEA OF UNITY IN DIVERSITY HAS ALWAYS BEEN STRONG IN NORWAY

LA Kulbrandstad

Hedmark University College, HAMAR, Norway

The quote in the title of the paper is taken from an article on language and nationalism in Northern Europe (Vikør, 2000). It refers to the fact that the acceptance of variation within unity became a central factor in the Norwegian national building that started in the early 19th century. This was not least the case in the domain of language. Today, the use of dialect in public contexts like politics, media and education is common, and there are two written standards of the national language, each of them even giving considerable room for choice between optional variants. School has generally been an important agent in fostering a feeling of membership in the national community, and the teaching about language variation, first and foremost dialectal variation, is considered to have contributed to the social tolerance for linguistic diversity in the country.

This paper reports from a sub-project within a project called "Teacher Education as a Part of Multi-cultural Nation Building: an Interdisciplinary Approach". The main objective was to strengthen student teachers' qualifications for disseminating knowledge and working with attitude development in primary and middle school linked to increased linguistic diversity in Norway as a result of immigration over the past few decades. I will briefly present findings from a survey of language attitudes among teacher students (Kulbrandstad, 2007) and then report from the involvement of four teacher students in a project in a middle school class where the students surveyed the pupils' attitudes to language variation and taught on dialects, foreign accented Norwegian and bilingualism in present day Norway (Kulbrandstad, 2009).

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NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: C001

CHAIR: JØRGEN HUGGLER

112 DEMOCRACY AND EDUCATION FOR A NEW ERA

Strand

Østfold University College, HALDEN, Norway

This paper explores the close link between democracy and education and argues that this link needs to be reinvigorated. Within democratic welfare societies, education is a fundamental civil, political and social right for all. And its central task is to promote active citizenship. However, parallel with increasing economic, political, social and educational inequalities, new and ugly processes of marginalization emerge. One example is how the "lost generation" of European youths now experience poverty, hopelessness, and distrust in nearly all major institutions. Another example is how everyday racism and xenophobia undermine civic participation and engagement for all. But is it possible to prevent marginalization? And in what ways should we educate for democratic participation?

The first part of this paper portrays some distinct characteristics of the new era and identifies some ugly processes of marginalization now playing out within and beyond educational institutions. Next, the concepts of "democracy" and "education", and their mutual interdependence are explored. Drawing on the work of John Dewey, democracy is here seen as a way of life, an ideal and an outlook. The third part of the paper, however, contrasts Dewey's harmonious image with the current situation while asking: In what ways should we rethink democracy and education for the new era? And what are the insights gained from contemporary philosophy of education? In summing up, the paper points to some challenges meeting educational researchers today.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: C001

CHAIR: JØRGEN HUGGLER

348 HOW DO CHILDREN ACQUIRE AND DEVELOP MORAL KNOWLEDGE?

Mr. Frimannsson

University of Akureyri, AKUREYRI, Iceland

Moral knowledge is a necessary component of education. The acquisition of moral knowledge by children is a relatively neglected area of inquiry. I want to concentrate on how children obtain and develop moral knowledge. Aristotle argued that habituation was the necessary condition of the moral virtues and moral virtues are clear instances of moral knowledge. Rousseau thought that moral knowledge and moral virtues are not to be mastered until the appropriate time. Locke seems to assume that it is possible for children to start acquiring moral knowledge from very early on. Kohlberg's theory says that moral development comes in stages and at the early stages children's moral reasoning is limited; care theories of morality argue that they can cover all morality and moral development. There is some empirical evidence on the development of moral knowledge and moral theorists have used examples from literature to portray and confirm their theories. Eva Johansson's and Barbro Johansson's book *Etiska möten i skolan* is an example of empirical research on children's morality. In this talk the intention is to review and evaluate the evidence and attempt to formulate its relevance to the probable truth or falsity of some of the theories of the development of moral knowledge. The expected result is that most of the theories are found wanting in explaining the development of moral knowledge.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: C001

CHAIR: JØRGEN HUGGLER

413 EVERYDAYNESS, ORALITY, AND LEARNING PHILOSOPHY - SOCRATES' AND PLATO'S APPROACH TOWARDS PHILOSOPHICAL EDUCATION

EOA. Salmenkivi

University of Helsinki, UNIVERSITY OF HELSINKI, Finland

Topic and aim of the paper

The so called Socratic Method has been in vogue in many branches of education. The exact nature of the method and its relation to Socrates has, however, often remained indeterminate. The aim of this paper is to examine Socrates' practice of discussion in Plato's dialogues, particularly in the everyday and oral nature of this practice. Drawing educational conclusions from this practice, the paper argues that from the point of view of philosophy instruction Socrates' method leaves much to be desired although it contains elements that current teaching of philosophy easily misses. Based largely on Debra Nails's interpretation (Agora, Academy, and the Conduct of Philosophy, Kluwer, 1995), the paper argues that by establishing the Academy and writing dialogues Plato managed to correct most of these problems while maintaining many of the advantages of Socrates' method. The aim of the paper is to draw some curricular and didactic conclusions concerning teaching philosophy from this analysis of ancient practice.

Theoretical and methodology framework

The method of the presentation is philosophical analysis. The main texts to be analysed are those of Corpus Platonicum (e.g. Meno, Republic & Clitophon).

Some expected conclusions and findings

The paper emphasises what Nails, following C. S. Pierce, has called the double open-endedness of philosophy, namely, that both the starting-points of inquiry and its conclusions remain open for further investigation in philosophical inquiry. Another important point is the essential role of everyday life in connection with conducting philosophy. Drawing on Plato's practice the paper aims to make suggestions, which will cherish these ideas, in modern philosophy instruction.

Relevance to Nordic educational research

The relevance of the paper to Nordic educational research is multifaceted. Firstly, it gives suggestions concerning the place of philosophy in the curriculum, particularly in secondary education but also philosophy for children. Secondly, it offers didactic suggestions of conducting philosophy instruction. Thirdly, it clarifies the role of everyday life as starting point in conducting and learning philosophy, which has implications to the role of philosophy of education in the educational science.

NETWORK 19: SCHOOL-HOME COOPERATION

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D168D

CHAIR: ANN-MARIE MARKSTRÖM

16 EVIDENCE BASED PARENTING PROGRAMMES - EXAMINING THE EFFECTIVENESS OF A LARGE SCALE IMPLEMENTATION

SM Cullen, MA Cullen, G Lindsay

University of Warwick, COVENTRY, United Kingdom

Research topic

The Parenting Early Intervention Programme (PEIP, 2008-11) provided central government funding to all Local Authorities (LAs) in England to deliver selected parenting programmes that had evidence of their efficacy in improving parent outcomes and associated reductions in children's behaviour. The PEIP was evaluated by the University of Warwick, England. There was a particular focus on the effectiveness of the parenting programmes in this roll-out, particularly in terms of impact, and also in terms of the role of LAs in implementing a large-scale parenting initiative to parents and families while maintaining fidelity, and ensuring sustainability.

Methodology framework

The evaluation adopted a combined methods approach, and generated both quantitative and qualitative data. The focus of this paper is an exploration of the factors that supported and inhibited implementation. The relevant data is drawn from interviews with 429 LA staff involved with the implementation of the PEIP across England. The interviews were semi-structured, recorded, fully transcribed and analysed by thematic analysis. The interview transcriptions were coded individually against pre-determined themes (deductive analysis), and emergent themes revealed by analysis of transcripts (inductive analysis).

Findings

This paper reports on five key factors which underpin the successful large-scale implementation of evidence-based parenting programmes. Strategic leadership and operational co-ordination were fundamental to implementation. Secondly, effectiveness was characterised by combining programmes with other initiatives designed to support parents and families in a local context. There were a range of organisational models that proved to be successful, and which can be seen as more widely applicable in parenting and family support. Fourthly, the recruitment and training of parenting facilitators was a contested area, and one that was crucial to effective implementation. Fifthly, the engagement of parents, before, during and following courses was central to success.

Relevance to Nordic educational research

The experience of the national roll-out of the PEIP in England has a parallel in the similar national roll-out of the Parent Management Training, Oregon Model (PMT) in Norway, 1999-2006, and a comparative approach will be taken.

NETWORK 19: SCHOOL-HOME COOPERATION

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D168D

CHAIR: ANN-MARIE MARKSTRÖM

231 PARENTAL INVOLVEMENT IN SCHOOLS - PARENTS OPINIONS

Jónsdóttir, Björnsdóttir

University of Iceland, REYKJAVÍK, Iceland

Parental involvement in schools is one of six strands in a large research project *Teaching and learning in Icelandic schools* which deals with teaching and learning in 20 Icelandic schools for age level 6 to 15. The whole study's aim is to contribute to the body of knowledge on teaching and learning. The aim of this strand, *Parental involvement in schools*, is to explore the role of parents in their children's learning and schools relations with their communities. Thus the focus is on parents' involvement in their children's learning and welfare, cooperation between parents and teachers, as well as home-school relations.

Method: Online questionnaire was sent to all teachers in the 20 participating schools during winter 2009-2010; to students in 7th – 10th grade in autumn 2010 and to all parents in spring 2011. Written documents from the participating schools, semi structured interviews and observations are part of the data as well.

Findings: The main aim of this paper is to present findings about parents opinions on parent-teacher cooperation, built on the data from the questionnaire. Differences between schools will be explored. The findings will also be discussed with regard to a study in all elementary schools in Reykjavik 2006, finding that in those schools where teachers had positive attitudes towards parental involvement they disciplinary problems were fewer than in schools where home-schools relations were weaker.

NETWORK 19: SCHOOL-HOME COOPERATION

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D168D

CHAIR: ANN-MARIE MARKSTRÖM

162 TEACHERS' PERSPECTIVES ON HOMEWORK IN SWEDISH ELEMENTARY SCHOOL

Gu, Kristoffersson

Department of Education, Umeå University, UMEÅ, Sweden

Homework has long been applied and routinized within the Swedish school, although there are no demands or guidelines stated in the national curricula. In this field, there is an absence of reflections and research on if and in what way the existed homework practice in Swedish schools improves children's learning. This paper examines the complexity of homework issue out of teachers' perspectives aiming at understanding the pedagogical application and social implications of homework supported by the contextual and constructive learning approaches. The specific empirical questions are:

- 1) How do teachers perceive the purposes of homework?
- 2) What are the pedagogical assumptions that support the design and management of homework assignment?
- 3) What are teachers' expectations and view on parents' support in homework, and what kinds of strategies do they use in order to promote parents' involvement in homework to improve pupils' learning?

The empirical data consisted of an online questionnaire responded by 101 teachers in elementary schools from a municipality located in the northern part of Sweden, complemented with six in-depth interviews with individual teachers from the same sample group. Result revealed that teachers classified the importance of confirming knowledge and skills of children through homework higher than the improvement and development of other social aspects associated with homework. Motivation, individual diversity and condition, appropriation, repetition and feedback were those terms frequently mentioned by teachers related to questions concerning homework assignment. Teachers had high expectation on parents' engagement and support in homework but they also reported that it was difficult to be realized in practice due to parents' limited knowledge, competence and time, as well as other obstacles such as lack of communication concerning homework between teachers and parents. The findings from this study provided some crucial information useful for school leaders and personal in developing homework strategies and practice. Homework needs to be planned, discussed and reflected more extensively among teacher groups in school in order to enhance teaching and learning. Parents and pupils should have more opportunity to be involved in and to influence homework assignment to realize and increase the academic and social benefits with homework.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D169

CHAIR: KAREN BJERG PETERSEN

367 THE POLITICS OF LEARNING OUTCOMES

Olsson¹, Petersson², Krejsler³

¹Stockholm universitet, STOCKHOLM, Sweden

²Linköpings Universitet, LINKÖPIN, Sweden

³Aarhus Universitet, KÖPENHAMN, Denmark

The purpose of this contribution is to analyze how the construction of learning outcomes and common European higher educational structures function as political technologies. The focus is mainly teacher education in the Nordic countries. Our theoretical perspective is post-Foucauldian which means that we are working with concepts such as governmentality, construction of subjects, inclusion/exclusion and fears/hopes for the future. Our interest is not how the learning outcomes are conducive to student learning and educational achievement. The focus is instead how learning outcomes as political technologies contribute to the construction of contemporary Europe as an imagined community and to the fabrication of contemporary European identities. Thus, we investigate the principles organizing how European citizen are expected to think, reason, and act to be included in the European project. One example is the necessity to become a lifelong learner. However, the formation of the subject lifelong learner simultaneously produce principles about its opposite, namely excluded subjects, non-lifelong learners who don't participate fully in community and are at risk for unemployment. Embedded in the lifelong learner as the hope for the future is thus a fear of the opposite, which is the non-lifelong learner, fabricated as a threat to the vision of a sustainable and inclusive future. Empirically our study is based on documents that are central to understanding of how the formation of contemporary and future Europe is conceived at policy levels. We have mainly select documents from the EU Commission and the Nordic countries concerning higher education, teacher education, the Bologna process and lifelong learning.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D169

CHAIR: KAREN BJERG PETERSEN

505 TEACHERS - PROFESSIONALS OR EXCHANGEABLE LABOURERS. ON DEVELOPMENT OF PROFESSIONAL STATUS AND A NEW WORK ORDER

Runesdotter

University of Gothenburg, GÖTEBORG, Sweden

Two simultaneous and contradictory tendencies characterize the conditions of teachers in Sweden; the strive for professional status on one hand, and the development of a new work order in the sector of education on the other hand.

Recent reforms in Swedish teacher education aim to enhance the professional status of teachers, an example of such a reform is the introduction of a new teacher certification which in turn restricts non-certified teachers in various ways, such as by not allowing them to assess or grade students. Evidence of the general trend to raise teachers' professional status is also found in teachers' associations development of teacher-specific ethics and a professional teacher language.

On the other hand, the labour market for teachers in Sweden does not indicate a strengthening of their position, rather the contrary. The restructuring of the Swedish school system, which enabled the free choice of schools by students and their parents, has contributed to a growing competition between different providers of education. Schools will increase or decrease in size as a consequence of students or parental choice. In the new work order teachers must be both eager to stay as well as willing to leave (Gee, Hull & Lankshear 1996). The consequences of competition are not only unsecure and temporary employment, but also higher intensity of work.

The reconstruction, decentralization and deregulation of the educational system is not a phenomenon restricted to Sweden. The Profknow project made a survey of the consequences on the professional work and professional education in different European countries (Foss Lindblad & Lindblad 2006, Profknow Project). With my proposed study, however, the ambition is to map and analyse how these tendencies, the efforts to give teachers professional status and the changed labour market and conditions of work for teachers are treated discursively by the different actors in education, such as governmental and regional authorities and teachers associations.

NETWORK 23: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A410

CHAIR: ELISABET CEDERSUND

392 GEOGRAPHY OF OPPORTUNITY. APPROACHING ADULTHOOD AT THE MARGINS OF THE NORTHERN EUROPEAN PERIPHERY

Paulgaard

University of Tromsø, TROMSØ, Norway

Global changes do not transform places equally. While some places are fuelled with progress and growth, others may change in quite the opposite direction. There is now growing awareness of how large-scale changes in the nature and organisation of work and economy, exploitable technology and patterns of natural resource use change the forms and rates of inequality both within and between nations. According to Bauman (2004), one of the consequences of 'modernity's global triumph' is that growing numbers of human beings are deprived of adequate ways of making a living, confronted with the need to seek local solutions to globally produced problems. While much concern has been paid to global processes like dislocation and mobility, less attention has been given to examining how macro-level changes produce strains and solutions on personal and social levels in particular places.

This paper is based on an extensive study of young people growing up in different places and different countries in the Barents Region, at the rim of northern Europe, in 'regional capitals' and smaller places in the national and regional periphery. This region in The High North represents a periphery in relation to the respective national centres in Russia, Finland, Sweden and Norway. There are also centres and peripheries within the region. In the light of large-scale quantitative analyses of rural depopulation, the aim of this paper is to explore important aspects of the small-scale processes of social learning among young unemployed men living in specific rural communities. How do they experience their opportunities? Why do they stay there? Both the materiality and mentality of living and learning in vulnerable places have to be taken into consideration to answer such questions. The overall aim is to demonstrate how a geographical approach combined with a theory of social learning will document how place matters in the study of social inequality in a changing world.

NETWORK 23: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A410

CHAIR: ELISABET CEDERSUND

510 KVALIKOMBO - COMPETENCE DEVELOPMENT AND NEW PROFESSIONAL UNDERSTANDINGS IN SPECIALIZED RESIDENTIAL CENTRE'S FOR MENTALLY DISABLED ADULTS

S Langager, K Kofod

DPU/AU, KØBENHAVN NV., Denmark

Research topic/aim

Kvalikombo is a four year project (2009-2012 financed by the Ministry of Social Affairs) with the aim to improve professional competency in residential centre's for mentally disabled and physical handicapped adults. The project involves nine residential centre's and approximately 300 residents.

Theoretical and methodology framework

The project combines an action research inspired competence building with participation of almost one hundred social pedagogues/educators, and applied research (anthropological studies, interviews, questionnaires, document readings etc.). One of the main topics is to carry out a study on the possibility to 'revitalize' a former successful social pedagogical concept (the so called 'Det ka' Nytte' [i.e. "it matters"]) in the light of tendencies in societal view on handicap and participation, new forms of institutional organization and governmentality responding social politics during the last decade.

Conclusions/findings

Some of the findings so far can be divided into two aspects: First, there is a considerable inertia in the organizational settings, which seems to be general within this social pedagogical kind of work, and it highlights the necessity to analyze the institutionalized cultural patterns and reasons for resistance against more radical changes in daily day practice. Secondly, the significant demand for 'easy-to-use' tools and methods ('Neuropedagogy' is a dominant one of these in Denmark) among the professionals can be analyzed as a tendency that has a great impact on the view of humanity and ethics. But - and that's the point - such tendencies cannot simply be derived from the extended use of diagnostically tools. The use of such are in no way a new phenomenon; instead it seems to be a matter of epistemological changes on how such tools are understood and used today that differs from the professional and ethical positions in the nineties. A change that can be stated as a shift from an emancipatory to a 'conflict avoiding' focus.

NETWORK 23: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A410

CHAIR: ELISABET CEDERSUND

538 SOCIAL PEDAGOGY IN DANISH DAY-CARE INSTITUTIONS

KE Petersen

Aarhus University, AARHUS, Denmark

This abstract has been placed under NERA network no. 23: Social Pedagogy, as social pedagogical work in the general pedagogical practice of the day-care institution can be captured through empirical research in day-care institutions and analysis of social political laws and adoptions.

This presentation focuses on the changed demands made on the pedagogical work in Danish day-care institutions referring to work with socially exposed children - or to social pedagogy in Danish day-care institutions.

The presentation is based on the theoretical and empirical findings from two research projects in Danish day-care institutions with focus on the pedagogical work with socially exposed children in day-care.

The main discovery of the projects which puts a focus on increasing in which ways the pedagogical work is organized in relation to socially exposed children, shows that superior three types of day-care institutions could be identified: Type A, B and C. In several ways this discovery differs from earlier research within the area as the classification of types shows that the pedagogical work with socially exposed children is predominantly estimated as difficult if the working conditions are influenced of complexity and several working tasks at the same time - that is when the objective societal conditions are analyzed in relation to the pedagogical work.

Further the main results of the projects also show that the professional persons differentiate between normal children who in their lives in the day-care institution have to learn something about playing, learning, and good relations to other children and grown-ups while the socially exposed children are children who often live under various difficult life-conditions, affected by sacrifice of care, which makes special demands for the professional persons in giving care in the everyday of the day-care institution.

NETWORK 23: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A410

CHAIR: ELISABET CEDERSUND

332 THE IMPORTANCE OF SOCIAL RELATIONSHIPS FOR YOUNG PEOPLE FROM A PUBLIC CARE BACKGROUND

I Bryderup, M Trentel

University of Aarhus, KØBENHAVN NV, Denmark

The purpose of this paper is to show that social relationships and communities are of central importance to promoting positive educational pathways for young people from a public care background. The paper will explore what facilitates and hinders young people's educational pathways. In addition to a general description of facilitators and barriers this article focuses primarily on the importance of social relationships. This is done with reference to an EU research project called Young people from a public care background pathways to education in Europe with five participating countries. The research leading to the results received funding from the European Union's Seventh Framework Programme.

The project combines quantitative and qualitative research methods. This paper will mainly draw on narrative interviews with young people from a public care background. A grounded theory approach has led to the results. The paper will show that young people's age at entry to care, pre-care experiences and in-care experiences influence their educational pathways. The paper argues for the importance of professionals to be proactive in helping young people access and engage in social communities.

The research is relevant to Nordic educational research as the findings are important for the whole field of social pedagogical work. Moreover Sweden has also participated in the project leading to the results.

NETWORK 24: SCHOOL DEVELOPMENT

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D120

CHAIR: CORINNA GEPPERT

291 SHADOWING AS A TOOL FOR RESEARCH AND LEARNING

Wennergren¹, Åman²

¹Halmstad University, HALMSTAD, Sweden

²School of Education and Communication, JÖNKÖPING, Sweden

Aim

The overall aim of this action research project is to illuminate working methods in the classroom in order to increase students' target achievement. An additional aim was to develop research methods for cooperative research. The research question in this initial phase was: What are the rationales for teacher's choice of approach in the classroom?

Methodology/research design

In focus of the study was a compulsory school where 40 teachers recently started their master thesis. As a part of the education program the teachers observed each other as "critical friends" in the classroom. The task was to make several observations of, and critical reflections to, the colleague: a method we call shadowing. As a parallel process the two researchers used the same method for observation. During the periods of shadowing we met the teachers for following-up dialogues and for preparation we made comprehensive analysis of each shadowing session.

Findings

Since the study still is in progress we only present preliminary data and the in-depth analyses are still pending. Our results so far display that teachers have vague arguments for their approaches in the classroom.

We used and developed a method of shadowing which in addition to documentation also included feed-back.

NETWORK 24: SCHOOL DEVELOPMENT

SESSION 6 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D120

CHAIR: CORINNA GEPPERT

244 DOES WORKING WITH ASSESSING PUPILS LEAD A CULTURE WHERE TEACHERS ASSESS THEIR OWN LEARNING?

Bunting, V Wåhle

Telemark University College, PORSGRUNN, Norway

In Norway the focus in teaching has gone from the teacher's input towards the student learning. This has also been underlined in the laws of assessment introduced in 2009. All pupils in Norway have the right to know where they are at in all subjects, and by which criteria they are evaluated by (E.L.Dale 2008). Teachers have had to change their practices. They are being faced with new challenges - to raise the level of their students' achievements and to extend their range of competences.

In this study we look at two municipalities in Norway who decided to develop a common understanding and practice of assessment for learning. We have sent a questionnaire to all the teachers in the two municipalities, as well as interviewing focus groups of teachers and all five heads of schools. Through this we want to see in what way the teachers understanding of the pupil's learning have developed, how this is affecting the teacher's competence building and also to what extent their team work is affected.

The teacher's developing of their competence. To focus on assessment for learning in their teaching practices, demands a highly qualified teacher in her subject. We are looking at how this is expressed in their teaching practices, and how it differs from subject to subject (Norwegian teachers teaches many subjects). This may influence the teacher's use of books and other learning resources and how they differentiate their teaching when giving student's different challenges (Wåle 2009).

We also expect to find that the teachers by analyzing their own work and working with their colleagues will develop their competence and are conscious about their own learning (P. Broadfoot 1996). By looking at their own teaching, questioning and assessing what works or do not work - trying out new ways, they learn how they can develop as teachers and build their competence as professionals.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A401

CHAIR: PIA-MARIA IVARSSON

478 LIFELONG LEARNING IN A HISTORICAL PERSPECTIVE: FROM UTOPIANISM TO INSTRUMENTALITY

O'Dowd, M O'Dowd

Lund University, LUND, Sweden

Focusing on lifelong learning in a historical perspective, the utopian aim is presented against the background of the increasingly powerful neo-liberal discourse on employability, labor-market orientation and instrumentality. Using longitudinal data, the characteristics of what can truly be termed as lifelong learners in Swedish is contrasted to what is presently being advocated by OECD, the EU and proponents of the Bologna process. Data from master's studenten are presenting showing, on the one hand, the influence of the neoliberal discourse and ,on the other hand, a reaction to what some studenten interpret as a heavy-handed discourse, which they reject Gentral concepts, such as democracy, competence and learning, are discussed as they relate to the pre-conditions for and limitations inherent today for adults in higher education and in other educational contexts.

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A401

CHAIR: PIA-MARIA IVARSSON

160 PREVENTING DISCRIMINATING ATTITUDES THROUGH EDUCATIONAL INTERVENTIONS? - A STUDY OF TWO ANTI-DISCRIMINATION WORKSHOPS FOR SECURITY GUARDS

Nordvall, Nilsson

Linköping University, LINKÖPING, Sweden

Educational interventions for preventing discrimination and creating awareness about issues related to power structures are a widespread practice that is organized both in the context of social movements as well as in formal education at different levels. There is a rich body of literature on this subject in the field of critical pedagogy. However, despite extensive literature on this kind of pedagogy, there are few systemized studies of how educational interventions of this form are pedagogically designed and how these designs relate to the desired learning outcome. In this paper, which draws on an empirical study of two workshops with focus on discrimination arranged within the Swedish Police's education for security guards (working at the entrance of Pubs etc), the relationship between pedagogical designs for and learning outcome is discussed. Through collaboration with the workshop-leader we developed two distinctly different types of pedagogical designs which were tested in two separate groups of security guards. The first design focused on legal aspects, and the educator avoided discussing moral dimension of discrimination and informed only about the Swedish anti-discrimination act and the consequences of being charged and found guilty of discrimination. The second design, on the other hand, did put emphasis on moral aspects of discrimination and did applied role-play to encourage empathy among the guards for victims of discrimination. Results, from a before-and-after survey, indicates that both workshops had similar systematic but small effects, including both "positive" attitude changes, i. e. changes in the direction that the workshop intended to promote, as well as some "negative" ones, i. e. changes in attitudes regarding discrimination that where in the opposite direction of the intended one. In the paper these results are discussed in relation to what we argue should be regarded as realistic expectations of the outcomes of educational interventions of this kind, drawing on findings made in phenomenographic research on how education tends to change people's ways of understanding and experience phenomenon.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D168A

CHAIR: INGEGERD TALLBERG BROMAN

470 THE EVERYDAY LIFE IN THE KINDERGARTEN: PROFESSIONAL WORK AND THE PRACTICE OF NORMS AND RULES

Skreland

University of Agder, BYGLAND, Norway

The preschool teachers' profession, its content and current challenges are in many ways reflected in the preschool teacher's everyday work and practice. In this study I explore how norms and rules are expressed in the kindergarten and how this practice is related to the preschool teachers' knowledge and self-understanding. By analysing norms and by considering theories of how norms affect action and thus works as constitutive to the professional work in the kindergarten, I seek to understand more of the work and lives of adults and children within institution based on an everyday practice.

Norms can be loosely defined as shared conceptions of appropriate or expected action. The study aims to advance the understanding of norms in the kindergarten context. Norms and rules are understood as important to the interaction between knowledge and practice. The theoretical framework of the study is inspired by the Finnish philosopher Georg Henrik VonWright (1906 – 2003). He gives a solid characterization of norms and his work serves as a way to "grasp" the concepts.

It is an empirical study where participant observations are carried out in 3 kindergartens. The preschool teachers are interviewed about their thoughts and reflections considering the norms and rules. The children are also included in the study where their reflections are asked for in focus- group interviews. Following up with a critical and ethical discussion it may open up to a needed knowledge about the kindergarten teacher's profession, and also a greater understanding of the lives of the children within the institutions.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D168A

CHAIR: INGEGERD TALLBERG BROMAN

533 'SITTING ON A CHAIR' - EXCLUSION AND EXPOSURE AS MEANS TO DISCIPLINE IN FOUR SWEDISH PRE-SCHOOL

Åsa

Högskolan Dalarna, FALUN, Sweden

Exclusion and exposure has a history of serving as corrective components in socialization practices. In this paper I will discuss a contemporary version of this, a so called time-out practice - to 'sit on a chair', as described in qualitative interviews by children, five years of age, in four Swedish preschools. The chair is a position where you, as a child, risk to end up when being bad or challenging teacher authority; the context is a socializing institution, balancing ideals of social inclusion and children's well-being against the needs to establish order within the group of children.

The theoretical framework is mainly built on foucauldian perspectives on pastoral powers and exposure/visibility as effective means to control and discipline. In this paper the chair emerge as a practice that, at the level of discourse, seems to come together as a hybrid of ideas from the old-time 'skamvrÅ¥' (to stand in a corner), and a contemporary, more 'benevolent' personality transformative type of exercise in which the individual's reflection on him/herself and his/her actions is emphasized.

I would like to present this paper in swedish.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D168A

CHAIR: INGEGERD TALLBERG BROMAN

327 READ-ALOUDS IN PRESCHOOL - A MATTER OF DISCIPLINE?

C Ohlsson¹, J Nilsson², U Damber³

¹Högskolan Kristianstad, KRISTIANSTAD, Sweden

²Malmö Högskola, MALMÖ, Sweden

³Mittuniversitetet, HÄRNÖSAND, Sweden

The inquiries in this study were directed towards the reading of children's literature in preschool. The aim of this study was to describe and analyze how read-alouds were carried out in 40 preschools in the south and in the north of Sweden. The research questions asked tried to map how often read-alouds were carried out, how long they were, how the books were chosen, who initiated the read-alouds, in what context the read-alouds took place, the occurrence of dialogues before, during and after the read-alouds, other follow-up activities and the provision of reading-materials. We also tried to map language-stimulating activities in a similar manner. Eleven preschool teacher students and 29 preschool teachers in in-service training carried out observations during one week. The informants also wrote narratives, describing the practice at the preschools. The informants, thus, described practices in different socio-economic areas and in different geographical areas. All informants were provided the same instructions and observation schedules. Our theoretical stance is that language development, knowledge development, and personal development are embedded in a socio-cultural context, thus placing the act of meaning-making and the use of children's literature in the preschool's social arena. The results indicated that reading aloud seldom occurred more than once a day. The read-alouds were seldom embedded in a context or planned activities, as phonological practices were. Most books were randomly chosen. Follow-up activities occurred only at 27% of the reading occasions, much a result of the fact the major part of read-alouds took place before the children's rest, a so called reading rest. Our conclusions are that read-alouds primarily had a disciplinary focus, to calm the children down. The negative effects of these findings, in particular with respect to children from poor print environments, will be discussed.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A405

CHAIR: ASTA CEKEITE

234 CHILDREN'S USE OF CATEGORIZATIONS IN INTERACTION

M Karlsson

Dep. of Sociology, University of Gothenburg, GOTHENBURG, Sweden

In this contribution I would like to discuss some theoretical aspects of an ongoing Ph. D. project, where the aim is to analyze situations where children (and educators) categorize each other and each other's actions as part of a moral practice. Categorizations members do are bound to expectations of normative behavior and morality is therefore seen as something which is practically accomplished among members in interaction. The theory and methodology draw from ethnomethodology and Harvey Sacks work around "membership categories", "category-bound predicates or activities" which he developed in lectures which are collected in "Lectures on conversation" (1992). Ethnomethodology focuses on members understanding of social categories and presupposes that knowledge that members of a society have about the society is stored in terms of these categories. What knowledge do children have of these categories? And how do they use them? One category I identified as a preschool teacher was the category "to be a baby". The category was used among the elder children in a negative and blaming manner and were bound to activities and predicates as: "to have a diaper", "not to be able to sit on a toilet", "easily start to cry", "to be small" and so on.

Research from within ethnomethodology, and related disciplines conversations analysis and discursive psychology have, as far as I can see, mainly focused on the category of gender. My aim is to look for further categories and themes, at the micro level, which are used in children's interactions. And in order to examine if or how this categorization practice is associated with issues linked to a broader context and to social structures and institutions. We know relatively little about children's meaning-making in their interactions and children's use of categories, which demands more knowledge. It would be interesting to be able to present and discuss these issues in a Nordic context.

On the conference I would like to discuss this theoretical approach with focus on children's categorizations and in what way these can be associated with issues and to social structures in a broader context.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A405

CHAIR: ASTA CEKEITE

192 DEVELOPING TESTPRACTISES IN COMPREHENSIVE SCHOOLS - A TWO YEAR COMPARATIVE ETNOGRAPHICAL STUDY AT THREE DANISH SCHOOLS

Andreasen

Department of Learning and Philosophy, ÅLBORG, Denmark

In 2005 the government of the time in Denmark decided to develop and introduce standardised testing in comprehensive school. After a testperiod such test were run 2010 at all danish schools for the first time. Assessments has constitutive effects and tend strongly to affect and shape the practises of which they are a part. Thus a relevant question is, how and to which extent such standardised testing seem to affect pedagogical practise in comprehensive schools and classrooms.

The specific situation makes it possible to study the development of teachers testpractises in accordance to the use of standardised national testing. If an important argument for the use of such kinds of testing is, that it should support pupils benefit from activities at school and thereby also processes of inclusion in school and society, a key question in such a discussion is, if the developed testpractises does in fact seem to do that. Standardised testing is a part of pedagogical practise in comprehensive school in all Nordic countries and thus makes the study relevant to Nordic educational research.

The empirical study is comparative and etnographical and include three danish schoolclasses situated at three different comprehensive schools. The classes has been followed from form 5, spring 2009 till the end of form 7 in spring 2012. The empirical work includes observations from every-day life in the classrooms, including different kinds of testsituations and assessments, pupil-teacher conversations, different kinds of documentary and insight in results from tests and assessments, interviews with both pupils, teachers, head of schools etc.

The analysis draws on theoretical framework of Basil Bernstein and Bourdieu. Bernstein's theory are used to discuss how legal requirements concerning standardised testing are transformed and integrated in pedagogical practises at different school- and classroomcontexts. Bourdieu are used to capture and discuss the role of among other things pupils social backgrounds ind these processes.

Expected findings is that testpractice is highly depending on the context in which it emerges, but despite such differences it seems that similarities can be identified according to their role in processes of in- and exclusion.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A405

CHAIR: ASTA CEKETE

333 EMOTION SOCIALIZATION AND MORALITY IN A PRIMARY CLASSROOM INTERACTIONS

Cekaite

Dept. of child studies, LINKÖPING, Sweden

Adopting a dialogical perspective on emotion as affective stance (Goodwin & Goodwin, 2000), the present study explores institutional practices through which emotions and morality are enacted in primary classroom interactions. In contrast to semantic approach that focuses on emotion labels abstracted from embedding social and sequential environment (Wierzbicka, 1996), the present study investigates emotion socialization practices recurrent in teacher-pupil everyday interactions. It focuses on the socializing potentials of teachers' affectively charged admonishments and explores how institutional norms of social conduct and moral order in educational settings come into being through holding the recipients' (children) accountable for the teachers' negative emotions. By highlighting the asymmetrical aspects of emotion socialization in a primary classroom, the study contributes to our understanding of pupils' emotions are shaped in mundane classroom practices that reach out beyond the specific educational emotion training programs (e.g. ART, COMET, etc).

The study is based on video-ethnography from a multilingual 1st grade class in a Swedish school (1 year fieldwork, 80 hours of recordings). The methods adopted combine a microanalytic (CA-inspired), approach to everyday interactions with ethnographic fieldwork analyses of language socialization within a classroom community.

The teacher's admonishments entailed explicit references to her emotional state (being 'angry', 'tired of nagging', 'unhappy'), because of children's (mis)conduct, casting the students as directly responsible and accountable for the teacher's 'negative' emotions. On an ideological level, teacher's admonishments index a multifaceted moral perspective, retroactively and prospectively assigning children's conduct a moral and affective meaning. The teachers formulate both what constitutes the norm infraction, positioning children as highly agentive instigators of a problematic event, and outline their expectations and norms of prospective behavior.

Interactionally, these practices are shaped to present children's improper behavior as indisputable facts and do not give an opportunity to present an alternative account. Pupils' appropriate remedial action is silent attentive listening that constrains their possibilities of mitigating the alleged moral charge. These discursive practices constitute ways in which normative preferences for who are allowed to feel what, and how the pupil are to interpret and respond to affective stances become relevant and pertinent in educational settings.

NETWORK 8: GENDER AND EDUCATION

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A100A

CHAIR: JOYCE MEMUMA

156 THE INDIVIDUAL EDUCATION PLAN - A GENDERED ASSESSMENT PRACTICE?

Hirsh

Jönköping University, JÖNKÖPING, Sweden

The main focus of this study is gendered differences and similarities in the distribution of Individual Education Plan (IEP) targets given to pupils of different grade levels in Swedish schools. Through qualitative content analysis of data (consisting of 829 learning targets given to pupils in 3rd, 5th and 8th grade), two main target types emerged: learning targets, related to school subject learning, and being targets, related to personality, behaviour and attitude. Whilst the distribution of learning targets in the different sub-categories was similar for boys and girls, clear differences were found in the distribution of different types of being targets. Possible reasons for the gendered distribution of being targets are discussed from a doing-gender perspective.

Furthermore, IEP writing is seen as part of teachers' formal assessment practice, and the summative and formative texts written by teachers in these documents provide a rare opportunity to actually get an idea of how and on what grounds teachers assess their pupils. The results of this study bring to the fore issues that can be considered problematic even if the gender aspect is not taken into account. One such issue has to do with assessment validity. In this study, being aspects are emphasized to such an extent that more than one third of the targets are of this kind. It is therefore relevant to discuss what is actually assessed in IEPs, whether there is a relation between the 'ideal pupil' and gender; and whether the strong focus on being aspects detracts from focus on learning aspects.

Since Nordic countries are considered somewhat of pioneers in gender equity issues, the results are relevant to Nordic educational research.

NETWORK 8: GENDER AND EDUCATION

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A100A

CHAIR: JOYCE MEMUMA

300 **MULTIPLE MARGIN SPACES: CAN GENDER PERSPECTIVE EXPLAIN THE 'WITHINS' AND 'WITHOUTS' OF THESE BLACK WOMEN?**

Kemuma

Dalarna University, UPPSALA, Sweden

The paper informed through interviews, is about five 'black' women from different African countries living in Sweden. These are women who are or have been marginalized and/or 'confined' in different spaces. Analyzed interviews tell of these women negotiating, renegotiating and sometimes not able to negotiate their 'confinement' or situatedness. The multiple spaces range from hegemonic male spaces, immigration spaces as immigrant blacks, motherhood/womanhood space, education and professional career space in new immigration space. In each of these multiple spaces women contest for freedoms of inclusiveness and/ or desirable belongingness. Though these women desire to leave some of these spaces they also try to negotiate and at times see some of the spaces as 'natural areas of 'confinement'. The women with their multiple identities are engaged in making sense of their situation.

The 'confinement' or situatedness and marginality are in this paper analyzed and or understood through gender theoretical standpoints. But is this theoretical analytic frame enough in understanding these women's positionalities? What about intersectionality, and which elements or theoretical standpoints will be covered intersectionally? is there room for the marginal man and , the question of belonging and or not belong in intersectionality?

Discussion on these women's 'withins' and 'withouts', using gender perspective overlap with other theoretical frameworks. The analyzes show how, the women faced with pressures, limitations, demands and cultures have either unwillingly or even to some degree, 'willingly, ' due to either internalization processes and sometimes due to lack of strength to fight back, remain in margin spaces. With these theories the paper argues that these women, with sexualized and racialized bodies confined into spaces of woman/womanhood, mothering and motherhood and as black immigrant women, continue to struggle to pursue education and professional life in the 21st century Europe.

NETWORK 10: HIGHER EDUCATION

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D174

CHAIR: ARJA HAAPAKORPI

389 STRUGGLING WITH THE LEARNING OUTCOMES: INSTITUTIONAL IMPLEMENTATION OF THE BOLOGNA PROCESS

Geirsdóttir

University of Iceland, REYKJAVÍK, Iceland

In a recent study (Geirsdóttir, 2011a), a conceptual approach proposed by Bernstein (2000) was used to explore and understand the complexity of curriculum decision making and tensions within three different disciplines at the University of Iceland. The aim of the study was to explore university teachers' conceptions of the pedagogic discourse of their discipline and their felt agency to make curriculum decisions. The study demonstrated the existence of a local pedagogic discourse of the disciplines that are far from stable but are changing and being modified by forces internal to the discipline, by those emphasized by the institution and by external forces. At the time of the study, the University was experiencing much of the political, social and cultural changes that have taken place in the global system of higher education and slowly moving into an era where the higher educational officials/ the State was for the first time claiming the right for more informal and as well as formal interference into curriculum matters mainly through the implementation of the Bologna process.

Although State/global intervention was not experienced as limiting academics curriculum agency at the time of the study, a follow up research (Geirsdóttir and Jóhannesson, 2010, Geirsdóttir, 2011) has indicated that those may be increasingly making their mark upon the curriculum and academics felt agency.

In this proposed paper the research findings of the original research as well as of the follow up studies will be discussed in the light of curriculum changes taking place. A special focus is on how global shifts and transnational tendencies and policies at the macro level of higher education area are received and implemented at the micro level of curriculum and teaching. To explore those transnational tendencies, the institutional implementation of learning outcomes is demonstrated. The main questions raised here are

- 1) How are transnational forces such as the Bologna process (in this case learning outcomes) experienced as making their mark upon curriculum development?
- 2) How can social theoretical framework such as Bernstein's help to explore and understand the interconnectivity of curriculum development and decision making at national, organizational and instructional levels?

NETWORK 10: HIGHER EDUCATION

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D174

CHAIR: ARJA HAAPAKORPI

391 SUPERVISEES' PERSPECTIVES ON SUPERVISION

P Emsheimer

Stockholm University, STOCKHOLM, Sweden

Few studies on supervision focus on perspectives of the supervisees. This qualitative study aims to illuminate how supervision is perceived by supervisees. No generalizations will be made - examples are brought up to show differences.

Seven in depth interviews with doctoral students were conducted and three with undergraduate students; plus focus interviews with five doctoral students on three occasions. The respondents have been chosen randomly from different university faculties.

Mainly respondents were satisfied with supervision though some supervisees considered themselves having better knowledge than the supervisor regarding their subject. This was also the case for the undergraduate students interviewed. They considered the main function of supervision was to inform about how to write a dissertation, provide clues of how to apply for funding and to offer advice as to which journals would be suitable for publication. Respondents did not highlight the importance of scrutinizing their research questions with their supervisor.

Some respondents stressed their supervisor's capability contextualizing findings while other process oriented supervisors challenged reflective capacity and promoted methodological skill. Some supervisors were considered to be mostly product oriented - focusing on the final dissertation. One interviewee who had few meetings was happy their supervisor did not interfere. Others appreciated feedback, even if only minor comments on language. Comments on already conducted work offered greater freedom than comments on what was specifically to be done. Differences in freedom were also dependent on how close supervisor and supervisee were in research interest.

One respondent pointed out that the hierarchical order can prevent open discussions. The supervisee had to accept criticism without questioning which at times was difficult. Supervision was perceived as solely a discussion of what can later on be accepted as a dissertation - some sort of ongoing preceding examination.

Understanding the different perceptions of supervision highlights the variation in supervision practice and supervisee positioning.

The research is vital to supervision in higher education, especially doctoral education, and contributes to a complement to supervisors' arguments and considerations on supervision.

NETWORK 10: HIGHER EDUCATION

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D174

CHAIR: ARJA HAAPAKORPI

86 PEDAGOGICAL HORIZONS FOR ACTION IN SUPPORTING STUDENTS WORKING LIFE ORIENTATION IN HIGHER EDUCATION

Mrs Skaniakos, Dr Penttinen, Dean Lairio

University of Jyväskylä, UNIVERSITY OF JYVÄSKYLÄ, Finland

The topic concerns the development of career guidance practices within higher education, especially from working life perspective. We are introducing an idea of pedagogical horizons for working life orientation in higher education. The aim is to provide a model, which is useful in understanding both, the students' needs and future oriented career questions, and educational contexts, in which the guidance is provided to support the students' knowledge, experiences, awareness and competence of working life. The aim of the model is to map out the possibilities of creating and enhancing students' and teachers' perspectives of work orientation, by which we refer to three specific aspects: personal relation to working life (awareness, attitude), professional skills (both generic and specific), and employment skills.

The model is based on theoretical scrutiny of the "future orientation" presented by Savickas (2005) and "horizons for action" by Hodgkinson and Sparkes (1997), combined with the pedagogical understanding of teaching and guidance in higher education contexts. Students' future orientation is approached from a holistic life design perspective (Savickas & al. 2009). This draws attention to particular career concerns which society makes individuals ask themselves. According to Savickas (2005), positive answers to these questions can reinforce individual ability for career construction. Both, personal habitus and the opportunity structures of the labour market influence these actions. From the individual perspective, the horizons for action can both limit and enable our understanding of the possibilities of career choices we can make.

In addition to the individual dimension it has been our aim to add a pedagogic perspective to the model. It provides with an educational perspective to the same phenomenon. The students' future questions and the working life orientation are presented in different contexts, including teaching and supervision, tutoring, career guidance, peer support, mentoring, internships, student exchange, work experience and leisure time activities. These can be seen as spaces, in which it is pedagogically possible to enhance students' active involvement, and in which the students interact with the teachers and other staff members, as well as peer students, and gain learning experiences. The key pedagogical elements are reflection and inquiring attitude.

NETWORK 10: HIGHER EDUCATION

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D174

CHAIR: ARJA HAAPAKORPI

302 HOW DO ACADEMICS AND STUDENTS PERCEIVE THE RELATION BETWEEN ETHICS AND DISCIPLINARY KNOWLEDGE?

E Fremstad

Department of educational research, UiO, OSLO, Norway

In this paper I present results from a phenomenographic study of how academics and students perceive the relation between ethics and disciplinary knowledge. The study includes questions concerning participants perceptions of their role and responsibility; the kind of ethical competence they think is vital; how academics perceive and approach this as an educational task, and how students experience that these issues have been addressed during their course of study. The study is based on 36 semi structured interviews with academics and students from four different disciplines (sociology, history, biology and psychology). Students from the liberal programs are last year master students, while the psychology students are from the last year of the graduate professional program.

Within literature on the idea of higher education and on professional responsibility, in which the tradition of Bildung and Liberal arts are central, the role of ethical competence is argued as one of the aims of higher education (e.g. Bok 1982, Barnett 1990, Sullivan 2005, Solbrekke 2008). This study attempts to contribute to clarifying what this might entail.

The phenomenographic approach is chosen because it is suitable for exploring and distinguishing between different conceptions and the relation between them, and for mapping out the dimensions central to the different perceptions (e.g. Marton 1981, Prosser et.al. 1994, Åkerlind 2005). The phenomenographic approach applied is developmental, meaning that implications for higher education are central to the study (Green and Bowden 2005).

The data indicates that the various conceptions are connected to epistemological views. While the different disciplines display some specific challenges and responsibilities according to their area of knowledge, the conceptions vary within the disciplines, while the same conceptions are found across disciplines.

Through identifying educational experiences, practices, and possibilities the findings can contribute to our understanding of the role of ethics in higher education. Also it can provide a basis for further research on how these issues can be understood in light of disciplinary differences and differences in epistemic culture and orientation, drawing on the research from e.g. Becher, Knorr Cetina and Kastenhofer.

NETWORK 10: HIGHER EDUCATION

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A403

CHAIR: OUTI AHONEN

345 DIFFERENCES ACROSS CULTURES OF RESEARCH SUPERVISION

Skodvin

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

An important part of university teaching and research obligations consists in supervising doctorate and master students. With practically no requirements as to formal education or training, research supervision may be seen as part of everyday activity inside institutions, where educational practice is passed on or inherited based on tacit knowledge. Therefore, there may be reason to study if this practice is uniform or varies systematically between subcultures in the university.

The Group for Faculty and Curriculum Development at the University of Oslo offers a 25 hours course on research supervision for faculty members. The course recruits participants from all eight faculties of the university, and participants include senior tenure faculty members, recently appointed academic staff, as well as research fellows. The course covers supervision of doctoral candidates as well as master thesis students.

Before a course starts, all applicants are asked to fill in a questionnaire about how various aspects of supervision are handled at their own unit. This serves as a preparation for later cross-sectional group discussions in the course, which make the participants aware of differences between and possibilities within varying supervision cultures.

This paper is based on answers from 232 questionnaires compiled from 12 courses arranged between 2004 and 2011. The analysis shows variation between different faculties when it comes to aspects such as: recruitment of candidates, appointment of supervisors, regulation of work load among supervisors, relatedness of candidate's research problem to research field of the supervisor, amount of supervision given, modes and contexts in which supervision takes place, and emphasis put on originality and independence in the candidate's research work. A striking similarity across faculties seems to be a lack of quality assurance in research supervision.

The paper presents these findings, offers suggestions for how supervisors may benefit from learning about one another's cultures, and discusses possible implications for the training of research supervisors.

NETWORK 10: HIGHER EDUCATION

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A403

CHAIR: OUTI AHONEN

87 STRATEGIES IN RESEARCH SUPERVISION AS CONVEYED BY SUPERVISORS' OPENING COMMENTS TO STUDENTS' TEXTS

G Handal, K Lycke

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

Aim

Research supervision and doctoral studies have been a running theme (2005), the focus for a special issue (2003) and a recurrent topic in Nordic Studies in Education and at NERA conferences. The aim of this project is to add to this discourse by identifying strategies in research supervision as they are conveyed by supervisors' opening comments to students' texts and discuss how they relate to different supervision models using a Nordic sample.

Theoretical and methodological framework

Research supervision is to a large degree conducted as conversations between student and supervisor about draft texts. These conversations can be characterized as professional, implying that the professional (supervisor) has a strategy for how the conversation should contribute to goal attainment for the PhD student. An important task for the supervisor is to give feedback (Hattie & Timperley, 2007).

Supervisors' strategies are studied here by analyzing the content and the language of supervisors' written feedback on a text. Focus is on the start of the supervision sessions. A 20% sample of a collection of 236 texts are analyzed. The texts were produced by supervisors participating in recent research supervision courses in Nordic countries. An analytic tool based on language analysis (text types, language acts and metaphors) (Tønnesson, 2008) and content analysis (supervision theory) (Handal & Lauvås 2006) was developed. The strategic elements identified are discussed as representations of supervision models (Dysthe, 2006. Halse & Malfroy, 2010). The analysis is in progress.

Expected conclusions/findings

The preliminary findings illustrate the role-relationship between student and supervisor, the response-pattern of the supervisor, the (lack of) invitation to the student for participating in the conversation and the existence of metacommunication. The findings suggest a dominance of a teaching model of supervision. Few examples of a partnership models are identified. Appreciative comments are given, but appear ritualistic. Identification of the shortcomings of the student's draft texts are more frequent and elaborated.

It is argued that supervisors should be more conscious of their feedback strategies, in particular of their 'openings', as these set the context and the script for the conversation that ensues.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A414

CHAIR: AMALIA BJORNSDOTTIR

90 KNOWING ONCE PLACE: THE IMPORTANCE OF 'PLACE' WHEN CHOOSING HIGHER EDUCATION FROM A MARGINALIZED PERIPHERY

Widigson

CUL Centre for educ. Sci. And Teacher Research, GÖTEBORG, Sweden

Mats Widigson, PhD Student and researching teacher at University of Gothenburg, Centre for educ. Sci. And Teacher Research.

This contribution puts the concept of place at the centre of the road to higher education. We are all constantly engaged in a process in which we construct our own identities in relation to the context we are in. The concept of place combines and articulates both material and social conditions. What is the role of place, with its class-, gender- and ethnic dimensions, when students with a background in Gothenburg's marginalized periphery qualify and choose higher education? Many students from these areas do not attend higher education, but some do. Empirical data consists of interviews with nineteen university educated individuals who grew up and attended school in the marginalized periphery of Gothenburg. How the informants look at their social and situated background is approached theoretically from the perspective of sociology of emotions foremost by the concept of sense of place, and by the more human geographically rooted concepts of space and place.

The results indicate that the concept of place is relevant on the issue of widening participation. Spaces can be both declassified and ethnified in a way that makes these concepts empirically overlapping. The space becomes a place that from a geographical point of view horizontally is in relation to the center of town. Regarded as a social relationship the informants have had to relate to more of a reciprocal and vertical association impregnated by aspects of superiority and subordination. In the informants own sense of place there is a multitude of views where place is associated with pride and shame.

The educational system in segregated cities has increasingly come to serve as an individual springboard rather than a means to increased equity. The article aims to contribute to the field of educational science by drawing attention to "nonschool" contextual factors influence on attending higher education. This is of relevance to Nordic educational science with a focus on inclusive education.

The submitted paper as well as the presentation will be in Swedish.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A414

CHAIR: AMALIA BJORNSDOTTIR

212 DIFFERENCE AND INCLUSION IN POLITICS AND POLICY

J Allan

University of Stirling, STIRLING, United Kingdom

This paper reports on efforts to engage politicians and policymakers in dialogue about difference and inclusion. This took place within a Council of Europe Project, Policies and practices for socio-cultural diversity, and involved top level stakeholders, including education administrators and Ministers of Education across Europe (Council of Europe, 2008, 2009, 2010a & b).

Key ideas from philosophy (principally informed by the work of Derrida, 1993, and Levinas, 1969) were infused within the dialogues with administrators and ministers and strategies for interrupting the hegemony of difference as deficit (such as the framing of policy obligations as aporias, Derrida, 1993) were deployed, whilst working within a familiar context of teacher competences. The engagement with these ideas and strategies, and the administrators and politicians' responses to them, are reported. The outcomes suggest an openness and receptiveness to rethinking difference and identities and a recognition of the importance of assisting student teachers in becoming confident in responding to difference, rather than training them to manage difference competently. The relative success of the dialogues provides great optimism about the possibilities for supporting and directing dialogue with administrators and politicians in positive and productive ways.

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NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A200

CHAIR: HANNA RAGNARSDÓTTIR

142 EXPERIENCES OF OTHERNESS AS A FACTOR OF INTERCULTURAL COMPETENCE

H Paavola, M Talib

University of Helsinki, HELSINKI, Finland

Research topic

This study investigates the connection between student teachers' experiences of otherness and their orientations to cultural differences.

Research questions

- 1) What kind of experiences of otherness do the pre-service teachers have?
- 2) What kind of intercultural sensitivity do pre-service teachers have?

Theoretical framework

Teachers who have had significant experiences of otherness will be more sensitive to issues of diversity and power. Living abroad may provide profound experiences of otherness to those who belong to mainstream culture at home.

Research on studying and living abroad has shown, that teachers working abroad attained more confidence in their professional and intercultural competence.

Intercultural competence is a complex matter to define and measure. It includes such dimensions as culturally sensitive attitudes, knowledge, skills and actions.

Methodological framework

The target group consisted of 102 pre-service teachers (2009-2013) in the University of Helsinki.

The research was conducted with mixed methods during the years 2010-2011. The qualitative part concentrates on the interpretation of the student teachers' narratives about their experiences of otherness. The method used was content analysis.

The quantitative questionnaire was based on M. J. Bennett's (1993) Developmental Model of Intercultural Sensitivity (DMIS). The purpose was to measure their orientations of cultural differences. The instrument consisted of 43 Likert scale items.

Results and conclusions

The experiences of otherness differed a lot. The students whose narratives reflected profound experiences of otherness clearly showed higher level of intercultural sensitivity than others. For example, being discriminated because of one's sexual orientation, religion and ethnic or/and cultural background were the most typical examples of those stages.

When comparing with other studies, the results are very different. One explanation to the results of this study may be that many of the participants had had strong experiences of otherness and diversity in their background.

Relevance to Nordic educational research

In Nordic countries there are similar multicultural challenges for diverse teachers for diverse students.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A200

CHAIR: HANNA RAGNARSDÓTTIR

423 THE URBAN BOUNDARIES PROJECT: TOWARDS AN EMANCIPATORY EDUCATIONAL POLICY

Pais¹, Mesquita²

¹AALBORG, Denmark

²Institute of Education, University of Lisbon, LISBON, Portugal

Together with globalization, the concern with diversity is currently considered to be one of the two main educational functions. While globalization refers to the social need to respond to market globalization, which imposes a convergent education by training individuals to perform a role in the global society, diversity demands an integration of different cultures in a model of divergent education, able to educate citizens in what has been called equity within diversity. To conciliate these two educational tasks could be a source of problems, as documented by recent research on the cultural dimension of education. This is especially the case in countries such as the Nordic ones, where national cultural minorities and newer immigrant populations have been posing new challenges for education. In many cases, these populations rely more on non-formal educational sites, based in their everyday lives, than in the formal setting of school education, where they often experience problems of exclusion. Our intention with this paper is to present and discuss an on-going project based in Portugal, where a team of people from different backgrounds are starting to work collaboratively with two minority communities. Through the development of a critical alphabetization, a multiple cartography and life-history portfolios we seek to address the educational needs of these populations in situ, that is, in the midst of their everyday lives where survival with dignity is often the first and foremost important daily struggle. Therefore, it is the everyday problems felted by these two communities that guide the organization of parameters that support a multicultural education curriculum based on the socio-cultural and economic reality of these communities. This way, we seek to address the tension between globalization and diversity by means of submitting this two educational aims to the needs of the communities which have been systematically excluded both from globalization and from the social recognition of their differences. We take advantage of the recent theorization of postmodern multiculturalism made by the Slovenian philosopher Slavoj Žižek, and we deploy a qualitative methodology informed by critical ethnography.

NETWORK 14: MULTI CULTURAL EDUCATIONAL RESEARCH

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A200

CHAIR: HANNA RAGNARSDÓTTIR

265 STUDENTS WITH INTERNATIONAL DIMENSIONS IN THEIR LIVES

Blondal

University of Iceland, School of Education, REYKJAVIK, Iceland

The research presented in this paper is part of larger ongoing research project DtDI (Diverse teachers for Diverse learners) in Iceland. It's a qualitative interview study and the overall theoretical framework is based on critical pedagogy (Freire, 1998, 1999, 2007; Giroux, 1997; Kincheloe og McLaren, 2002, 2007, Nieto, 2010). The aim is to gain a better understanding of what challenges and hindrances an international dimension (ID) in one's life can bring.

The main research questions are:

- What does it mean to have an ID in one's life?
- How does this ID relate to the bigger issue of global mobility?

The main focus in this paper will be on the student's competences and lived experiences.

Findings are preliminary and will be discussed in light of both new and existing data.

Acknowledging the importance of students backgrounds like Gay (2000) and Nieto (2002, 2010) have done in their writing could have a positive impact on students and a step in the right direction so that we may better serve the needs of our diverse student body (Banks, 2004, 2006, 2007; Gay, 2000; Nieto, 2010). By broadening the discussion we might avoid the negative side of marginality, the encapsulated form as Bennett (1993) has discussed. Giroux (1997; 2001) argues that school practices need to involve ideas that address the question of how to construct ideological and institutional conditions where the students lived experience becomes the defining feature of schooling.

Previous research has shown that individuals that grow up in an international environment have specific skills and competences, resulting from schooling in international schools and the experience of moving between different countries. These include worldmindedness, communication skills, broadmindedness and tolerance (Blöndal, 2010; Carlson, 1997; Cottrell, 2006; Devens, 2005; Fail og Thompson og Walker, 2004; Pollock og Van Reken, 2001; Scheatti og Ramsay 1999; McCaig, 1996). The Nordic countries like most countries in the 21st century are dealing with the realities of global mobility and its is therefore important to have an informed discussion on what kind of educational implications it brings and how we meeting the challenges today and preparing our students for tomorrows realities.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: C001

CHAIR: SUNE FROELUND

376 POSITIONING THEORY AND EDUCATIONAL STUDIES

MT Korsgaard¹, SS Mortensen²

¹KØBENHAVN Ø, Denmark

²DPU, AU, COPENHAGEN, Denmark

The present paper is an attempted demarcation of normative educational theory by the use of central concepts in educational philosophy. Through a critical reading of positioning theory it is shown how educational philosophy can be used as a critical tool when attempting to delimitate what can be of relevance to educational practice and theory. By reintroducing the concept of autonomy as described by Kant, it is explicated, how positioning theory does not give an adequate account for its claim of normativity, and thereby for its relevance in educational practice and theory.

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: C001

CHAIR: SUNE FROELUND

416 EDUCATION AND LABOUR

Huggler¹, Oettingen²

¹Aarhus Universitet/DPU, KØBENHAVN NV, Denmark

²UC Syddanmark, HADERSLEV, Denmark

We are going to discuss some important issues and principles concerning the relationship between labour and education. In our discussion, everyday life conceptions and recent political conceptions of labour and education are contrasted with some important philosophical theories; viz. considerations on 'labour' expressed by Kant, Hegel & Marx. In addition, some historical theories of education that negatively or positively refer to labour are presented. These theories, due to J. H. G. Heusinger, W. v. Humboldt, F. I. Niethammer, G. Kerschensteiner and J. Dewey, are discussed with focus on their didactical, institutional and political implications. In order to discuss the recent shift of *raison d'être* for education, our investigation takes three steps. The first part discusses some general didactical, anthropological, ethical and political issues related to labour. The second part queries the relations and conflicts between labour and education. The third part deals with three specific conceptions of school-institutions (within Neo-humanism, Pragmatism & German 'Arbeitsschule' initiatives) in order to clarify their relationship to labour and society, and to present how their different views in regard to didactics and politics depend on these relations. A philosophical consideration of the relations between labour and education will elucidate the historical character of labour. The historical examples indicate the educational and didactical potential of labour. In addition, they specify that the historical relations between political economy and pedagogical visions have not been constant over time. However, since the times of J.-J. Rousseau and I. Kant, education has been dominated by ideals of a human, cultural and social development related to the individual, rather than by economic pursuits. Even the German 'Arbeitsschule' was based on an ideal of *Bildung*. The historical examples and philosophical reasoning as well show that labour can turn destructively against the person performing the labour, as well as it can edify. According to such a view, a unilateral focus on the economic aspects of labour is damaging for the educational, epistemic, aesthetical and democratic functions of labour. It may be held in conflict to fundamental ethical standards that demand respect for the person as an 'end in itself.'

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: C001

CHAIR: SUNE FROELUND

385 THE ROLE OF WAITING IN AN EDUCATIONAL CONTEXT

A Kristiansen

Institute of Education, University of Agder, KRISTIANSAND, Norway

Waiting for someone and something, alone or in the company of someone else, are acts so interwoven in our daily actions that we hardly reflect upon them. At the same time they influence and regulate our lives and daily practices in a fundamental way. The aim of the paper is to explore certain practices of waiting in an educational setting: Who is waiting and in what kinds of relationships? The approach is theoretical trying to narrow down the approach into analyzes of three cases: Firstly, waiting understood as a social virtue and expressed as part of a formal plan or pedagogical intentions. Even so the question should be raised: Are there situations where waiting within an educational setting should be required to stop? Secondly, waiting presented as an individual and existential state of mind where waiting could be expressed without any clear direction. Thirdly, when waiting is interwoven in an attitude of trust where the effect of something that has still not occurred could be manifested in the present here and now. The last understanding is inspired by Augustine's notion of time. The conclusion has not yet been drawn but the final discussion will be on the different practices of waiting and the role they could play within - or beyond - an educational community of teaching and learning.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D169

CHAIR: ULF OLSSON

557 TRANSFORMATION/DEGRADATION OF STATUS AND PRESTIGE OF TEACHERS DUE TO STATE POLICIES IN TURKEY

EC Ertem

Bogazici University, Turkey

Teachers compose a large group in the working class of Turkey. In the early Republican era, teachers were seen as the leading group which was assigned with the duty of enlightenment of Turkish citizens and perceived as the key actors of the national ideology. Teachers of the young Republic were described by Mustafa Kemal as the creator of the new generations and honored with appraisals in his speeches. However, in the 21st century, being a teacher is perceived as a low-profile job by the Turkish society and is not as popular as it used to be during 1930's. There are several reasons for teaching to have a degrading status among the Turkish society. In this paper, I am going to argue that the main reason for teaching to become a low-profile job in Turkey is the governmental policies on education followed after September 12, 1980 coup. 1980 Coup is a determinant factor on lots of areas concerning Turkish society during the last two decades of 20th century. Educational policies were also one of the major areas that underwent to significant changes during 1980s.

My aim is to indicate that educational policies implemented in accordance with neo-liberal ideology paved the way for the degrading status of one of the most important professions for a society. In order to analyze the governmental policies leading to the degradation of teaching as a profession, I would like to have a keen gaze at laws and official decrees in the post coup era. In the field of higher education, YÖK (Central Committee for High Education), introduced by the military government of 1980, is a key institution for explaining the changes in the process of training of the teachers and the status of the lecturers. The level of incomes, which continuously decreased during the period, is going to be dealt as another key point to understand the role of state in the declining in the prestige of teaching. In a nut shell, this paper aims to explore the effects of the introduction of neo liberal policies on education and socio-economic status and prestige of teachers during 1980's.

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D169

CHAIR: ULF OLSSON

174 NEW DISCOURSES OF TEACHERS' PROFESSIONAL RESPONSIBILITY? LOCALIZED PERSPECTIVES ON ACCOUNTABILITY FOR STUDENT PERFORMANCE

S Mausethagen

Oslo and Akershus University College, OSLO, Norway

Whether or how accountability policies influence teachers' work and sense of professionalism is disputed. Researchers disagree on how policies on testing and student assessment manifest themselves on the micro level. Changes in teachers' perceptions of professional responsibility have to a various extent been found, but to a limited extent in a Norwegian context. Yet accountability is the prevailing policy of action, and teacher accountability is seen as a central aspect of what currently counts as teacher professionalism. This calls for an investigation into the relationship between key policy messages and teachers' responses. By observing policy through the eyes of local actors, the findings can also give insight to the complex processes of policy implementation and the 'effectiveness' of government.

Based on a case study of three schools in a Norwegian municipality, this paper aims to investigate the localized discourses of teacher accountability. The paper takes a starting point in policy discourses on teacher accountability and investigates the following research questions; How do teachers, school leaders and the municipality define and perceive accountability for student performance? How do teachers respond to policy strategies, and what practices are followed? Are there significant variations between schools and between institutional levels? Based on theoretical and empirical contributions, the analysis engages 'internal accountability' and 'external accountability' as sensitizing concepts. A discourse-analytical approach is used to closer investigate positioning and meaning-making in a macro-micro perspective.

The findings imply that Norwegian teachers currently to a greater extent than before articulate a discourse of external accountability. Especially younger teachers emphasize newer policy discourses on accountability for student learning. One explanation could be that new norms for professional accountability have been exchanged through teacher education; another explanation could be the socialization that takes place in the workplace. The municipality and school leaders affect the materialization of discourses amongst teachers, and the role that organizational context play should be highlighted. The study also emphasizes the importance of studying how policies are perceived and negotiated locally in order to enhance our knowledge about possible changes in teachers' work and sense of 'professionalism'.

NETWORK 23: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A410

CHAIR: SØREN LANGAGER

199 'EVERYDAY LIFE UNDER ATTACK.' EXPLORING THE TRANSFORMATIVE POTENTIAL OF THE EDUCATIONAL WORK OF BRAZILIAN NGOS

S Ryynänen

University of Eastern Finland, KUOPIO, Finland

My PhD research 'Young People on the Edge. Socio-pedagogical research on the pedagogical support provided by Brazilian NGOs for the growth of young people living in the context of crime and violence' (University of Tampere, Finland, 2011) asks what kinds of consequences inequality, crime and violence may have on the growth of individuals and communities; how those consequences can be met by the means of social education; and how they could be prevented.

The theoretical framework of the research is Critical Social Pedagogy approached through the theoretical perspectives of Paulo Freire, *Educação Popular*, and Sociocultural Animation. Methodologically the research was inspired by Freirean research tradition, critical ethnography, and heuristic research. The fieldwork was conducted in Brazil, in the city of Salvador, in 2008 and 2009.

The research shows the concrete, structural and symbolic dimensions of crime and violence in the everyday lives of young people living in the Brazilian urban peripheries, and discusses their profound and potentially devastating implications on young people's lives. The socio-educational work of NGOs is analysed as an example of a transformative counterforce. The NGOs' educational resistance is realised in processes that aim at

- (1) a strengthening of self-esteem of young people and their communities
- (2) an ability to understand the structures of society and to question them, and
- (3) a reinforcement of the networks and communality of everyday life.

Although the research is set in a very specific context, it also brings about broader perspectives for reflecting upon the aims and practices of social education, for elaborating socio-pedagogical practices and for analysing the educational role of NGOs. The research stresses the importance of analysing the everyday life as a starting point to every educational activity. Also, it challenges us to remember the important role education has in combating the social inequalities. In the new situations that Nordic societies are facing, this perspective is gaining more relevance, and it can be argued that we have a lot to learn from the Latin American perspectives of education as resistance.

NETWORK 23: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A410

CHAIR: SØREN LANGAGER

397 FORMS OF KNOWLEDGE AND DOCUMENTATION PRACTICE WITHIN THE FIELD OF SOCIAL PEDAGOGY

AK Frørup

Department of Education and Pedagogy, University of Aarhus, KØBENHAVN NV, Denmark

This paper is about the difficulties related to the articulations about the social pedagogical practice. The purpose is to explore the factors that influence the development and exercise of documentation within the field of social pedagogical work. The paper writes itself into the field of social pedagogical research according to residential institutions working with vulnerable children and young people with social or behavioral problems.

The central question in this paper is how discursive conditions (events) are constructed within a discourse of modernisation and social policy and what consequences these articulations have for the development of knowledge in the social pedagogical work practice including the development of how and what to document within this field.

I have used critical discourse analysis in order to gain insight into how text and articulation (discursive construction) deals with events and social relationships, and construct particular versions of reality, social identities, social relations, social phenomenon, etc. related to the social pedagogical work.

The paper shows that it is difficult for both practitioners, the research and legislators to analyse and/or conceptualize, describe and document the social pedagogical work. Articulations of the practice seems not to refer to specific practices or activities, but to a certain thinking and orientation, sometimes phrased as a methodical approach.

The paper shows that the broad purpose description of the service act seems to leave traces all the way down through the system and eventually fall out as diffuse and unclear goals for both the practice of the social pedagogy and the documentation practices.

NETWORK 23: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A410

CHAIR: SØREN LANGAGER

277 THE CAPABILITY APPROACH - A POSSIBLE NEW NORMATIVE FRAMEWORK FOR SOCIAL PEDAGOGY

C Christrup Kjeldsen, N Rosendal Jensen

DPU, Faculty of Arts, Department of Education and Pedagogy, AARHUS N, Denmark

Research topic/aim

A rather new legal framework offers education to young disabled people or young people with special needs. This will be addressed as a question of justice developed as the Capability Approach. The underlying idea of equality and justice will be introduced with an emphasis on examples from empirical work with disadvantaged young persons in transition from youth to adulthood in school settings. The point is to scaffold young peoples' freedoms - to have voice and make choices in this process.

Theoretical and methodology framework

The theoretical framework takes its departure in an initial introduction to the Capability Approach formulated by the Indian economist Amartya K. Sen who became Nobel Price winner for his work and achievements. In a paper presented in 1979 he raised the question: "Equality of what?" Later Martha Nussbaum joined this theoretical development and presented her list of central capabilities.

It will be argued that this offers social pedagogy a new theoretical framework for the judgement and evaluation of individual well-being and social justice within societies and their institutions.

(Expected) conclusions/findings

Our first findings show that the wishes of the young persons are not always met by the authorities. Social workers and social pedagogues find their ideas or wishes on education unrealistic and therefore what could be labeled "realist counseling". This indicates that professionals find it difficult to accept the youngster's own choice. Can research get an impact?

Relevance to Nordic educational research

The CA is a relatively new approach in the Nordic countries, although it has been used in international research for a decade. Because the CA framework enables directions for policy making as well as insights about social change and justice in society in an international context the it has become more and more used and applied to different disciplines, research and science - often in an interdisciplinary manner.

NETWORK 24: SCHOOL DEVELOPMENT

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D120

CHAIR: ANN-CHRISTINE WENNERGREN

60 THE IMPORTANCE OF SETTING IN SCHOOL DEVELOPMENT RESEARCH

Geppert

University of Vienna, Department of Education, VIENNA, Austria

Current debate on education in Europe and especially in Austria was triggered by the results of PISA 2000 showing substantial problems concerning the education of students. As a reaction to this, debate on the Austrian school structure blamed the bad PISA Assessment results on selection processes following 4th grade. This resulted in a trial for introducing a new form of comprehensive school in 2009.

The NOESIS-project was established to evaluate the Lower Austrian model of this new school form by using a new form of evaluative approach. The project was inspired by elements of the capability approach drawing on Amartya Sen (2009). It is therefore not intended to call schools "good" or "bad", but to find out under which circumstances schools can produce a meaningful outcome for their students (Beames & Atencio, 2008; Emmerich, 2010; Kemper & Weishaupt, 2011).

It was decided to create a longitudinal study with three cohorts where students are followed from the last years of primary school (4th grade) through to the end of compulsory school (9th grade). Data was collected from students and complemented by questionnaires completed by their parents and teachers.

Results emerging from the first cohort show regional differences in school development, even within one federal state of Austria, which cannot be explained by a simple city/rural-dichotomy. There is some evidence that the number of schools in a district, work opportunities after compulsory school, distance to university, and educational norms in the region, have an impact on the learning environment in schools.

The findings have important implications for future investigations regarding school development research in Europe because they suggest that the implementation of programs is a matter of setting and therefore one must always bear in mind the regional conditions under which school development is conducted and the conditions under which schools produce "outcome".

As the NOESIS-project is collaborating with a similar research project in Norway, the findings may have offer important impulses for Nordic research as well.

NETWORK 24: SCHOOL DEVELOPMENT

SESSION 7 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D120

CHAIR: ANN-CHRISTINE WENNERGREN

430 DESIGNING MODELS FOR PROFESSION DEVELOPMENT - STEERING EFFECTS AND LOCAL STRATEGIES

D Nordholm

University of Gothenburg, GOTHENBURG, Sweden

This contribution will discuss the possibilities and challenges with designing models for school improvement in the local organization. More specific, the contribution strives to show and analyze the basis for strategies and decisions made in one Swedish municipality to enable interaction in assessment.

The empirical material comes from four qualitative interviews where a socio-technical setting is combining concepts from system theory with humanistic theory to understand organizations. The aim is to construct a theoretical framework to achieve relevant tools for analyzing the model created in the municipality. In the study, two qualitative methods are applied. The first is document analyses based on formal municipal protocols and after that a number of interviews with the municipal school administrators will take place. Empirical data is then systematized by theoretical distinguished categories which results in a deductive approach.

The preliminary findings indicate that the main reason for the local initiative is to be found in discovered lack of equality regarding the assessment assignment. Another central motive for improvement is former collaboration between schools in the municipality. The strategies then chosen are initially characterized by a task-oriented technocratic approach, in particular when it comes to the implementation processes of the new Bologna-based grading system. These intentions are though re-negotiated as the assignments gets wider.

Despite different ranges of decentralization in the Nordic countries, local actors are to a large extent expected to find solutions to develop schools from without their specific contexts. Local school improvement is therefore a corner stone in decentralized systems for achieving necessary development. The highlighting of assessment as improvement target is moreover noteworthy when this becomes a striking interface where local actors have to relate to decentralized and centralized steering intentions. Few studies combine organizational and assessment perspectives, which also illustrates the relevance of this approach.

Chosen design connects well with several of the NERA-networks but most obvious the paper relates to the School Development network.

Welcome to
**the 40th Annual Congress
of the Nordic Educational
Research Association**

8 – 10 March 2012



Department of Education, Aarhus University, Copenhagen, Denmark
Everyday life, education and their transformations in a Nordic and globalized context

Symposia abstracts

NETWORK 1 / SYMPOSIUM 1:

MULTIPLE PERSPECTIVE ON ADULT LEARNING

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D166

ORGANIZER: MINA O'DOWD

DISCUSSANT:

Organizer's abstract (427)

O'Dowd, Helmstad, Löfgren Martinsson, Kindeberg

Lund University, LUND, Sweden

In this symposium multiple perspectives on Adult Learning will be presented by members of the research group on Adult learning at Lund University. Glen Helmstad presents the results of his and his colleague's study of medics' construction of the meaning of professional competence in medical practice. Maria Löfgren Martinsson discusses the concept of employability and its development, as it relates to HRD education and work. Tina Kindeberg presents her work on oral interaction between students and teachers and its relevance for learning in higher education. In her presentation Mina O'Dowd focuses on lifelong learning in a historical perspective and its limitations in contemporary Sweden. Of relevance for all of the presentations are central concepts, such as democracy, competence and learning, and the pre-conditions for and limitations inherent today for adults in higher education and in other educational contexts. Discussant is Annika Åkerblom.

NETWORK 1 / SYMPOSIUM 1:

MULTIPLE PERSPECTIVE ON ADULT LEARNING

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D166

ORGANIZER: MINA O'DOWD

DISCUSSANT:

563 THE ORAL INTERACTION BETWEEN STUDENTS AND TEACHERS. LEARNING IN HIGHER EDUCATION

T Kindeberg

University teachers are supposed to know their subject matter, but it is just as important to know how such knowledge is communicated to the students in a trusting relationship and to be able to build a learning environment. Emotions created in a trusting relationship, such as confidence and a desire to learn, are basic human conditions for a willingness to listen and learn in a relationship with others. Today university teachers receive no education in pedagogical rhetoric – the science of the oral interaction in the relationship between teachers and students. This is despite the fact that communication is at the heart of education and learning. A possible reason is that the predominant educational theories have not developed a language about and analytical tools for learning in oral interaction between teachers and students. This paper discuss the need to reconnect pedagogy with the rhetorical tradition.

NETWORK 1 / SYMPOSIUM 1:

MULTIPLE PERSPECTIVE ON ADULT LEARNING

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D166

ORGANIZER: MINA O'DOWD

DISCUSSANT:

564 DEVELOPING PROFESSIONAL UNDERSTANDING OF COMPETENCE AT WORK: A STUDY OF MEDICS' CONSTRUCTION OF THE MEANING OF "PROFESSIONAL COMPETENCE IN MEDICAL PRACTICE"

Glen Helmstad, Maria Löfgren Martinsson, Anders Olsson and Göran Thomé*

Lund university, Faculty of social sciences, *Faculty of medicine

Professional understanding is an emergent guiding personal and collective interpretation process that is worked out in communicative transactions. The article concerns medics' constructions of "professional competence in medical practice". It is intended to answer the following questions: How do medics' understand and explain professional competence in medical practice? What are the implications for medical education and for practice?

The study involved altogether sixteen participants that were chosen to representing four different groups of medics; students, teachers, young and experienced practitioners' of medicine, all involved in medical education and practice in the Lund-Malmö-region in Sweden. The participants were interview about their educational or educational and professional history, their current occupation and what they associate with "professional competence in medical work". The interviews were audio recorded and transcribed into verbatim written interview protocols. The protocols were analyzed with reference to what they tell about the meaning of professional competence in medical practice.

The analysis revealed three different ways of interpreting the key concept. These were labelled: (1) skilled solution of medical problems, (2) constructive medical interaction with patients, and (3) contributing fulfilment of one's role in a particular medical practice system. Depending on the focused constructions, different elements of professional competence in medical practice are higher valued than others.

The limitations of different interpretations as expressions for different sub practices that celebrate different values opens up a new horizon for further research into the general relation between higher professional education and graduate work.

NETWORK 3 / SYMPOSIUM 1:

ASSESSMENT, FOSTERING AND VALUE EDUCATION - NORMATIVE AND REGULATING PRACTICES IN SWEDISH MULTICULTURAL PRESCHOOL-PRESCHOOL-CLASS AND COMPULSARY-SCHOOL

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D219

ORGANIZER: INGEGERD TALLBERG BROMAN

DISCUSSANT:

Organizer's abstract (211)

Tallberg Broman, Vallberg Roth, Thelander, Löf

Malmö University, MALMÖ, Sweden

The aim of this symposium is to present and discuss research on normative and regulating practices and social and pedagogical techniques in preschool, preschool class and compulsory school. The starting point is the observation that preschool and school in the multicontextual and multicultural society are identified as the most important institutions for value education, health strategy, normalisation and social cohesion.

In the symposium Ann-Christine Vallberg Roth will focus on the importance of the intensified documentation and assessment practice from a very early age. Examples of documentation are Individual development plans, portfolio, pedagogical documentation, standardized documents like TRAS, StegVis and START. The documentation provides a sample of developmental-psychological assessments, knowledge assessments, personal assessments, self-assessments and center-oriented assessments. The assessment and documentation can be interpreted as both summative and formative. The concept of transformative assessment can articulate and define teachers' interactions among different types of documentation and assessment in a didactic perspective. The study highlights how the documentation and assessment of children varies depending on where the children grow up and attend preschool.

Maria Thelander will present her thesis on how the upbringing assignment is described in centrally, regionally and locally produced texts concerning a Swedish preschool class in a multi-ethnic urban area. Theoretical concepts guiding the analysis are social conventions from Quentin Skinner's historical pragmatic approach, governing (technologies of the self and of domination, pastoral relations, normalization) from Foucault and Lemke, individualization and concepts from the critical discourse analysis.

SYMPOSIA ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



Camilla Löf will describe how the school subject Life Competence Education is defined and organized by actors (i.e. politicians, national governmental institutes, local governmental authorities, teachers and children in compulsory schools) in the different practices that together constitute the field of school. Of specific interest is how children and childhood is formulated within this specific subject, as well as what possibilities to contribute and participate in the process of defining and organizing Life Competence Education as a school subject. The study is conducted in Malmø, a community where Life Competence Education is part of the local public health strategy.

NETWORK 3 / SYMPOSIUM 1:

ASSESSMENT, FOSTERING AND VALUE EDUCATION - NORMATIVE AND REGULATING PRACTICES IN SWEDISH MULTICULTURAL PRESCHOOL-PRESCHOOL-CLASS AND COMPULSARY-SCHOOL

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D219

ORGANIZER: INGEGERD TALLBERG BROMAN

DISCUSSANT:

228 SCHEDULING LIFE. ON THE SCHOOL SUBJECT LIFE COMPETENCE EDUCATION AND A CHILDHOOD AT RISK

Löf

Malmö University, MALMÖ, Sweden

The aim of this paper is to cast light over how the school subject Life Competence Education (Sw. Livskunskap) is developing in the Swedish school context. In focus of the study is how this school subject is defined and organized by actors (i.e. politicians, national governmental institutes, local governmental authorities, teachers and children in compulsory schools) in the different practices that together constitute the field of school. Of specific interest is how children and childhood is formulated within this specific subject, as well as what possibilities to contribute and participate in the process of defining and organizing Life Competence Education as a school subject. The study is conducted in Malmö, a community where Life Competence Education is part of the local public health strategy.

The study draws upon a theoretical framework in which childhood sociology (James & Prout, 1997; Corsaro, 2005) is combined with critical discourse analysis (CDA, Fairclough, 2010). The empirical data has been collected by a variety of methods: such as policy documents at both a national and a local level; interviews with local key persons; as well as an ethnographic fieldwork and video recordings from classroom interaction. Together this methodological design offer analysis of how Life Competence Education from different perspectives.

The analysis shows a national concern for children's vulnerable positions in the society. At a national level politicians and governmental institutes formulate Life Competence Education as a way for schools to improve children's health and empower children to act as democratic agents. In local curricula this subject is formulated as a possibility for schools to organize values education and other mandatory cross-disciplinary subjects. Thus, when Life Competence Education is interpreted in the local school practice it is transformed into more of a solution of locally defined social and individual

SYMPOSIA ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



problems. Children's personal experiences are often at center of attention when problem solving, risking exploiting children's private relations. As a consequence, the educational setting transforms into a therapeutic setting. The analysis shows that the children, in classroom interaction, demonstrate their agencies opposing the values upheld by the teachers.

NETWORK 3 / SYMPOSIUM 1:

ASSESSMENT, FOSTERING AND VALUE EDUCATION - NORMATIVE AND REGULATING PRACTICES IN SWEDISH MULTICULTURAL PRESCHOOL-PRESCHOOL-CLASS AND COMPULSARY-SCHOOL

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D219

ORGANIZER: INGEGERD TALLBERG BROMAN

DISCUSSANT:

252 DOCUMENTATION AND ASSESSMENT IN SWEDISH PRESCHOOLS

Vallberg Roth

Malmö University, MALMÖ, Sweden

Today's childhood is characterized by intensified documentation and assessment from an early age. The aim of the presentation is to describe and discuss the documentation and assessment practice in Swedish preschools in a didactic perspective. The question is: What, how and why documentation and assessment are used in Swedish preschools? The selection includes preschools in both urban and rural municipalities. A reflexive textual and abductive analysis is used.

A wide variety of documentation and assessment forms emerges in different preschools. Assessments are interwoven in the construction of the documents. Examples of documentation are Individual development plans, portfolio, pedagogical documentation, standardized documents like TRAS, StegVis and START. The documentation provides a sample of developmental-psychological assessments, knowledge assessments, personal assessments, self-assessments and centre-performance-focused assessments. Assessment and documentation can be interpreted as both summative and formative. Content and form varies and the functions of documentation and assessment emerges as focused on both qualification, socialisation and subjectification. The concept of transformative assessment can articulate and define teachers' interactions among different types of documentation and assessment in a didactic perspective. The presentation highlights how the documentation and assessment of children varies depending on where the children grow up and attend preschool - a diversified normalisation emerges. The presentation end up in the possibility that the tentative concept Documentalized childhood can capture the phenomenon and be seen as a response to and driving force in the globalization of society and risk modernity.

This abstract represents a part of the symposium 'Assessment, fostering and value education - normative and regulating practices in Swedish multicultural preschool-preschool-class and compulsory-school'. Ingegerd Tallberg Broman is the organizer of the symposium.

NETWORK 3 / SYMPOSIUM 1:

ASSESSMENT, FOSTERING AND VALUE EDUCATION - NORMATIVE AND REGULATING PRACTICES IN SWEDISH MULTICULTURAL PRESCHOOL-PRESCHOOL-CLASS AND COMPULSARY-SCHOOL

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D219

ORGANIZER: INGEGERD TALLBERG BROMAN

DISCUSSANT:

256 ON FOSTERING IN PRESCHOOL CLASS

Thelander

Malmö University, MALMÖ, Sweden

The aim of this study is to analyse how the upbringing assignment is described in centrally, regionally, and locally produced texts concerning a Swedish preschool class in a multi-ethnic urban area. The questions guiding the investigation have been: How is the performance of the upbringing assignment described? What techniques are used?

Theoretical concepts guiding the analysis are social conventions from Quentin Skidders historical pragmatic approach, governing (technologies of the self and of domination, pastoral relations, normalization) from Foucault and Lemke, individualization (Beck & Beck-Gernsheim, Rose) and concepts from the critical discourse analysis (Fairclough). The selection of texts is regional school plans and a variety of local texts from the urban district, the school management area, the school and the preschool class.

The techniques used is the introduction of life skills as a local governing technique aimed at individualization and cultural reshaping, made legitimate through its organisation as a school subject. The subject is further given legitimacy by invoking "the state" (references to basic values from the curricula), but also by building on discourses about individual achievement (in school and future working life).

Other techniques are upbringing the parents by disciplining the body, governing through conversation and discussion at formal meetings. Social engineering which aims at self-control is also evident in the texts in techniques concerning punishment and rewards. By qualifying in life skills, "I-exercises" and other pleasurable exercises, a steering technique is created for self-regulation.

It is important to gain an understanding of this problem since many preschools and schools are located in areas of great cultural and ethnic diversity. Children, parents, and educational staff with different cultures and values meet, and as a consequence, aspects of upbringing acquire a prominent place in the educational activities and educational research. Further, upbringing in educational activity has not been the subject of much research, especially not using text-analysis of local and "small" texts.

This paper presentation is part of the symposium "Assessment, fostering and value education - normative and regulating practices in Swedish multicultural preschool - preschool class and compulsory school".

NETWORK 4 / SYMPOSIUM 1:

EXPLORING BULLYING IN SCHOOLS 1 (TO BE CONTINUED)

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D166

ORGANIZER: DORTE MARIE SØNDERGAARD

DISCUSSANT: EVA GULLØV

Organizer's abstract (365)

Søndergaard

Aarhus University, DPU/IUP, FREDERIKSBERG, Denmark

Bullying among children is a widespread phenomenon with severe consequences for all children in the affected school classes. This symposium discusses results from eXbus – an interdisciplinary research project involving 8 researchers. Our research focuses on a wide net of phenomena involved in the enactment of bullying practices: group relations within the classroom, adult positionings, including that of teacher, school principal, and parents, and material-discursive forces such as digital media and media products. Most research in the field of bullying is based on quantitative data. We develop new thinking technologies based on qualitative data and mixed methods: conceptual analyses, analyses of interviews, observations, surveys, and policy documents. The dominant theoretical presumption in the field of bullying research individualizes the problem and points to individual aggression on the side of bullies and vulnerability on the side of the ones who are bullied as 'causes' of bullying. In contrast our research focuses on the complex inter-relational dynamics of school bullying and the intra-activity among multiple constitutive forces (discourse, materiality, technology, and subjectivity). The discussions will include a Foucauldian analysis of three dispositifs of bullying: the dispositif of sovereignty, discipline, and terror. Bullying can be seen as an intensified version of the mechanisms that are common in children's encounters with each other, where communities are created and re-created through ongoing practices of inclusion and exclusion. The symposium will discuss some of the more specific mechanisms that turn these practices into extremes: social exclusion anxiety and longing for belonging, the production of contempt versus dignity, and processes of inclusive exclusion. eXbus' results from a survey involving 1052 Danish students aged 14-16 point to the close association between everyday life in the school class, common relational practices and patterns of bullying among the school children. These results will be presented. The effects in adult life of bullying in childhood will be investigated in terms of the complex interrelation and (dis)continuity between past, present, and context, as well as the interactive effects of upbringing conditions on part of the children involved in bullying practices.

Kofoed, J. & Søndergaard D.M. (2009) Mobning. Sociale Processer på Afveje. Hans Reitzel.

NETWORK 4 / SYMPOSIUM 1:

EXPLORING BULLYING IN SCHOOLS 1 (TO BE CONTINUED)

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D166

ORGANIZER: DORTE MARIE SØNDERGAARD

DISCUSSANT: EVA GULLØV

501 CLASSROOM CULTURE, ANXIETY AND BULLYING

Henningsen and Kofoed

DPU, Aarhus University, COPENHAGEN, Denmark

This paper presents results from a survey of prevalence of bullying among children in Danish primary school. The core finding is that the social life of the school class - termed classroom culture - is the most important factor when it comes to determining the level of bullying. This finding challenges the dominant assumption that prevalence of bullying can be explained with reference to aggression on the part of bullies and vulnerability on the part of the victims.

We found a web of patterns and present the main findings in this paper. We observed a significant correlation between presence of bullying and the quality of life in the class room. We also saw interesting differences in response patterns from self reported bullies and victims of bullying. The former had a more negative attitude to learning and to school in general compared to other students, but good relations with their peers. Conversely, bullying victims did not have a more negative attitude to learning, but tended to have problematic relationships with their classmates. Bullies reported a more negative relationship with both parents and teachers than other students. This was not the case for bullying victims. Finally bullying seemed to correlate with a high degree of anxiety on the part of the victims. In this paper we present these core finding and the methodological and analytical set-up that allowed us to find new patterns in self reported bullying.

The findings stems from a survey conducted among 1052 schoolchildren in grades 8 and 9 in Greater Copenhagen in the years 2009-10. The data were analysed by an interdisciplinary research team drawing on both statistical and qualitative research methods and analytical strategies. We thus draw on mixed methods and mixed methodologies. We have specifically worked with multiple quantitative readings in which we developed the analytical term 'classroom culture' with the aim of grasping how the presence of bullying is embedded in the everyday social life of a particular class.

NETWORK 4 / SYMPOSIUM 1:

EXPLORING BULLYING IN SCHOOLS 1 (TO BE CONTINUED)

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D166

ORGANIZER: DORTE MARIE SØNDERGAARD

DISCUSSANT: EVA GULLØV

158 TRACES OF BULLYING

Mathiassen

Aarhus University, DPU, COPENHAGEN, Denmark

The project I shall present is part of a larger project about bullying eXbus (www.exbus.dk). The project is based on qualitative in-depth interviews with adults who experienced bullying in school when they were children (Mathiassen & Silberschmidt Viala, 2009). The material thereby consists of recollections of bullying in childhood and the meaning which the recollected experiences have for the now adult interviewees. This paper is inspired by a cultural- historical approach and cultural psychology (i.e. Bruner, 1990). The paper presents an analysis of effects of bullying which are denoted traces. I will illustrate how these traces can

- 1) both be negative and positive for the person in question
- 2) will differ according to time and context as well as across contexts.

I will discuss linearity or lack thereof in relation to recollections of bullying; and whether one can talk about causality between having been bullied and its effects and implications. One point from the analysis is that implications of bullying are unpredictable: Whether or how childhood experiences with bullying affect the adults' conduct of everyday life is uncertain. Still, it may have implications for an individual to even consider the potentiality: The possibility that childhood experiences might have an influence in adult life. Inspired by Agambens (1999) use of the concept of potentiality I propose that the mere potential of an adult effect of a childhood experience may have implication for the adult individual considering this potential.

It is relevant to learn both from the adults' recollections of how it was during their childhood and what they consider important for a safe and secure everyday life in school. It is also relevant to observe how individuals live with their experiences and learn from them. Thereby we can improve the help we give to individuals involved in bullying - both in the short and in the long run.

Agamben, G. (1999). *Potentialities. Collected essays in Philosophy*: Stanford: Stanford University Press.

Bruner, J. (1990). *Acts of meaning*. Harvard University Press.

NETWORK 4 / SYMPOSIUM 1:

EXPLORING BULLYING IN SCHOOLS 1 (TO BE CONTINUED)

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: D166

ORGANIZER: DORTE MARIE SØNDERGAARD

DISCUSSANT: EVA GULLØV

542 (BE)LONGING - BULLYING SEEN AS LONGING FOR BELONGING

Rabøl Hansen

EXbus/DPU, COPENHAGEN NV, Denmark

The paper presents a so called Lord of the flies (Golding 1954) approach to bullying; it covers perceptions that connect bullying with an implicit belligerent attitude in people. In the frame of the classic story about boys living without adults in a desert island, bullying is seen, as war-behavior inside the human being. This perception falls under the individually oriented explanations to bullying, which have some prevalence among teachers informants involved in our research project (Hansen & Henningsen 2010).

With inspiration from surveys among students, qualitative data and theoretical reflections, I introduce the term longing for belonging as a means to understand bullying as a type of informal activity between the students, who attempt to cover their lack of belonging to the formal school community. Bullying is here a way to build a community in the classroom. Longing for belonging may thus be seen as a contrast to the understanding of bullying as war behavior according to the Lord of the flies approach. The concept of belonging is constructed with inspiration from the theories of subject formation in communities from the social-practice theorists Jean Lave and Etienne Wenger. The concept of belonging also draws on inspiration from Ute Osterkamp's studies of the productive need of subjects (Osterkamp 2000). From this perspective, bullying comprises both social and non-social aspects. The social aspect lays in the wish to create something to share. The non-social aspect lays in the exclusion of classmates from the informal we. This new perspectives on bullying challenge the dominant intervention strategies, mainly based on punishment or treatment of individuals.

Golding, W. (1958). *Lord of the Flies*. Boston: Faber & Faber.

Hansen, H.R. & I. Henningsen (2010). Lærerforståelser om elevmobning - en lærersurvey. *Pædagogisk Psykologisk Tidsskrift*, 47(1), 3-23.

Lave, J. & E. Wenger (2003). *Situeret Læring*. København: Hans Reitzels Forlag.

Osterkamp, U. (2000). Livsførelse som subjektivtvidenskabelig problemematik. *Nordiske Udkast* (28), 5-28.

NETWORK 4 / SYMPOSIUM 1:

EXPLORING BULLYING IN SCHOOLS 2 (...CONTINUED)

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D166

ORGANIZER: DORTE MARIE SØNDERGAARD

DISCUSSANT: EVA GULLØV

Organizer's abstract (365)

Søndergaard

Aarhus University, DPU/IUP, FREDERIKSBERG, Denmark

Bullying among children is a widespread phenomenon with severe consequences for all children in the affected school classes. This symposium discusses results from eXbus – an interdisciplinary research project involving 8 researchers. Our research focuses on a wide net of phenomena involved in the enactment of bullying practices: group relations within the classroom, adult positionings, including that of teacher, school principal, and parents, and material-discursive forces such as digital media and media products. Most research in the field of bullying is based on quantitative data. We develop new thinking technologies based on qualitative data and mixed methods: conceptual analyses, analyses of interviews, observations, surveys, and policy documents. The dominant theoretical presumption in the field of bullying research individualizes the problem and points to individual aggression on the side of bullies and vulnerability on the side of the ones who are bullied as 'causes' of bullying. In contrast our research focuses on the complex inter-relational dynamics of school bullying and the intra-activity among multiple constitutive forces (discourse, materiality, technology, and subjectivity). The discussions will include a Foucauldian analysis of three dispositifs of bullying: the dispositif of sovereignty, discipline, and terror. Bullying can be seen as an intensified version of the mechanisms that are common in children's encounters with each other, where communities are created and re-created through ongoing practices of inclusion and exclusion. The symposium will discuss some of the more specific mechanisms that turn these practices into extremes: social exclusion anxiety and longing for belonging, the production of contempt versus dignity, and processes of inclusive exclusion. eXbus' results from a survey involving 1052 Danish students aged 14-16 point to the close association between everyday life in the school class, common relational practices and patterns of bullying among the school children. These results will be presented. The effects in adult life of bullying in childhood will be investigated in terms of the complex interrelation and (dis)continuity between past, present, and context, as well as the interactive effects of upbringing conditions on part of the children involved in bullying practices.

Kofoed, J. & Søndergaard D.M. (2009) Mobning. Sociale Processer på Afveje. Hans Reitzel.

NETWORK 4 / SYMPOSIUM 1:

EXPLORING BULLYING IN SCHOOLS 2 (...CONTINUED)

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D166

ORGANIZER: DORTE MARIE SØNDERGAARD

DISCUSSANT: EVA GULLØV

419 CONTEXT-SENSITIVE ANALYSIS OF THE IMPACT OF CHILDREN'S INDIVIDUAL CHARACTERISTICS AND UPBRINGING IN RELATION TO BULLYING

Silberschmidt Viala

Dept. of Learning, COPENHAGEN, Denmark

The dominant approach in bullying research has long been that children's individual characteristics and upbringing conditions should be understood as primary causes in school bullying. Most studies have therefore been preoccupied with identifying individual background factors and / or special childhood events that are expected to contribute to some children being bullied or becoming bullies.

In order to provide a more context-sensitive perspective on the impact of children's individual characteristics and the role of their upbringing in relation to bullying this paper introduces a new analytical framework based on a sociocultural and psychological perspective on children's development and everyday life. This approach calls for a contextualized understanding of children's everyday lives which goes beyond the individualistic paradigm's understanding of bullying caused by children's deficient personal skills or social competences. This captures the mutually constitutive processes between the child and its socio-cultural context. Bullying is then recognized as a complex social and cultural phenomenon, and focus is shifted to how children can develop and act in the social contexts in which they participate.

Drawing on qualitative data on adults' bullying experiences in their childhood the paper argues that the impact of children's individual characteristics and upbringing are neither unequivocal nor decisive for their interactions and mutual positioning in the school. However, in interaction with the opportunities and conditions pertaining to the different socio-cultural contexts in which children participate, their individual characteristics and upbringing become important and significant in framing and shaping the ways in which they can act and take up positions in the classroom.

NETWORK 4 / SYMPOSIUM 1:

EXPLORING BULLYING IN SCHOOLS 2 (...CONTINUED)

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D166

ORGANIZER: DORTE MARIE SØNDERGAARD

DISCUSSANT: EVA GULLØV

368 WHAT IS BULLYING? ANALYTIC APPROACHES TO RELATIONAL PRACTICES AND SOCIAL PROCESSES IN SCHOOLCLASSES WITH BULLYING

Søndergaard

Aarhus University, DPU/IUP, FREDERIKSBERG, Denmark

Bullying can be understood as an extreme extension of an everyday social dynamic among children in school. In order to contemplate which conditions might hinder the movement from the normal flow of inclusions and exclusions to bullying, it is vital to understand the mechanisms that can cause marginalisation to escalate. One of the central mechanisms has to do with the fear of social exclusion as a driver for bullying practices. The concept of social exclusion anxiety is founded in a social psychological understanding of humans as existentially dependent on social embeddedness. Social embeddedness may come under pressure in any number of ways, enacted by intra-activity among a range of material-discursive forces. One apparently effective alleviation strategy in relation to social exclusion anxiety is the production of contempt. The contempt-producing group may find its cohesiveness strengthened, while insecurity and ambivalence among the group members are intensified. The alleviation strategy simultaneously increases both the sense of control and danger. In this paper such dynamics together with practices of ridicule, and of closure of empathy will be discussed. The work on new conceptualisations of bullying practices is inspired by poststructuralist and agential realist authors such as Karen Barad, Judith Butler and Bronwyn Davies. The methodology involves analyses of interviews with and observations among children aged 10-14 as well as teachers, parents and school leaders. These data are generated within eXbus: Exploring Bullying in School, an interdisciplinary research project on bullying among children (www.exbus.dk). The conceptual framework is aimed to enhance understanding of bullying practices and thereby form a knowledge basis for the development of bullying prevention and/or intervention.

Barad, K. (2007). *Meeting the Universe Halfway*. Duke University Press.

Butler, J. (1993) *Bodies that Matter*. Routledge.

Davies, B. (2000). *A Body of Writing 1990-1999*. Alta Mira Press.

Søndergaard, D.M. (2008) Offerpositionens dilemmaer. In K. Lützen inter alia. (eds.) *På kant med historien*. Museum Tusculanum.

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Søndergaard, D.M. (2011) Mobning, Mobbefryd, Humor og Fællesskab. I Jensen og Brinkman: *Fællesskab i Skolen*. Akademisk Forlag.

NETWORK 4 / SYMPOSIUM 1:

EXPLORING BULLYING IN SCHOOLS 2 (...CONTINUED)

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: D166

ORGANIZER: DORTE MARIE SØNDERGAARD

DISCUSSANT: EVA GULLØV

562 THE DISPOSITIFS OF BULLYING

Bagge Laustsen

Denmark

Michel Foucault's notion of *dispositif* (apparatus or deployment) is in this paper used to open an analytic lens onto bullying as a highly complex phenomenon. Foucault's notion refers to how the logic of power becomes materialized through subjectification and institutional practices. In that sense the apparatus/dispositive works to install a particular disposition in a given material. A focus on dispositifs implies certain effects in relation to practice, but it involves no kind of determinism. With respect to bullying, it is argued that there are three apparatuses: 1) Discipline: bullying in relation to the violation of norms, the punishment of violations, and the creation of exclusion and marginalization; 2) Control: bullying in relation to social processes, where certain factors facilitate bullying and make some processes more probable than others; 3) Terror: bullying in relation to the exercise of power, involving a high level of interaction between the bully and the bullied - who becomes the abject. It is analyzed how these three apparatuses can reinforce or undermine each other - for example, how certain disciplinary practices like being sent out of the classroom create new forms of exclusion.

Agamben, Giorgio (1998): *Homo Sacer. Sovereign Power and Bare Life*. Stanford: Stanford University Press.

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NETWORK 4 / SYMPOSIUM 2:

EXPLORING BULLYING, MATERIALITY AND METHODOLOGY

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D166

ORGANIZER: JETTE KOFOED

DISCUSSANT:

Organizer's abstract (373)

Kofoed

University of Aarhus, COPENHAGEN, Denmark

This symposium brings together qualitative studies of processes of extreme exclusion among children in kindergarten and school. In this symposium we address the methodological and analytical challenges related (particularly) to studies of bullying. The papers share an interest in the everyday lives of children in school and kindergarten. This is played out in a twofold focus: the agency of materiality and an interest in methodological challenges in accessing children's perspectives on processes of inclusion and exclusion.

This symposium addresses the agency of materiality related to both research design of children's gaming practices and to the use of a hand doll in interviewing kindergarten children. It seems as if gaming practices and hand dolls - in spite of differences - are much more than merely materiality or a subject being doubled, but rather a question of how subjectivity, materiality and potentiality intersect.

The symposium also addresses methodological challenges in developing research designs and analytical strategies allowing for complexity, for the unforeseen and for enactment of material-discursive-subjective forces. This is done in ways which minutely allow for the perspectives of the children and for the meaning making processes in the context of school and kindergarten. Across the different papers the presenters share this interest in refining methodological challenges and analytical strategies allowing for complexity and the enactment of forces in asking the following questions: How to balance the need for well prepared research designs and the need for exploratory studies? How to make sense of the contradictory normativities of school life? How to re-address the assumption that materiality has agency in ways that allow for the particularities of specific materialities?

The papers to be presented are:

- Ditte Dalum Christoffersen: Meaning making (in) school life
- Stine Kaplan Jørgensen: (How) to have an open mind, without having an empty head
- Kit Stender Petersen: A hand doll approach to studying processes of inclusion and exclusion among children in kindergarten.
- Susanne Nørgaard: When methodologies go on-/offline.

NETWORK 4 / SYMPOSIUM 2:

EXPLORING BULLYING, MATERIALITY AND METHODOLOGY

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D166

ORGANIZER: JETTE KOFOED

DISCUSSANT:

530 MEANING MAKING (IN) SCHOOL LIFE

Christoffersen

Department of psychology and educational studies Roskilde university, ROSKILDE, Denmark

This paper will focus on how 13 years old children in a seventh grade in a Danish public school are positioned through contrasting meaning making processes related to 1) the child community in the class, its relational practices and normativities, and 2) the school's 'project' with the children represented through the teachers' demands in relation to learning and behavior.

In the analysis I will focus on different strategies taken up by children as they maneuver between these processes while trying to understand as well the demands of the school, as the premises of the social group and the potentials that these condition open to themselves and others.

To guide and elaborate the analyses I will draw on and combine Dorte Marie Søndergaards concepts of positioning and subjectivity (Søndergaard 2006, 2009) and Bronwyn Davies' (inspired from Badiou) concepts of ethics and placed identity (Davies 2011).

The work is based on interviews with children and observations in the class room as well as in the school yard. The empirical material is still growing, but contains at the time of this paper presentation interviews with 19 children and 2 teachers. The analyses will focus three children in particular - Gorm, Louisa, and Mike. Some of their dilemmas are built around their desire to be part of the children's social group, which normativities demand distance to the projects of the teachers and his/her focus on learning and pupil appropriateness. All three children nevertheless wish to be 'good at school' - but this wish is troubled in different ways by the groups normativities and relational practices, and the children find different ways to cope with this troubling.

The analysis will demonstrate how the mentioned contradiction, sometimes even paradoxes, set premises for the children's participation in the classroom and how these processes in different ways effect each of the children in relation to their positioning in the class hierarchy, to their subjective becoming and to their access to skilled learning processes.

NETWORK 4 / SYMPOSIUM 2:

EXPLORING BULLYING, MATERIALITY AND METHODOLOGY

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D166

ORGANIZER: JETTE KOFOED

DISCUSSANT:

357 (HOW) TO HAVE AN OPEN MIND, WITHOUT HAVING AN EMPTY HEAD

Jørgensen

Aarhus University, Copenhagen, KØBENHAVN NV, Denmark

This paper will focus on how to set up a qualitative research design, that can both be structured and focused and, at the same time, explorative and open towards the not-expected. The paper will take its point of departure in a narrative approach which points out and emphasize the importance of being able to see and listen to other and different narratives, than the expected and dominant. Due to John Winslade: "All it takes is a willingness to listen for the cracks in the conflict story, an openness to what is not predictable, an ear for what does not get told in conventional, rationally organized accounts" (Winslade 2009; 565). But the question is how we open up our (structured) minds for the unpredictable, if it takes more than just willingness?

The paper dwells at this challenge in my qualitative study of the intended and unintended effects of "dialogical plenum meetings" that is used as intervention programs against bullying in Danish schools. The data consists of observations and qualitative interviews with the children involved in the intervention programs. The theoretical point of departure is positioning theory (Harré, Davies, Moghaddam), which means that the analytical view is structured to notice positionings, acts and storylines, and the interplay between those three (Harré and Davies, 2000). Concurrently is the intention not to ignore complexity/messiness (Staunæs 2007) and to pay attention to affects and atmosphere that is both in-predictable and hard to describe with words (Davies 2009). How can this be captured in a research design?

The paper suggests how this can be thought and designed in balancing the need for carefully planned research design and the need for an emerging and flexible research design by drawing on (fairly new) contributions by Staunæs (2007), and Alvesson and Kärreman (2011). A skeptical and suspicious approach could be balanced with more vitalistic- and hopeful attentive strategies in data collection and thus allow breakdowns and mysteries encountered in research to be a constructive rather than a destructive process.

NETWORK 4 / SYMPOSIUM 2:

EXPLORING BULLYING, MATERIALITY AND METHODOLOGY

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D166

ORGANIZER: JETTE KOFOED

DISCUSSANT:

527 A HAND DOLL APPROACH TO STUDYING PROCESSES OF INCLUSION AND EXCLUSION AMONG CHILDREN IN KINDERGARTEN

Stender Petersen

Department of Psychology and Educational Studies, ROSKILDE, Denmark

How do we engage kindergarten-children in a research project? How do we get access to their experiences with vulnerable topics such as exclusion and bullying?

In an attempt to generate saturated data and a comfortable interview-environment/situation for/with to the children I brought a hand doll. Muffin - as the hand doll is called - was designed as a no-gender doll, it had no certain age and it could not talk. In designing Muffin it was also important that it would not be recognized as an already-known doll, such as for example Paddington or Winnie the Pooh, with certain prior understandings.

In this paper I will reflect on questions such as: What kind of data can be produced with a hand-doll strategy? What kind of communication becomes (im)possible? And what kind of stories could (not) be told?

To further these reflections I will combine the concepts of "intra-activity" (Barad, 2007) with Ceppi and Zini's (1998) concept of "second skin", as well as Deleuzian concepts such as "smooth spaces" and "lines of flight".

With these concepts it becomes possible to grasp the multiple ways in which the hand doll becomes much more than a doll, yet not a human subject. And to understand how the intra-activity of Muffin, children, and interviewer combines meaning, subjectivity and materiality and disturbs the power relations between the children and me as an adult interviewer in unforeseen ways.

NETWORK 4 / SYMPOSIUM 2:

EXPLORING BULLYING, MATERIALITY AND METHODOLOGY

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D166

ORGANIZER: JETTE KOFOED

DISCUSSANT:

529 WHEN METHODOLOGIES GO ON-/OFFLINE

Nørgaard

Department of Education, Aarhus University, KØBENHAVN NV, Denmark

How can we study what happens in the meetings between children and computer games? How do we look at the complex intra-actions between the children and the games without taking the divide of on- and offline worlds for granted?

In this paper I will reflect on methodological strategies to study how children take up inspiration, images, metaphors, interpretation frames, norms etc. from computer games and other digital worlds, and how this becomes part of how they interpret and act in the social reality - also the one outside the world of games. For many boys and girls, bullying and conflictual relation patterns are part of their everyday experiences in school. I am particularly interested in is how computer games as a media and as a technology become part of the contextual framework that contributes to delimit and mobilize children as subjects in bullying contexts.

Through an empirical case on in- and excluding gaming practices in an after school recreation center I will look at various kinds of transformations and movements across virtual and real life, across time and space and across materialities. I will suggest frameworks which might prove to be useful when approaching such a study and trying to think beyond the divides between real/virtual and off-/online worlds.

Donna Haraway's cyborg is a powerful fiction which tries to shatter dichotomous categorizations and blurs the boundary between humans and technology (Haraway, 1991). Karen Barad uses the framework of Haraway and radically rethinks the relation between discursive practices and matter in what she calls 'agential realism' (Barad, 2007). But how can these very abstract analytical frameworks be brought to use in empirical studies? How can we, as Barad would say, be cautious with everything that can lead us to a preconception of separations, boundaries and fixation?

With inspiration from Haraway and Barad as well as studies concerned with technologies and their interfaces with human beings this paper will present thoughts on how to work the complexities we meet in our empirical work.

NETWORK 4 / SYMPOSIUM 3:

CLASSROOM VIDEO RESEARCH - SECONDARY ANALYSES OF THE PISA+ MATERIAL 1 (TO BE CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D166

ORGANIZER: KERSTI KLETTE

DISCUSSANT:

Organizer's abstract (405)

Carlsten¹, Klette²

¹Dept of Educational Research, OSLO, Norway

²Dept for Teacher Education and School Research, OSLO, Norway

The aim of this symposium is to discuss the value of secondary analyses of video capture of classroom practices. In order to nuance and expand our understanding of classroom teaching, five papers have been selected to form a body of substantial and methodological knowledge characteristic of secondary analyses of video data. We build our understanding on the legacy of Gene Glass' seminal paper: "Some of our best methodologists have pursued secondary analyses in such grand style that its importance has eclipsed that of the primary analysis" (Glass 1976). In the symposium we use data from the PISA+ video study in Norway to analyze instructional practices in upper secondary classrooms. Based on 150 video taped lessons from math-, science- and reading classrooms we demonstrate how video documentation allow for multiple analyses and how this contributes to a deeper understanding of the relation between instructional practices and student learning. We argue that revisiting and 'rewinding' video can reveal practices more clearly and enable more targeted predictions of student outcome (cf. Arafah 2002; Hiebert et al., 2003; Clarke et al, 2006; Janik & Seidel, 2009; Klette 2009). As Clarke (2002) points out, of all data sources currently available to researchers in education, videotape data seems most amenable to secondary analysis.

The five papers present in-depths studies of teaching activities in the three PISA+ content areas. The first paper provides an overview of precoded instruments for measuring teaching, and the relationship between data complexity and instrument development. The second paper discusses gender differences in oral presentations in PISA+ videos, while the third paper analyzes contradictions in instructional practices in PISA+ science classrooms with reference to teacher-student interaction. The fourth paper compares 'domestic' and 'foreign' codebooks as research instruments in secondary analyses of the PISA+ material. The fifth paper presents an explicit argument for benefits and concerns when re-using video data. Four papers rely on PISA+ video data exclusively (Svenkerud and Dalland; Andersson; Carlsten, Grossman and Klette; Dalland), while one paper focuses on the methodological aspects of using the PISA+ video data in secondary analyses in comparison to other relevant sources (Carlsten and Klette).

NETWORK 4 / SYMPOSIUM 3:**CLASSROOM VIDEO RESEARCH - SECONDARY ANALYSES
OF THE PISA+ MATERIAL 1 (TO BE CONTINUED)****SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)****ROOM: D166****ORGANIZER: KERSTI KLETTE****DISCUSSANT:**

**396 LOOKING AGAIN: 'BARCODING' CLASSROOM TEACHING WITH
DIFFERENT PRE-CODED INSTRUMENTS****Carlsten¹, Klette²**¹Dept of Educational Research, OSLO, Norway²Dept for Teacher Education and School Research, OSLO, Norway

This paper rests on earlier discussions on pre-coded approaches to research into classroom practice (e.g. Klette 2009, Carlsten and Klette 2009, 2011). The starting point has been the contribution to cross-national studies focusing on different observational lenses in the benefit of understanding teachers' classroom practices. In spite of the agreement that teachers are a crucial factor in student learning (e.g. Grossman 2010, Vibe, Aamodt and Carlsten 2009) there is still limited knowledge on how we measure the relationship between what teachers do and how it impacts student achievement. This has led to an increased focus on developing more systematic approaches for observing classroom practice in the recent years, not least through the use of pre-coded observation protocols (e.g. Grossman 2010, Pianta and Hamre 2010, Dickson 2011, Hill 2011). In our current discussion, we focus on the capacity pre-coded approaches have in ensuring datasets anticipating and affording a development of instruments for subsequent secondary analyses (e.g. Suri 2001, Clarke 2002).

The instruments we discuss are teacher interview protocols and teacher logs (Klette and Carlsten, in press), large-scale surveys (Carlsten and Aamodt, forthcoming), and observation protocols for classroom teaching (Klette et al forthcoming, Carlsten, Grossman, Klette forthcoming). We provide findings on how various instruments open for different types of secondary analyses. Although we aim to provide a balanced argument, we focus on the benefits of instruments "rewinding" video capture of complex classroom interaction. Such instruments open for coding from multiple perspectives and for integrating quantitative and qualitative features (Hiebert et al., 2003; Clarke et al, 2006; Janik & Seidel, 2009; Klette 2009). To illustrate the relationship between data complexity and targeted instrument development, we deliver our argument through a metaphor of barcoding classroom teaching. Although somewhat nontraditional, we argue that barcoding is a methodological imagery facilitating a nuanced discussion of how pre-coded designs, in contrast to designs using field- and post-coding, may ensure data collection enabling subsequent secondary analyses.

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We conclude with an overview of how this discussion is manifested in a Nordic perspective, and how it integrates into the symposium Classroom Video Research - Secondary Analyses of the PISA+ Material.

NETWORK 4 / SYMPOSIUM 3:

CLASSROOM VIDEO RESEARCH - SECONDARY ANALYSES OF THE PISA+ MATERIAL 1 (TO BE CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D166

ORGANIZER: KERSTI KLETTE

DISCUSSANT:

119 THE IMPACT OF SOCIAL POSITIONING AND PEER GROUP AFFILIATION ON STUDENTS' ORAL PRESENTATIONS

Svenkerud¹, Dalland²

¹Buskerud University College, KONGSBERG, Norway

²University of Oslo, Faculty of Educational Sciences, Department of Educational R, OSLO, Norway

The present study explores differences in 9th grade students' (15 year-olds) oral presentations in language art/art education (about the National Romantic Era). The main question to be explored is: In what ways are the students' social positioning, group affiliation and use of verbal and non-verbal resources reflected in students' oral presentations? In depth studies of video recordings of the student presentations indicate some gender differences. We have analysed the students' interaction during oral presentations. We also discuss the presentations in light of peer affiliation and social bonding. These perspectives provide us with a background for the analysis of the students' use of verbal and non-verbal resources during the oral presentations. The girls are better prepared, and their presentations are characterised by the use of self-made manuscripts learned by heart. The girls take to a larger degree the insider perspective, showing enthusiasm and engagement. The boys' use of a more depersonalized form of presentation might be a result of their avoidance of positions they associate with femininity. We argue that some of these differences can be explained by the protecting of social position and peer group affiliation, where the boys' try to find strategies helping them to preserve a masculine position at school. Most significant, this shows that teachers have to think about the students in a holistic way, which requires more understanding of how students negotiate learning content with peer group affiliation and social positioning.

NETWORK 4 / SYMPOSIUM 3:

CLASSROOM VIDEO RESEARCH - SECONDARY ANALYSES OF THE PISA+ MATERIAL 2 (... CONTINUED)

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D166

ORGANIZER: TONE CECILIE CARLSTEN

DISCUSSANT:

Organizer's abstract (405)

Carlsten¹, Klette²

¹Dept of Educational Research, OSLO, Norway

²Dept for Teacher Education and School Research, OSLO, Norway

The aim of this symposium is to discuss the value of secondary analyses of video capture of classroom practices. In order to nuance and expand our understanding of classroom teaching, five papers have been selected to form a body of substantial and methodological knowledge characteristic of secondary analyses of video data. We build our understanding on the legacy of Gene Glass' seminal paper: "Some of our best methodologists have pursued secondary analyses in such grand style that its importance has eclipsed that of the primary analysis" (Glass 1976). In the symposium we use data from the PISA+ video study in Norway to analyze instructional practices in upper secondary classrooms. Based on 150 video taped lessons from math-, science- and reading classrooms we demonstrate how video documentation allow for multiple analyses and how this contributes to a deeper understanding of the relation between instructional practices and student learning. We argue that revisiting and 'rewinding' video can reveal practices more clearly and enable more targeted predictions of student outcome (cf. Arafah 2002; Hiebert et al., 2003; Clarke et al, 2006; Janik & Seidel, 2009; Klette 2009). As Clarke (2002) points out, of all data sources currently available to researchers in education, videotape data seems most amenable to secondary analysis.

The five papers present in-depths studies of teaching activities in the three PISA+ content areas. The first paper provides an overview of precoded instruments for measuring teaching, and the relationship between data complexity and instrument development. The second paper discusses gender differences in oral presentations in PISA+ videos, while the third paper analyzes contradictions in instructional practices in PISA+ science classrooms with reference to teacher-student interaction. The fourth paper compares 'domestic' and 'foreign' codebooks as research instruments in secondary analyses of the PISA+ material. The fifth paper presents an explicit argument for benefits and concerns when re-using video data. Four papers rely on PISA+ video data exclusively (Svenkerud and Dalland; Andersson; Carlsten, Grossman and Klette; Dalland), while one paper focuses on the methodological aspects of using the PISA+ video data in secondary analyses in comparison to other relevant sources (Carlsten and Klette).

NETWORK 4 / SYMPOSIUM 3:

CLASSROOM VIDEO RESEARCH - SECONDARY ANALYSES OF THE PISA+ MATERIAL 2 (... CONTINUED)

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D166

ORGANIZER: TONE CECILIE CARLSTEN

DISCUSSANT:

120 TEACHERS' USE OF QUESTIONS IN SCIENCE CLASSROOMS

Andersson

Department of Teacher Education and School Research, University of Oslo, OSLO, Norway

The aim for this paper is to explore how the teachers use dialogues and questions as an instructional tool in science classrooms, and how these questions can enable dialog. The focus is to investigate teachers' use of questioning during whole class sessions. There is a growing consensus when investigating into teaching and learning that the quality of conversation is important for fostering students learning, and that the classroom dialogues and teachers questioning could improve significantly in this respect (Alexander, 2008; Littleton & Mercer, 2010; Mortimer & Scott 2003). In this paper I will use video documentation from science classrooms from the PISA+ data to analyze the role of dialogues and discussions during whole class instruction in general and the teachers' use of questioning in particular. An analysis of 8 lessons of whole class instruction from science classrooms has been explored to discuss teachers' use of questioning as an instructional tool. Tentative findings indicate that teachers seem to ask a lot of questions, while little time spent on giving feedback and responses to students' answers and questions. Furthermore the questions seem to support dialogism with respect to procedural and interactive participation while substantial issues are hardly explored and developed.

Alexander, Robin (2008): *Culture, Dialogue and Learning: Notes on an Emerging Pedagogy*. . I Mercer, N. & Hodkinson, S. (Red.): *Exploring Talk in School: Inspired by the work of Douglas Barnes*. London: Sage Publications Ltd.

Littleton, K. & Mercer, N. (2010): *The significance of educational dialogues between primary school children*. . I Littleton, K. & Howe, C. (Red.): *Educational Dialogues. Understanding and Promoting Productive Interaction*. New York: Routledge.

Mortimer, E. & Scott, P. (2003): *Meaning Making in Secondary Science Classrooms*. Philadelphia: Open University Press.

NETWORK 4 / SYMPOSIUM 3:

CLASSROOM VIDEO RESEARCH - SECONDARY ANALYSES OF THE PISA+ MATERIAL 2 (... CONTINUED)

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D166

ORGANIZER: TONE CECILIE CARLSTEN

DISCUSSANT:

400 COMPARING CODEBOOKS: SECONDARY VIDEO ANALYSES OF INSTRUCTIONAL SCAFFOLDING IN LANGUAGE ARTS CLASSROOMS

Carlsten¹, Grossman², Klette³

¹Dept of Educational Research, OSLO, Norway

²Stanford University, PALO ALTO, CALIFORNIA, United States of America

³Dept for Teacher Education and School Research, OSLO, Norway

What attributes of wholeclass teaching make most difference in developing student learning? In what ways can secondary analyses of data in the PISA+ video study be used to investigate this? Primary analyses of the PISA+ video data show that teachers score low on measures of wholeclass instructional scaffolding, such as modeling, strategy use and feedback (Klette, Bergem, Roe; forthcoming). Other studies of Norwegian classrooms have reached similar conclusions (e.g. Vibe, Aamodt, Carlsten 2009). This paper attempts to develop the primary descriptive analyses in PISA+ with a prescriptive approach. In revisiting the PISA+ findings, we use two pre-coded observation protocols. The first protocol is the PISA+ codebook developed in the primary analyses of the PISA+ video study which aimed to analyze problematic findings in the PISA study in the Norwegian context (Klette et al 2005). The second codebook is the Protocol for Language Arts Teaching Observation (PLATO) developed at Stanford University. This protocol has been used in two studies in New York City 2007-08 and 2008-09, and is currently being used in two additional studies in California: Understanding Teaching Quality (ETS) and Measures of Effective Teaching (Gates Foundation).

The elements relevant in this discussion are the ones aligned to PISA+ video data on instructional scaffolding. These codes include strategy use and instruction which focuses on the teacher's ability to teach strategies and skills that support students in reading, writing, speaking, listening, and engaging with literature; the element of modeling which focuses on the degree to which a teacher visibly enacts strategies, skills, and processes targeted in the lesson to guide students' work before or while they complete the task; and the element of feedback which focuses on the quality of feedback provided in response to student application of Language Arts skills, concepts, or strategies. The paper presents findings on how valid these elements are as research measures in a Norwegian context, and dis-

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cusses how a prescriptive and a descriptive instrument vary in the use of secondary analyses in a Nordic context. The paper is part of the symposium Classroom Video Research - Secondary Analyses of the PISA+ Material.

NETWORK 4 / SYMPOSIUM 3:

CLASSROOM VIDEO RESEARCH - SECONDARY ANALYSES OF THE PISA+ MATERIAL 2 (... CONTINUED)

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D166

ORGANIZER: TONE CECILIE CARLSTEN

DISCUSSANT:

100 BENEFITS AND CONCERNS IN USING PREVIOUSLY GATHERED VIDEO DATA

Dalland

University of oslo, Faculty of Educational Sciences, OSLO, Norway

The re-use of secondary qualitative data has been a little used method in qualitative research. In contrast to primary data, which are collected by the investigator conducting the research, secondary data is data collected by someone other than the user. Arguments about the importance of authentic data, and that data are constructed between researcher and participants, have been posted as the two main reasons why qualitative data cannot be re-used by other researchers. Hence, the idea of authentic first-hand data has been a very strong argument in the qualitative research tradition.

Quite a few qualitative data sets can be successfully re-used and re-analysed by other researchers. Many projects generate huge quantities of data which are rich and often relatively unexploited. The re-use of qualitative data can provide opportunities for researchers to study interesting episodes which were not in the focus of the original study. Secondary analysis of qualitative data might also give researchers the opportunity to do empirical work because it saves time that would otherwise be spent on collecting the material. It also prevents unnecessary duplications of primary studies. Since secondary analysis of qualitative data has been relatively unexploited as a research method (Corty 2000; Corty et al 2004:239; Heaton 2004:8-12), the literature describing how qualitative researchers can re-use qualitative data is rather limited (Corti & Thompson 2007:2889). Medjedović and Witzel (2005) argue that the skepticism to secondary analysis of qualitative data often is related to the lack of practical experience. It might also be due to ethical considerations related to informed consent, confidentiality, and anonymity.

Video data is especially adequate for secondary analysis. By using video recordings, it is possible to re-analyse the data material without having been there. I have had the opportunity to re-analyse the video material from the PISA+ video study (Klette et al 2008). In this paper I discuss constraints and promises in relation to re-using qualitative data. My focus is on re-using videodata generally and the re-use of the PISA+ video data specifically.

NETWORK 4 / SYMPOSIUM 4:

CHILDREN'S EVERYDAY LIFE ON THE ISLAND CHRISTIANSØ. AN ETHNOGRAPHIC FILM, 2011 (FILM - 55 MINUTES)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A222

ORGANIZER: IDA WENTZEL WINTHER

DISCUSSANT:

Organizer's abstract (118)

Winther

Århus Universitet, institut for pædagogik og læring, KØBENHAVN NV, Denmark

This is NOT a roundtable or a paper session. Here comes a film dealing with the everyday life and children.

The location is Christiansø - a very small Danish island in the East of Denmark way out in the Baltic. 100 people live here, and 25 of them are children. It is a windy island, it is dark and cold in winters, many birds pass by, and here are no cars. From September to May only one boat calls at the island in weekdays. App. 60.000 short time summer tourists visit the island. The school 'covers' pupils up to 7th grade, then they have to leave home and attend boarding schools far away.

The pivotal point of the film is how children 'do' their lives at this remote spot where everyday life is simple and demarcated. The film is based on a filmed ethnographic fieldwork.

NETWORK 5 / SYMPOSIUM 1:

LIFE SKILLS - DIFFERENT WAYS TO TRAIN THE 'PROBLEMATIC' CHILDREN

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A408

ORGANIZER: KERSTIN VON BRÖMSEN

DISCUSSANT:

Organizer's abstract (306)

K.E.E. Von Brömssen¹, Gunnarsson², Grönlén Zetterqvist², Skeie²

¹University of Gothenburg, GÖTEBORG, Sweden

²Stockholm University, Department of Education in Humanities and Social Science,
STOCKHOLM, Sweden

The overall point of departure for this symposium is a non-mandatory yet widespread subject in Swedish schools called *Livskunskap*, Life Skill Education (LSE). LSE has become a rather frequent activity in the Swedish compulsory schools over the past decade, despite the fact that the activity has no official syllabus, no teacher training and no formal recognition on national level. The Swedish subject has its counterparts in international educational contexts, even though the purposes and methods may differ between countries and school forms.

The symposium will mainly discuss some manual-based programs being used in the framework of LSE. With a critical approach the different papers examine the aims and purposes of the programs being formulated in manuals, literature and by people/teachers, instructors that are applying them. Specific attention is given to the perspectives on children and youth in the programs and what kinds of subjects the programs are approaching and/or producing?

NETWORK 5 / SYMPOSIUM 1:

LIFE SKILLS - DIFFERENT WAYS TO TRAIN THE 'PROBLEMATIC' CHILDREN

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A408

ORGANIZER: KERSTIN VON BRÖMSEN

DISCUSSANT:

246 LIFE SKILLS - ACROSS NATIONS?

Skeie

Stockholm University, STOCKHOLM, Sweden

The development of life skills education (Livskunskap) in Sweden over more than a decade seems quite unique in the way it has emerged 'from below'. With no educational policy decisions on national level beforehand, it has appeared in schools all over the country. This happens in different shapes and with different aims largely dependent on local educational authorities or headmasters. We also see actors on national level, in particular health authorities, showing interest, and several commercial agencies are also active. Even if the context and background is different, many of the features of the Life skills education is present in other countries, even if the subject as such is not there. Instead we find different programs for improving social relations, for prevention of drug abuse and against bullying, to mention a few examples. The question is how to compare similarities and differences in these fields across countries? The paper discusses some methodological issues related to the international comparison and suggests how to deal with this in the context of a research project on Life skills education. Based on this, it addresses some of the features of 'life skills education' and how these are managed and discussed as part of a wider educational context in Sweden and England.

NETWORK 5 / SYMPOSIUM 1:

LIFE SKILLS - DIFFERENT WAYS TO TRAIN THE 'PROBLEMATIC' CHILDREN

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A408

ORGANIZER: KERSTIN VON BRÖMSEN

DISCUSSANT:

190 ANALYSING DISA, A PROGRAM TO PROMOTE HEALTH

Gunnarsson

Stockholm University, STOCKHOLM, Sweden

Background

According to various studies, the proportions of girls who suffer from depression and anxiety have substantially increased in the last twenty years. Different curriculum enhance that schools are an important arena for interventions and therefore need to act upon the problems of students health. In this paper I will examine a specific program for preventing depression and stress, called DISA, being used in the framework of Life skill education. It is based on cognitive behavioural therapy and directed to girls at age 14-15. The paper will focus on what the program produces and how this production is done concerning health and gender.

Theoretical framework and methodology

The theoretical point of departure is the work of Foucault and the concepts discourse, power and subjectification combined with the concept of performativity. The material being used in the analysis is interviews with instructors and students taking part in the DISA program, field notes from participant observation at a three day course to become a DISA-instructor and the specific written manual that is the base for the program.

Analysis

In the material there are recurring assertions from the respondents expressing how the DISA program in different ways involves a practice of recognition. The joy of talking to someone and finding that they think the same, discovering that you are not alone in your feelings of stress and negative thinking, were performed both in the conversations between the girls and in the girls' interacting with the program. This makes visible how recognition and affirmation by peers and teachers take place in intense power relations and produces both control and pleasure in the pedagogical subjects involved.

NETWORK 5 / SYMPOSIUM 1:

LIFE SKILLS - DIFFERENT WAYS TO TRAIN THE 'PROBLEMATIC' CHILDREN

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A408

ORGANIZER: KERSTIN VON BRÖMSEN

DISCUSSANT:

141 CONCEPTS OF LIFE AND MINDFULNESS IN LIFE SKILLS EDUCATION

Grönlén Zetterqvist

Stockholm university, STOCKHOLM, Sweden

The aim of this paper is to analyze, in a philosophical and phenomenological investigation, the use of notions of life and notions of mindfulness in some examples from teaching media, manuals and study-kit used in Life Skills.

My research questions are:

- How is it possible to understand the process of recontextualisation when concepts like mindfulness is transformed to a school context of understanding?
- Which are the steps of transformation?
- Which meaning and legitimacy are established by virtue of these steps?
- In what ways are the usage of 'mindfulness' linked to theories and lines of thoughts?
- What ontologies, epistemologies and ethics are assumed in this theoretization?

The assumption is, based on some empirical examples, that these notions, in some way or another, influences what happens or not happens in the classrooms. The analysis is concluded in a critical discussion about in what aspects the different practices of Life skill education could be or not be a learning context for existential and ethical questions.

NETWORK 5 / SYMPOSIUM 1:

LIFE SKILLS - DIFFERENT WAYS TO TRAIN THE 'PROBLEMATIC' CHILDREN

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A408

ORGANIZER: KERSTIN VON BRÖMSEN

DISCUSSANT:

370 GOVERNMENTALITY; NORMALISING TECHNOLOGIES IN A NEW 'MORAL ECONOMY'

K.E.E. Von Brömssen

University of Gothenburg, GÖTEBORG, Sweden

This paper draws on the theoretical works of Foucault (1977), Nicolas Rose (1999/1989) and Stephen J. Ball (2006) to discuss constructions of subjectivity, governmentality and normalising technologies in education. The Foucauldian framework will be used to discuss a relatively new "subject- area" in Swedish schools with different names such as "Life skills education" and/or "Social and emotional training" (SET). The empirical data for the paper consists of analyses of schools' policy-documents, books and manuals for the subject-area, as well as ethnographic data from education in the field. This kind of policy-ethnography is a methodological approach used to look at the detail of policy implementation by studying a single case through ethnographic methods (Walford, 2003). The analyses show how "policy entrepreneurs" (Ball, 2006) colonise the Swedish school arena with educational programmes, usually in response to the discourse "the common value basis" (sv. "värdegrund"). This discourse has been frequently articulated in Swedish society during the last decade. The educational programmes available on the 'educational market' usually consist of a mixture of methods in a behaviouristic and/or cognitive behavioural tradition, which I describe as therapy rather than instruction. My argumentation, inspired by Rose (1999), will point to changing methods of fostering children and youth; traditionally in the name of ethics and moral, now in the name of "psy"; i.e. psychological techniques.

NETWORK 5 / SYMPOSIUM 2:

CURRICULUM RESHUFFLING: A NORDIC PERSPECTIVE

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A212

ORGANIZER: BERIT KARSETH

DISCUSSANT:

Organizer's abstract (316)

Karseth

University of Oslo, Department of educational research, OSLO, Norway

Recent curriculum reform, embedded in global and international models, emphasizes expert knowledge and evidence informed policy and practice. Together with common beliefs in the potentials of self-regulation to proficiency and learning, the core of curriculum is changing from subject content matter to generic concepts of learning outcomes and competency. Curriculum worldwide highlights general ideas on how education should prepare individuals and the national state to become part of a world society. At the same time, nation-states are expected to decide upon their own curriculum matters. Adoptions of global cultural scripts are evident, as well as agreements among countries to adjust reforms to international standards. However, can we conclude that the footprint of the national curriculum legacy is losing its significance? How is curriculum reshuffled in between fields of governance, linking institutional legacy with output control?

In this symposium we present four papers that examine different aspects of recent curriculum reforms in the Nordic countries. They exemplify how documentary analysis and text-based research, contribute with scientific knowledge to contemporary issues within curriculum reform. The first paper forwards a question to what kind of politics of knowledge that follows with the standards movement and how it is recontextualised and translated into national curriculum texts. The categories, purpose, central content and knowledge standards are investigated in the Swedish curriculum (Lgr11) highlighting different principles at work in responding to transnational curriculum change. The second paper analyses the relationship between academic goals, tests and student responses in the subjects English and Physics in the Danish high school. The third paper examines how the language of curriculum is changing in Norway, in-between a content-based approach and an outcome-based orientation, linking two levels of reform: "The National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training" and the ongoing work on developing the higher education curricula in line with the national qualifications framework. The fourth paper compares the rationales for national curriculum reform in the Nordic countries over the last 10 years, to identify curriculum models and their common cores. Together the papers shed light on a number of parallel changes in Nordic curriculum reform.

NETWORK 5 / SYMPOSIUM 2:

CURRICULUM RESHUFFLING: A NORDIC PERSPECTIVE

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A212

ORGANIZER: BERIT KARSETH

DISCUSSANT:

317 THE LANGUAGE OF CURRICULUM REFORMS

Karseth

University of Oslo, Department of educational research, OSLO, Norway

Educational goals and agendas seldom get behind the classroom door the way it has been advocated to do. Reforms are not following a linear implementation process and research has pointed to how a reform changes and develops in close connection to the context wherein it operates. The unsettledness of a curriculum reform is also due to the contesting goals of education which can not be realized simultaneously. However and despite that the outcome of a curriculum reform is at best unclear, curriculum reforms play a significant role in defining the language and the discursive terrain of the curriculum making processes, and thereby maintaining or changing the scripts for curriculum policy.

The purpose of this paper is to analyse the changing language of curriculum reforms with a particular focus on the shift from a content-based to an outcome-based curriculum orientation. The theoretical backdrop combines a macro-sociological institutional perspective which offers an approach to understand the patterns, concepts and scripts that are given legitimacy in the transformation processes of the curriculum (cf. Meyer 2000) and a more dynamic approach which underscores how the language of curriculum reforms is defined and translated in line with national and local legacies and mindsets (jf. a Scandinavian neo-institutional approach).

The paper is based on data collected with regard to the reform "The National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training" and the ongoing work on developing the higher education curricula in line with the national qualifications framework for higher education. The data consists of core documents related to these two reform processes.

The analysis shows that the language of curriculum reforms on all levels in the educational system has changed as learning outcome has been put to the fore. Furthermore, former distinctions between educational levels as well as types of education have been put aside through the language of connection, smooth transitions, seamlessness, lifelong learning and universal rights. Finally, the language is contested by stakeholders who emphasize the importance of school subjects and academic disciplines.

NETWORK 5 / SYMPOSIUM 2:

CURRICULUM RESHUFFLING: A NORDIC PERSPECTIVE

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A212

ORGANIZER: BERIT KARSETH

DISCUSSANT:

321 THE RECONTEXTUALISATION OF KNOWLEDGE IN STANDARDS-BASED REFORMS: THE ONGOING CURRICULUM REFORM (LGR11) IN SWEDEN

Sundberg, Sundberg

University of Linné, VÄXJÖ, Sweden

The international movement of standards-based reforms keeps on influencing national educational reforms worldwide with its promises of raised achievements and improved results. In the paper the process of recontextualisation in the Swedish case of The National Curriculum for Compulsory School 2011 (Lgr-11) is addressed. In international curriculum research the 'knowledge issue' has recently been subject to an extensive debate, sparked off by Young and his "Bringing knowledge back in" (2008). The purpose of the paper is to examine what kind of politics of knowledge that follows with the standards movement and how it is recontextualised and translated into national curriculums texts. In the paper the national curriculum is analysed with respect to the criteria of standards-based reform. The categories of purpose, central content and knowledge standards in the Swedish curriculum document are investigated. The results highlight the major elements of the curriculum consisting of different knowledge foci. The impact from transnational 'scripts' for standards-based curriculum reforms is however considerable. In the last section the 'knowledge issue' is discussed in relation to three different types of knowledge claims. Curriculum as fact, curriculum as act and as practice are distinguished as different points of departure raising knowledge claims in curriculum decision-making. Based upon major transformations of the concept on knowledge in contemporary knowledge policies and curriculum reforms the paper argue for developing re-conceptualizations on curriculum as practice and implications for a reconstructive curriculum theory are addressed.

NETWORK 5 / SYMPOSIUM 2:

CURRICULUM RESHUFFLING: A NORDIC PERSPECTIVE

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A212

ORGANIZER: BERIT KARSETH

DISCUSSANT:

324 ANALYSES OF CURRICULA IN THE DANISH HIGH SCHOOL: THE RELATIONSHIP GOALS, TESTS AND STUDENT RESPONSES

Rasmussen

University of Aarhus, KØBENHAVN, Denmark

The subjects in the Danish high school are described through their identity, goals, and content. If this is seen in an input/output-model we find the academic goals and the content descriptions on the input side and the tests at the output side. The study is an analyses of the relationship between academic goals, tests and student responses I the subjects English and Physics. The study is firstly implemented by a text based analyses of the individual elements (goal/content, test, response) in the entire process from goal to response, and then secondly by a comparative analyses of these individual elements.

Goals/content, test design and test response are manifest elements in the model which makes up the design of the study while teaching and response activity are processes, i.e. so called black boxes.

NETWORK 5 / SYMPOSIUM 2:

CURRICULUM RESHUFFLING: A NORDIC PERSPECTIVE

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A212

ORGANIZER: BERIT KARSETH

DISCUSSANT:

326 THE NORDIC CURRICULUM: A 10-YEAR PERSPECTIVE

Sivesind¹, Afsar¹, Bachmann²

¹University of Oslo, OSLO, Norway

²Møreforskning, MOLDE, Norway

The present paper analyses rationales for educational reform in the Nordic countries over the last 10 years and examines the formation of different programs at the national level. By conducting a content analysis of national curriculum frameworks in Sweden, Denmark, Finland and Norway, we compare how the national curriculum is reshuffled between descriptive and normative prescriptions. First we give an overview of curriculum reform for comprehensive schooling in the Nordic countries. Thereafter we introduce the dimension of conditional and aim-oriented programs (Luhmann, 1995) and distinguish between four types of curriculum reform which regulate schooling according to a set of conditions and/or expectations. In adopting our framework for analysing curriculum documents (Sivesind, Bachmann, & Afsar, 2003), we show how curriculum during the last 10 years moves towards aim-orientation in all Nordic countries, expecting pupils to accomplish a set of goals. In some countries, curriculum is also aligned to formal examination and evaluation control, which assume students to learn a particular content and achieve minimum requirements at different levels (Westbury, 2007). A preliminary finding indicates that the normative-descriptive dimension varies between the Nordic countries as well as to what degree student assessment and evaluation control influence curriculum as a regulative text within a national context.

Luhmann, Niklas. (1995). *Social Systems*. Stanford, California: Stanford University Press.

Sivesind, Kirsten, Bachmann, Kari, & Afsar, Azita. (2003). *Nordiske læreplaner*. Oslo: Læringscenteret.

Westbury, Ian. (2007). Making curricula: Why States Make Curricula, and How. In F. Michael Connelly (Ed.), *The SAGE Handbook of Curriculum and Instruction* (pp. 45-65). Toronto: Sage.

NETWORK 6 / SYMPOSIUM 1:

TRANSNATIONAL TENDENCIES AND NORDIC EDUCATIONAL LEADERSHIP DEVELOPMENT

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D219

ORGANIZER: PIA SKOTTE

DISCUSSANT:

Organizer's abstract (102)

Moos¹, Skotte², Raae³, Hjort³, Uljens⁴, Møller⁵, Ärlestig²,
Frederiksen³, Björk⁴, Holmgren², Skedsmo⁵, Johansson²

¹DPU-Aarhus university, COPENHAGEN NV, Denmark

²Umeå University, UMEÅ, Sweden

³University of Southern Denmark, ODENSE, Denmark

⁴Vasa University, VASA, Finland

⁵Oslo University, OSLO, Norway

The Nordic research network, NordNet, addresses how transnational tendencies are "translated"- interpreted, negotiated and handled - in the practice of educational leadership in the Nordic countries, and looks into the consequences for students, teachers and school leadership.

Generally speaking we see a strong neo-liberal tendency in finances and societies as the urge to include more and more fields of society into the Global market place. The emphasis on governance is moving towards more market than state, and from welfare state towards competitive state thinking. This brings changes in the public sector structures and governance with impact on educational leadership as relations between state, municipality and institution are changing, and with effects on educational thinking and policies from a welfare state focus on educating for participatory democracy towards a focus on employability and competition on the Global scene.

This symposium will discuss the trends and effects of this development through five themes: (1) There is a trend towards establishing more private schools. What does it mean for educational leadership? (2) Leadership is being professionalized. What does it mean for relations to teachers? (3) Financial and political focus is shifting from state towards market. What does it mean for democracy in public sectors and in schools? (4) Market thinking brings more focus on accountabilities. What does it mean for school leadership? (5) The concept of successful school and successful school leadership is moving. What does it mean for Nordic school leaders?

Presentations

1. Public/private schools: Pia Skotte, Umeå University, Peter henrik Raae and Katrin Hjort, University of Southern Denmark.
2. Reprofessionalization of Nordic school leadership: Michael Uljens, Vasa University, Jorunn MÅller, University of Oslo, Helene Årlestig, Umeå University, Lars Frode Frederiksen, University of Southern Denmark.
3. Leadership for democracy? Lejf Moos, DPU-Aarhus University, Gøran Bjørk, Vasa University.
4. Accountability: Mikael Holmgren and Olof Johansson, Umeå University, Guri Skedsmo, University of Oslo.
5. Successful school leadership: Lejf Moos, DPU-Aarhus University, Guri Skedsmo, University of Oslo, Olof Johansson, Umeå University.

NETWORK 6 / SYMPOSIUM 1:

TRANSNATIONAL TENDENCIES AND NORDIC EDUCATIONAL LEADERSHIP DEVELOPMENT

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D219

ORGANIZER: PIA SKOTTE

DISCUSSANT:

103 LEADERSHIP FOR DEMOCRACY?

Moos¹, Björk²

¹DPU-Aarhus university, COPENHAGEN NV, Denmark

²Vasa University, VASA, Finland

There is a general trend in Nordic countries over the past 30-40 yers, to move from a welfare state discourse towards a competitive state discourse and therefor also to move from emphasis on education for participatory democracy towards a focus on employability. The shift has also produced a different view on school leadership. Although all Nordic societies seem to move in the same direction, the pace and foci differ from country to country.

NETWORK 6 / SYMPOSIUM 1:

TRANSNATIONAL TENDENCIES AND NORDIC EDUCATIONAL LEADERSHIP DEVELOPMENT

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D219

ORGANIZER: PIA SKOTTE

DISCUSSANT:

375 INDEPENDENT SCHOOLS IN DIFFERENT NORDIC CONTEXTS - IMPLICATIONS FOR SCHOOL LEADERSHIP

Skott¹, Raae², Hjort², Kofod³

¹Uppsala university, Department of Education, UPPSALA, Sweden

²University of Southern Denmark, ODENSE, Denmark

³Aarhus university, COPENHAGEN, Denmark

The Nordic countries are in many ways very similar. They are small countries with strong emphasis on compulsory schools, for all children. That is - schools are not seen as having only a meritocratic purpose, but a democratic one as well. During the last 20 years the Nordic school systems have also experienced very similar developments regarding the governing of schools. One main characteristic is that the systems are decentralized with strong focus on municipalities. Democratic education and decentralized systems are thus two important aspects regarding education in the Nordic countries. In this paper we use these two aspects to be able to analyze a third aspect of today's education: the presence of independent schools.

Independent schools are sometimes used synonymous with private schools, although another understanding of the concept is that independent schools are part of the public system, since they are to some extent financed, regulated and controlled by state or municipality actors. No matter what definition used it becomes obvious that the Nordic countries differ regarding to what extent the various countries have opened up the public system to include other providers of schools. While Sweden and Denmark have been more liberal regarding the independent schools, the rest have had a more restricted policy towards them. The aim of this paper is to go beyond the obvious similarities and illuminate if there are any differences between the Swedish and the Danish models, and if so, what can be learned from that.

In the paper we analyze the independent schools regarding the linking between the official and the private zone. What regulations are there regarding independent schools when it comes to regulation, finance and control of the schools? We also analyze them from the democratic aspect with focus on the different school forms within the system, distinguishing between preschools, elementary schools

SYMPOSIA ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



and upper secondary schools. Do the regulations look the same across the school system borders or do they differ? And if so how can we explain and understand them? Finally we discuss the implications of the findings for school leaders working in different Nordic contexts.

NETWORK 6 / SYMPOSIUM 1:

TRANSNATIONAL TENDENCIES AND NORDIC EDUCATIONAL LEADERSHIP DEVELOPMENT

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D219

ORGANIZER: PIA SKOTTE

DISCUSSANT:

528 DELEGATION AND ACCOUNTABILITY IN EDUCATIONAL ADMINISTRATION: THE CASES OF NORWAY AND SWEDEN

Moos¹, Holmgren², Johansson², Skedsmo³

¹DPU-Aarhus university, COPENHAGEN NV, Denmark

²Umeå University, UMEÅ, Sweden

³Oslo University, OSLO, Norway

Accountability, as we use the term, refers to when an actor in virtue of contractual obligations has the right to hold another actor to a set of standards, to judge whether the standards have been met, and to impose sanctions if the standards are deemed unfulfilled. In this article we compare how (and if) these rights have been distributed and enacted in educational administration in Norway and Sweden. By specifying contractual obligations we wish to separate accountability from other kinds of asymmetric power relations, such as those between parent and child, and focus on acts of delegation.

NETWORK 6 / SYMPOSIUM 1:

TRANSNATIONAL TENDENCIES AND NORDIC EDUCATIONAL LEADERSHIP DEVELOPMENT

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D219

ORGANIZER: PIA SKOTTE

DISCUSSANT:

104 SUCCESSFUL SCHOOL PRINCIPALSHIP

Moos¹, Skedsmo², Johansson³

¹DPU-Aarhus university, COPENHAGEN NV, Denmark

²Oslo University, OSLO, Norway

³Umeå University, UMEÅ, Sweden

We visited a number of schools in two phases, so when we went back to the Nordic ISSPP schools and the principals to investigate the extent to which the success had been sustained over the five-year period, we found that the governing structures of schools, the definitions of quality, the methods to measure quality, and the criteria of success had changed. Consequently, our study could not be a matter of investigating whether schools and principals did as good as they did five years ago in building productive and supportive environments for teaching and student learning. To a certain degree, our evaluation of their success had to be changed too. We found it more interesting to explore how and to what extent the principals could stay successful in relation to changing expectations and demands from within and from the outside of schools. As such, we chose the following research questions to guide our investigation:

- What characterises recent changes in the external context of school leadership?
- How is leadership is being reflected and enacted in practice in order to respond to changing expectations (re: direction, staff, organization, program and environments)?

We start analysing the changes in external and internal contexts to school leadership, based on the case stories. Following that we summarise the analyses of perceptions of their leadership practice and we discuss why the success of the principals has been sustained.

NETWORK 6 / SYMPOSIUM 2:

CROSS-NATIONAL COMPARISONS OF DENMARK, NORWAY AND SWEDEN - QUALITY ASSURANCE, EDUCATIONAL REFORM AND MUNICIPAL RESTRUCTURING

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A407

ORGANIZER: OLOF JOHANSSON

DISCUSSANT:

Organizer's abstract (474)

Johansson¹, Moos², Merok Paulsen³

¹Centre for Principal development Umeå university, UMEÅ, Sweden

²DPU-Aarhus University, COPENHAGEN, Denmark

³Hedmark University College, HEDMARK, Norway

Introduction

In this symposium we report comparative findings on local school governance from Denmark, Norway and Sweden, based on parallel surveys undertaken simultaneously among superintendents in Denmark, Norway and Sweden. The cross-national nature of the symposium will provide a useful setting for examining the role of local and district school governance also in a Global setting. The empirical data from our studies will permit us to look across these national settings for common themes as well as highlighting important political, social, and developmental experiences.

The Research Questions for the symposium

The findings of our parallel studies will be utilized to address research questions in relation to Quality systems, educational reform and restructuring in the school sector.

Presentations

Quality Assurance in the Scandinavia

Lejf Moos

This paper discusses different systems for quality assurance in a Scandinavian context. The analysis shows that there are differences according to how it's done, what is done, with whom it's done, who the principal agent is and where the inspiration to the system comes from.

Crossing Waves of Municipal Restructuring in Scandinavian Municipalities

Jan Merok Paulsen and Hans Christian Høyer, Hedmark University College.

The purpose of this paper is to present the essence of how different restructuring waves in the Norwegian municipality sector have affected local school governance during the last decade. The paper analyses effects on the school superintendent's leadership role within the municipality organization and make Scandinavian comparisons.

Local School Governance in Scandinavian Municipalities

Olof Johansson, Håkan Myrlund, Elin Stark, Mikael Holmgren and Elisabet Nihlfors, all from Umeå University.

The purpose of the paper is to present findings from different large-scale survey among superintendents and local school politicians in the Scandinavian countries. Focus will be on the relation between decentralization and centralization and the effects of these measures on the school district and school level. A special interest will be linked to the reforms in relation to the new school act.

NETWORK 9 / SYMPOSIUM 1:

TEACHING AND EXCISTENCE

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D219

ORGANIZER: SILVIA CLAESSION

DISCUSSANT:

Organizer's abstract (219)

Claesson

Göteborgs universitet, GÖTEBORG, Sweden

A well-known fact is that many teachers do not find pedagogical research very useful. How can we carry out scientific studies so that teachers recognise the knowledge as significant for their own teaching and for student learning? The so-called silent knowledge tried to touch upon questions, which had with ethical as well as subtler nuances in classroom contexts to do.

In this symposium we will present a way to use hermeneutical-phenomenological theoretical ground in empirical didactical research in order to describe dimensions in teaching that touch upon existential dimensions.

The aim is to present the complexity of teaching as well as pointing at some critical incidences.

The symposium will be introduced by Silwa Claesson who will tell about a group of researchers and their way of working as well as the overall aim of the hermeneutical-phenomenological studies carried out by this group. Ilona Rinne will tell about what happens when teachers and their pupils talk about marks just before the end of the term. Cecilia Nielsen will focus on pupils, young as well as grown ups, who have difficulties with their reading and writing and how can be treated. Annika Lilja has studied classroom interaction with the focus on trust between teachers and their pupils. Ulla Andrén will talk about how to gain self-knowledge and what it means to some teachers. At last Magnus Levinsson will discuss what happens in classrooms as teachers encounter so called evidence-based knowledge.

NETWORK 9 / SYMPOSIUM 1:

TEACHING AND EXCISTENCE

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D219

ORGANIZER: SILVIA CLAEISSON

DISCUSSANT:

130 EXISTENTIAL ASPECTS OF GRADING

Rinne

University of Gothenburg, GÖTEBORG, Sweden

This presentation will focus the existential aspects of grading as they are shown in the interaction between a teacher and her two students when they talk about grades. The Swedish criterion - referenced grading system demands teachers to update students on the grades awarded. A common way to handle this requirement is to offer students a grade conference. The study is based on video recorded material of such conferences taken from Swedish upper-secondary school. The results show that grades don't only reflect student's knowledge. Aspects as disappointment, care, mutual conformation and maintaining a good relationship have come into sight in the interpretation of the interaction between the teacher and her students. Grade and assessment issues are frequently discussed both in Sweden and abroad. Therefore it is of great concern to show how grades can be understood and handled in a specific situation in order to achieve deeper understanding of the complexity of grading.

NETWORK 9 / SYMPOSIUM 1:

TEACHING AND EXCISTENCE

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D219

ORGANIZER: SILVIA CLAEISSON

DISCUSSANT:

71 I CAN!

Nielsen

University West, TROLLHÄTTAN, Sweden

In the symposium I want to discuss what students with severe reading and writing problems or dyslexia tell about what help and support they want from their teachers.

The theoretical framework of the study is life world phenomenology, especially focussing on Merleau-Ponty's body concept, the lived body (1962, 1999). Data were produced in recurrent conversations with the nine participants in the study during one academic year. Analysis was carried through hermeneutically.

The results indicate that crucial aspects for those who struggle with reading and writing are that the teacher provides them with time, space and necessary tools for learning. Most important is that the teacher recognizes their striving and supports their experience of I can. To be able to overcome one's literacy difficulties thus appears to be an existential matter.

Since reading, writing, and literacy are of great importance in all educational settings today, as well as at work and for life in society, this study is relevant not only in the Nordic countries but around the world.

NETWORK 9 / SYMPOSIUM 1:

TEACHING AND EXCISTENCE

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D219

ORGANIZER: SILVIA CLAEISSON

DISCUSSANT:

122 WORKING ALLIANCES IN SCHOOL

Lilja

University of Gothenburg, GÖTEBORG, Sweden

The aim of the presentation is to describe an often silent aspect of teachers' work, the establishing of working alliances with the students.

This presentation is a part of a PhD work performed in a lifeworld phenomenological approach. Five teachers in the Swedish compulsory school have been observed during their lessons. The field notes have been analysed in a hermeneutical way.

The conclusions are that the interpersonal relations between students and teacher in school are an aspect of teaching that takes a lot of the teachers' time and attention during lessons. To establish a working alliance is about teachers who perceive the student as the person he or she is and can be, not just as any student. It is about being-to-the world, i.e. where the teacher influences the students, and the students influence the teacher.

This existential dimension is of relevance for all teachers' work, not only in Sweden. As society has developed the teachers cannot expect that the students just sit in their desks waiting to be educated. Something more is required to reach them.

NETWORK 9 / SYMPOSIUM 1:

TEACHING AND EXCISTENCE

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D219

ORGANIZER: SILVIA CLAEISSON

DISCUSSANT:

382 A TEACHER'S SELF-KNOWLEDGE

Andrén

IDPP Gbg, GÖTEBORG, Sweden

The aim of the research presented in this chapter is to explore what a professional person focusing on self-development learns in training with the method of Psychosynthesis. A phenomenological life world approach is used to understand what persons learn and how they experience their professional situation. In the case of Elsa, presented in this chapter, she gives an account of a major change in her experience of herself. She describes how she has moved from a sense of "doing" to a sense of "being", this has an impact on many areas of her profession. She feels more mature and has more confidence in herself, which makes her feel freer. She is more aware of her own importance in relation to her students. Further, she has attained insights that are useful in dealing with conflicts, ethically sensitive situations, as well as in sensing the limits of other people. Against a background of professional research that describes the conflicting demands in the work of a teacher, this study will contribute with results showing how self-awareness and self-knowledge could be of value for the professional person. Moreover, it can contribute to the understanding how professional judgment can be developed in professional education.

NETWORK 9 / SYMPOSIUM 1:

TEACHING AND EXCISTENCE

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D219

ORGANIZER: SILVIA CLAEISSON

DISCUSSANT:

483 EVIDENCE AND EXISTENCE

Levinsson

Göteborgs universitet, GÖTEBORG, Sweden

This paper examines the lived experiences of a teacher trying to develop strategies in formative assessment. Formative assessment is seen by some policy-makers as a 'quick fix' that can raise standards of achievement. The political discussion on formative assessment reflects assumptions close to the 'classical model' of evidence-based practice that simply requires of teachers to 'apply' research evidence.

This paper is based on a case-study of a teacher in a Swedish upper-secondary school participating in a local developmental work aimed at putting formative assessment into practice. The results show that development of formative assessment in this particular case is closely connected with different themes of lived experience. Such as seeing one's own shortcomings as a teacher, discovering new possibilities in the classroom, feeling the gaze of other teachers, and in the search for answers finding new questions about teaching. These multifaceted lived-through qualities of teacher experience disqualifies the assumption that teachers simply can 'apply' formative strategies in their classrooms. The evidence-based practice movement may have to take such existential dimensions into account to develop into a credible proposal for teachers.

NETWORK 10 / SYMPOSIUM 1:

TEACHERS' USE OF ICT IN HIGHER EDUCATION: A SLOW RIDE INTO THE FUTURE 1 (TO BE CONTINUED)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A212

ORGANIZER: LARISSA SJARBAINI

DISCUSSANT:

Organizer's abstract (139)

Habib¹, Bøe², Asting³, Sjarbaini¹, Johannesen¹, Massou⁴, Haug¹, Swanberg³

¹Oslo and Akershus University College of Applied Sciences, OSLO, Norway

²Telemark University College, PORSGRUNN, Norway

³BI Norwegian Business School, OSLO, Norway

⁴University of Metz, METZ, France

Research topic/aim

Although information and communication technology (ICT) pervades in all aspects of academia, little is known about actual use of the various technological tools that faculty encounter within the realm of their academic work, including teaching, research, administration, networking etc. As context for our research we chose both France and Norway, mostly because our first-hand knowledge of both educational systems suggested that there might be substantial differences as far as how technology is used to support teaching at a university or college level.

Theoretical and methodological framework

We take a sociomaterial approach, which we believe has the potential to map out both human and non-human elements (for example users and technologies) as well as the relationships between these elements. Such an approach has informed both the design and analysis of our research project - including qualitative and quantitative data.

(Expected) conclusions/findings

We only just started analyzing the data, but there are some consistent indications on vulnerability in relation to technology, dependence on different tools and workload. The qualitative data put forward ethical issues, e.g. publication of student papers on the web, teachers' identity when using the LMS, or keeping in control over ones time and activities.

The quantitative part of the project shows that learning platforms remain mostly used as a professional administrative tool, e.g. posting lecture notes. Most respondents do seem to be aware of the possibilities that ICT can provide, but there still is a great gap between the teachers' perspective on ICT use and how ICT is actually used.

Relevance to Nordic educational research

The Nordic countries are famous for being at the forefront in terms of research based on sociomaterial approaches, where the relationship between humans and artefacts is taken seriously and investigated in detail. Nordic educational research has not yet embraced sociomaterial approaches widely, which makes this research both relevant to the conference and a possible source of inspiration for the audience.

NETWORK 10 / SYMPOSIUM 1:

TEACHERS' USE OF ICT IN HIGHER EDUCATION: A SLOW RIDE INTO THE FUTURE 1 (TO BE CONTINUED)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A212

ORGANIZER: LARISSA SJARBAINI

DISCUSSANT:

84 DOES ICT CHANGE TEACHERS' WAYS OF WORKING?

Bøe¹, Swanberg²

¹Høgskolen i Telemark, PORSGRUNN, Norway

²BI Norwegian Business School, OSLO, Norway

Purpose of study

The purpose of this study is to gain knowledge about how ICT influence and change university teachers' ways of working with their teaching assignment. Little is known about actual use of the various technological tools that faculty encounter within the realm of their teaching. Little is also known about how teachers' attitudes to these tools impact their actual use. Our main research question is concerned with how ICT changes the traditional ways of working with teaching and learning in higher education at the teacher's level. Our hypothesis is that ICT operates as an actant that influences and changes the way the teacher approaches his or her teaching task.

Theory

In order to identify how human (teachers and students) and non-human elements (ICT) interact and influence on each other we are using Actor-network Theory (Fenwick and Edwards, 2010). This theory takes a sociomaterial approach (Orlikowski, 2007) which help us to identify both the social and the material elements (for example users and technologies) as well as the relationships between these elements.

Expected findings

A national wide study in Norway among university teachers (Wilhelmsen, Ørnes, Kristiansen, and Breivik, 2009) showed that the traditional classroom teaching in higher education has not changed significantly due to the introduction of learning management systems (LMS) and use of ICT in general. In our study the LMS seems to have further supported the need of publishing course material and posting of messages to students. The teachers' use of ICT in general has however increased from the 2008 survey. In order to expand our knowledge about how teachers work to apply ICT in teaching and

learning we expect that when correlating teachers' attitude to teachers' actual use, the present study will help us to find some answers about how ICT influence the teachers' ways of working.

References

Fenwick, T., and Edwards, R. (2010). Actor-Network theory in education. NY, Routledge.

Orlikowski, W. J. (2007). Sociomaterial practices: Exploring technology at work. *Organization Studies*, 28(9), 1435-1448.

Wilhelmsen, J., Ørnes, H., Kristiansen, T., and Breivik, J. (2009). Digitale utfordringer i høyere utdanning, Norgesuniversitets IKT- monitor.

NETWORK 10 / SYMPOSIUM 1:

TEACHERS' USE OF ICT IN HIGHER EDUCATION: A SLOW RIDE INTO THE FUTURE 1 (TO BE CONTINUED)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A212

ORGANIZER: LARISSA SJARBAINI

DISCUSSANT:

140 PERSPECTIVES ON THE PARTICIPATION AND INVOLVEMENT OF TEACHING STAFF IN THE IMPLEMENTATION OF E-LEARNING

Habib, Johannesen, Sjarbaini

Oslo and Akershus University College of Applied Sciences, OSLO, Norway

Research topic/aim

Issues of participation and involvement of users are broadly recognized as central for the success of implementation of new technology or the development of existing technological solutions. This is also widely held as true for e-learning in Higher Education. This paper investigates whether and to what extent academic users of learning technologies are and feel involved in the decision making processes related to choice of technology and the methods used for implementing it.

Theoretical and methodological framework

The paper uses Actor- Network Theory as a backdrop in order to gain rich insights into issues of involvement and participation. The methodology used is a combination of a qualitative exploration of the concept of involvement (through interviews and self-reported logs) and a quantitative study of how much academics participate in decisions regarding learning technologies.

Expected conclusions/findings

We find that the concepts of involvement and participation are not greatly present in the discourses of academic, and do not emerge as prevalent when looking at actual use of the technologies. The implementation of technology is often seen as something that "just happens", and most respondents' descriptions of how the decision making processes are carried out are at best vague and abstract.

An interesting finding is that few respondents are aware of the existence of e-learning strategies, be they at the national, institutional or faculty level. Learning technologies are generally mostly taken for granted, and frustrations arising in relation with technology use rarely translate into attempts to modify the technology or request modification from the producer.

Relevance to Nordic educational research

The Nordic countries are famous worldwide for their focus on involvement and participation, and this part of the study sheds light on exactly those concepts, contributing to nuance a reputation that may be more mythical than factual.

Attachment to NERA-network and/or symposium

Teachers' use of ICT in higher education: A slow ride into the future.

NETWORK 10 / SYMPOSIUM 1:

TEACHERS' USE OF ICT IN HIGHER EDUCATION: A SLOW RIDE INTO THE FUTURE 1 (TO BE CONTINUED)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A212

ORGANIZER: LARISSA SJARBAINI

DISCUSSANT:

150 THE (IN)COMPETENCE OF TEACHERS' USE OF ICT IN HIGHER EDUCATION

Sjarbaini, Holte Haug

HiOA, OSLO, Norway

A competent teacher in the 21st century is not the competent teacher from 50 years ago, not even 10 years ago. A competent 21st century teacher in higher education is one who has integrated information and communication technology (ICT). It is not a question of yes-ICT or no-ICT, but of when-ICT and how-ICT. Integrating ICT implies more than simply knowing how to use a computer or using basic software necessary to give lectures. This paper argues for a sociomaterial perspective to explore mechanisms and issues that comprise teachers' competence.

The sociomaterial perspective emphasizes the impact of the material on the social as a whole - this implies that we cannot see human activity apart from its material surroundings, because of the dynamic interactive character of the human-material relation. Therefore, understanding competence, and ICT use as part of that, we should take a broader perspective that gives full credit to the impact of ICT as a whole.

To ensure a comprehensive methodological approach to our research topic, we use triangulation (using both qualitative, interviews, and quantitative, questionnaires). This methodological approach enables deeper understanding in a sociomaterial sense, understanding teachers' use of digital media as part of their competence from different perspectives.

Very basic ICT use, such as e-mail, is as normal as using a pen. But the somewhat more advanced ICT use, for instance the use of digital resources, does not seem to be widespread. Competence in using ICT is regarded as important, but not as important as 'strict' pedagogical competence. Teachers indicate that they would like to be trained in the pedagogical use of ICT, it seems however that they do not consider social media such as Facebook in this perspective.

NETWORK 10 / SYMPOSIUM 1:

TEACHERS' USE OF ICT IN HIGHER EDUCATION: A SLOW RIDE INTO THE FUTURE 2 (... CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A212

ORGANIZER: LARISSA SJARBAINI

DISCUSSANT:

Organizer's abstract (139)

Habib¹, Bøe², Asting³, Sjarbaini¹, Johannesen¹, Massou⁴, Haug¹, Swanberg³

¹Oslo and Akershus University College of Applied Sciences, OSLO, Norway

²Telemark University College, PORSGRUNN, Norway

³BI Norwegian Business School, OSLO, Norway

⁴University of Metz, METZ, France

Research topic/aim

Although information and communication technology (ICT) pervades in all aspects of academia, little is known about actual use of the various technological tools that faculty encounter within the realm of their academic work, including teaching, research, administration, networking etc. As context for our research we chose both France and Norway, mostly because our first-hand knowledge of both educational systems suggested that there might be substantial differences as far as how technology is used to support teaching at a university or college level.

Theoretical and methodological framework

We take a sociomaterial approach, which we believe has the potential to map out both human and non-human elements (for example users and technologies) as well as the relationships between these elements. Such an approach has informed both the design and analysis of our research project - including qualitative and quantitative data.

(Expected) conclusions/findings

We only just started analyzing the data, but there are some consistent indications on vulnerability in relation to technology, dependence on different tools and workload. The qualitative data put forward ethical issues, e.g. publication of student papers on the web, teachers' identity when using the LMS, or keeping in control over ones time and activities.

The quantitative part of the project shows that learning platforms remain mostly used as a professional administrative tool, e.g. posting lecture notes. Most respondents do seem to be aware of the possibilities that ICT can provide, but there still is a great gap between the teachers' perspective on ICT use and how ICT is actually used.

Relevance to Nordic educational research

The Nordic countries are famous for being at the forefront in terms of research based on sociomaterial approaches, where the relationship between humans and artefacts is taken seriously and investigated in detail. Nordic educational research has not yet embraced sociomaterial approaches widely, which makes this research both relevant to the conference and a possible source of inspiration for the audience.

NETWORK 10 / SYMPOSIUM 1:

TEACHERS' USE OF ICT IN HIGHER EDUCATION: A SLOW RIDE INTO THE FUTURE 2 (... CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A212

ORGANIZER: LARISSA SJARBAINI

DISCUSSANT:

152 CRITICAL SUCCESS FACTORS IN USING ICT FOR EDUCATIONAL PURPOSES IN HIGHER EDUCATION

Asting¹, Sjarbaini²

¹BI Norwegian Business School/Department of Leadership and Organizational Behavior,
OSLO, Norway

²V.L.R.N. Sjarbaini, Oslo and Akershus University College, OSLO, Norway

Research topic/aim

Although college and university teachers are expected to carry out their work using ICT, it is less clear how and to what extent teachers actually do this. For instance, how do teachers use ICT in their everyday work life, and how do teachers see the relationship between ICT and quality learning? The purpose of this study is to gain greater insight into how the teacher perspective contributes to effective use of ICT in higher education. We therefore focus on teacher attitude, motivation and know-how of teachers' ICT use.

Theoretical and methodological framework

We emphasize that human activity is interactively related to its material surroundings and that 'the social' should be investigated with the same kind of framework as what is used to investigate 'the technological'.

Our study is based on a survey which included both closed and open questions.

Expected conclusions/findings

Our data on ICT use and attitude toward ICT from a teacher perspective, show great discrepancies with data from earlier studies on ICT use from a student perspective. For example, about a quarter of the teachers indicated that ICT as a collaboration tool was an important reason for them to use ICT in their teaching. In contrast, previous studies have reported that more than three quarters of the student respondents indicated that collaboration with other students was a strong motivation for using ICT.

NETWORK 10 / SYMPOSIUM 1:

TEACHERS' USE OF ICT IN HIGHER EDUCATION: A SLOW RIDE INTO THE FUTURE 2 (... CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A212

ORGANIZER: LARISSA SJARBAINI

DISCUSSANT:

200 UNDERSTANDING LINKS BETWEEN ICTS AND TEACHING PRACTICES AT UNIVERSITY: PEDAGOGICAL MODELS, PROFESSIONAL IDENTITY

Massou

Université Paul Verlaine-Metz, METZ, France

Research topic/aim

Actual strong injunctions made to actors of education institutions so that they integrate ICTs in their practices stress especially individualization and personalization of educational practices (self-training, co-operation, collaboration). But several studies about uses show a rather weak integration of these technological tools in teaching activities. Our research aims to analyze meanings and representations that university academics associate to ICTs in their work practice, and to evaluate possible transformations related to their uses.

Theoretical and methodology framework

Our multidisciplinary project (2008-2011) has associated researchers in education and in communication sciences, with collaboration between two research teams in France and in Norway. Starting from a survey carried out with academics of French universities (by interviews and questionnaires), we crossed two theoretical approaches: one questioning pedagogical intentions and choices, and possible changes of paradigm (teaching or training), another one based on a communicational study of meanings of ICTs' use.

(Expected) conclusions/findings

We will explain our results according to three main axes: pedagogical models associated with the use of ICTs, professional identity's tensions created, revealed or amplified by ICTs' use, relationships to university's authorities about ICTs' integration. Among some identified factors are: the missing link with pedagogy, identity's tensions in university academics' trade, absence of collective dynamics, representations of university's role.

Relevance to Nordic educational research

Our collaboration with a Scandinavian country, Norway, will make it possible to cross our French results with those of a similar country for its level of ICTs' integration in higher education, but a different one by its more frequent use of socio-constructivist pedagogies. It will help us to identify more non-technical factors of use.

Attachment to NERA-network and/or symposium

This paper is attached to the proposition of symposium called "Teachers' use of ICT in higher education: A slow ride into the future".

NETWORK 10 / SYMPOSIUM 2:

HIGHER EDUCATION INTERNATIONALIZED: GLOBALIZATION, MARKETIZATION AND NEW FORMS OF CITIZENSHIP 1 (TO BE CONTINUED)

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A212

ORGANIZER: GRITT NIELSEN

DISCUSSANT:

Organizer's abstract (473)

Nielsen

Aarhus University, Dep. of Education, COPENHAGEN, Denmark

With the imaginary of the world as a 'global knowledge economy', the internationalisation of higher education has become of high political priority. As a political response to the challenges and opportunities of so-called 'globalisation', governments worldwide argue that 'internationalisation' is needed to make their countries prosper as leading knowledge societies and to provide their citizens with the central capacities to work in conditions of uncertainty and ever changing international and multicultural environments. Today, 'internationalisation' of higher education includes as diverse initiatives as the enhancement of intercultural understanding and skills for students, increased student/staff mobility, the export of education systems and the establishment of branch campuses. Over the past decades, cross-/trans-border education has grown tremendously and it is now up for negotiation how students and staff are to orientate themselves as new kinds of academic, national, regional and/or global citizens. Historically, and with a shifting balance between them, the rationales for 'internationalisation' in higher education have ranged from social/cultural, political, academic and economic ones. Today, in many countries the quest for internationalization has gone hand in hand with a growing commercialization and privatization of educational offers; students are asked to conceive of themselves as consumers/customers and encouraged to see education as an investment in their own intellectual capital.

This symposium sets out to discuss the relations between 'globalization' (as empirical and/or analytical term) and diverse efforts to 'internationalize' higher education worldwide. Ranging from studies of inter/national policies and organizational practices, to a country's or university's establishment of universities in foreign countries, the teaching and learning in the international classroom, and the educational experiences and approaches of international (fee-paying) students, the symposium asks how current reforms and practices of 'internationalization' work to imagine and create citizens - academic, national, regional, global - with certain skills, virtues and capabilities.

NETWORK 10 / SYMPOSIUM 2:

HIGHER EDUCATION INTERNATIONALIZED: GLOBALIZATION, MARKETIZATION AND NEW FORMS OF CITIZENSHIP 1 (TO BE CONTINUED)

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A212

ORGANIZER: GRITT NIELSEN

DISCUSSANT:

163 QUALIFICATIONS FRAMEWORKS AS RESPOND TO CONFLICTING IMAGINARIES OF GLOBALIZATION WITHIN THE BOLOGNA PROCESS

Saruw

University of Copenhagen, COPENHAGEN, Denmark

Topic and aim

Worldwide, qualifications frameworks that define what a learner should know, and is able to do on the basis of a certain degree, have become a dominant political respond to different imaginaries of globalisation.

In the Bologna process it is argued that such qualifications frameworks are essential to creating a long term quality assurance the, that 1) respond to tomorrow's need for competences, 2) create a necessary comparability for the global market, 3) facilitate movement of students and staff between different national education systems and labour markets, and 4) help the institutions to develop modules and study programmes based on standardized learning outcomes and credits.

In recent studies on the Bologna process (Fejes 2008, Ozga 2011) it is hence argued that qualifications frameworks can be seen as a key tool in an inevitable and univocal European standardization and marketisation of higher education. This paper, however, takes a different stance. By comparing the Danish qualifications frameworks (2003, 2008) and the overarching Bologna framework (2005), I argue that the Danish and European frameworks bear on unlike imaginaries of globalization, and have led to promoting conflicting definitions of what a learner should know as respond to this unknown future.

Theoretical framework

In my analysis I draw on a post-structural approach to qualifications frameworks as discursively constituted and contested technologies for controlling and normalizing certain objectives. Qualifications frameworks are thus not neutral tools, responding to objective challenges of globalization. Rather they must be perceived as a core mean for shaping - or literally 'framing' - what is globalization.

Conclusions and relevance

By focusing on qualification frameworks, the paper unveils some of key the struggles over the significance of globalization in a Danish context that is relative to the overarching European approach. On the basis of my PhD thesis (Sarauw 2011), I'll pay a special attention to the competing ways in which the concept of employability is constructed and promoted within the different frameworks.

NETWORK 10 / SYMPOSIUM 2:

HIGHER EDUCATION INTERNATIONALIZED: GLOBALIZATION, MARKETIZATION AND NEW FORMS OF CITIZENSHIP 1 (TO BE CONTINUED)

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A212

ORGANIZER: GRITT NIELSEN

DISCUSSANT:

314 'GO GLOBAL, STAY LOCAL': EDUCATION REFORM AND CHANGING CONCEPTIONS OF CITIZENSHIP IN SINGAPORE

Christensen

DPU, Aarhus University, KØBENHAVN NV, Denmark

Since 1997 education in Singapore has undergone extensive changes. Under the aegis of a supposed transition to the 'global knowledge economy', education reform is expected to promote new subjective qualities in students - motivation, flexibility and creativity rather than the culture of obedience, rote-learning and examination-orientation traditionally associated with East Asian education systems. Thus, hard work, thrift and unconditional loyalty to the state - for a long time celebrated under the banner of 'Asian values' - no longer exclusively define citizenship in Singapore. Consequently, a whole new struggle over 'Asianness' and, specifically, 'Chineseness', is opened by current education reforms in which Asianness/Chineseness is viewed simultaneously as an impediment (parochialism, lack of initiative) to and a resource (rootedness, discipline) for Singapore's aspirations in the global knowledge economy. The paper details how this struggle over Asianness/Chineseness is played out in terms of expectations for students to be simultaneously global players, staying over-seas for extended periods, and staunch nationals, on the one hand creative and thinking-out-of-the-box and on the other hand unwaveringly loyal to the state.

NETWORK 10 / SYMPOSIUM 2:

HIGHER EDUCATION INTERNATIONALIZED: GLOBALIZATION, MARKETIZATION AND NEW FORMS OF CITIZENSHIP 2 (... CONTINUED)

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A212

ORGANIZER: GRITT NIELSEN

DISCUSSANT:

Organizer's abstract (473)

Nielsen

Aarhus University, Dep. of Education, COPENHAGEN, Denmark

With the imaginary of the world as a 'global knowledge economy', the internationalisation of higher education has become of high political priority. As a political response to the challenges and opportunities of so-called 'globalisation', governments worldwide argue that 'internationalisation' is needed to make their countries prosper as leading knowledge societies and to provide their citizens with the central capacities to work in conditions of uncertainty and ever changing international and multicultural environments. Today, 'internationalisation' of higher education includes as diverse initiatives as the enhancement of intercultural understanding and skills for students, increased student/staff mobility, the export of education systems and the establishment of branch campuses. Over the past decades, cross-/trans-border education has grown tremendously and it is now up for negotiation how students and staff are to orientate themselves as new kinds of academic, national, regional and/or global citizens. Historically, and with a shifting balance between them, the rationales for 'internationalisation' in higher education have ranged from social/cultural, political, academic and economic ones. Today, in many countries the quest for internationalization has gone hand in hand with a growing commercialization and privatization of educational offers; students are asked to conceive of themselves as consumers/customers and encouraged to see education as an investment in their own intellectual capital.

This symposium sets out to discuss the relations between 'globalization' (as empirical and/or analytical term) and diverse efforts to 'internationalize' higher education worldwide. Ranging from studies of inter/national policies and organizational practices, to a country's or university's establishment of universities in foreign countries, the teaching and learning in the international classroom, and the educational experiences and approaches of international (fee-paying) students, the symposium asks how current reforms and practices of 'internationalization' work to imagine and create citizens - academic, national, regional, global - with certain skills, virtues and capabilities.

NETWORK 10 / SYMPOSIUM 2:

HIGHER EDUCATION INTERNATIONALIZED: GLOBALIZATION, MARKETIZATION AND NEW FORMS OF CITIZENSHIP 2 (... CONTINUED)

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A212

ORGANIZER: GRITT NIELSEN

DISCUSSANT:

171 IMAGINING WESTERN EDUCATION: CHINESE PRE-SCHOOL TEACHERS ON THE MOVE

Thøgersen

Institute for Culture and Society, Aarhus University, AARHUS N, Denmark

The around one million Chinese students abroad are playing a crucial role in the exchange of ideas, norms and competences between their country and the rest of the world. The empirical material for this paper is a case study of the cooperation between a Danish university college and a Chinese pre-school teachers training institute. Teaching and learning are fields characterized by strong and often quite stereotyped perceptions of "the West" vs. "China", perceptions linked to both political and personal norms and values. In this project, Danish educators teach pedagogy, psychology, drama, and other topics in China, while Chinese students will go to Denmark for their final year of college. The focus in the paper will be on the Chinese students' perceptions of "Western" and "Chinese" education, particularly in relation to concepts such as play, creativity, democracy, and independent thinking, which are becoming increasingly important for Chinese middle class parents disgruntled by the exam-oriented Chinese education system, and which are all part of what the Chinese institution and its students believe they will gain from the exchange.

At the theoretical level the paper is inspired by theories of individualization, particularly the ideas of Ulrich Beck and their adaptation to Chinese realities by Yunxiang Yan and several others. The young Chinese generation strongly feels the risks and uncertainties of today's society as they are squeezed between, on the one hand, apparently limitless possibilities for social advancement and, on the other hand, an intense competition with very hard odds, particularly for the rural students. In this context studies abroad become a way for students to integrate perceived Western values and competences into their personal biographies with the purpose of increasing their value on a highly competitive job market. Through interviews and documentary research the paper analyzes the expectations involved in studying abroad and suggests some more general perspectives for international education as a mechanism for generating social and mental change.

NETWORK 10 / SYMPOSIUM 2:

HIGHER EDUCATION INTERNATIONALIZED: GLOBALIZATION, MARKETIZATION AND NEW FORMS OF CITIZENSHIP 2 (... CONTINUED)

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A212

ORGANIZER: GRITT NIELSEN

DISCUSSANT:

305 CAUGHT BETWEEN 'INTERNATIONALIZATION' AND IMMIGRATION: THE CASE OF NEPALI STUDENTS IN DENMARK

Valentin

Aarhus University, Dept. of Educ, COPENHAGEN NV, Denmark

In its efforts to make Denmark competitive in the global economy by securing a highly qualified workforce, the Danish government has for some years attempted to attract more talented, international students (UVM 2008). Unintentionally, this branding of Denmark as an 'education country' has resulted in an increasing number of students from poor developing countries being admitted to Danish colleges and universities. Although the number is decreasing Nepali students have since 2007 constituted the third largest group from countries outside the EU. Most are enrolled in self-financed Academy Profession Programs (1½-2 years) or Professional Bachelor's Programs (3½-4 years) primarily in the areas of management, leadership, multimedia design, and nutrition and health, whereas only a limited number enters regular universities.

The students have usually identified the education programs through personal networks, the internet or through recruitment agencies, the latter having been subject to much criticism by Danish authorities and media. The same goes for the institutions, which have been accused for making money on the expense of poor students from developing countries. In response, these have tightened their regulations and requirements to the students, for example, in relation to attendance, examination and correspondence with the immigration authorities - in an attempt to regain legitimacy and to guarantee their academic programs.

Drawing on ethnographic data collected in an on-going project on educational migration from Nepal to Denmark this paper will focus on the shift of transnational education as the privilege of a select elite to a global mass phenomenon and its role in interrelated processes of geographical and social mobility for middle and upper middle class families in the global South. In particular, the paper will address the intersection of internationalization of higher education and immigration policy in a Europe with tightened immigration rules for certain nationalities, and the implication this has for young Nepali's claim for global citizenship.

NETWORK 10 / SYMPOSIUM 2:

HIGHER EDUCATION INTERNATIONALIZED: GLOBALIZATION, MARKETIZATION AND NEW FORMS OF CITIZENSHIP 2 (... CONTINUED)

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A212

ORGANIZER: GRITT NIELSEN

DISCUSSANT:

264 THE LOSS OF THE GLOBALISATION FORMULA OR HOW TO DEVELOP A PERFORMATIVE UNDERSTANDING OF GLOBALISING

Jensen

Department of Education, University of Aarhus, COPENHAGEN NV, Denmark

Especially in political discourse but also in theory, globalisation is often described as an inevitable and teleological process without any specific agency attached to it, a force of nature. The concept emerges as a 'Master-word' naming all the overwhelming processes framing our contemporary world. This rhetoric tends to become a universalistic and inadequate claim encompassing everything from terror to educational systems.

Taking as a starting point the shift of the matter of hermeneutics from method to ontology instituted by Heidegger and ethnographically inspired studies in higher education organisations the paper seeks to explore an understanding of globalisation as a performative phenomenon. Heidegger's subversion of phenomenology into hermeneutics and Derrida's deconstruction of metaphysics radically changes the hermeneutical relation between interpreter and interpreted exposing a fundamental hermeneutical challenge elaborated on by poststructuralists. The paper translates this philosophical impact into performativity theory centering on new perceptions of phenomena and intra-action presented by physicist and philosopher Karen Barad.

Barad argues that the move towards performative alternatives to representationalism shifts the focus to practices and doings. In *Meeting the Universe Halfway* Barad reconceptualizes referentiality claiming that the referent should not be perceived as an observation-independent object but a phenomenon. Through her understanding of phenomena as something constituted by intra-actions between observer and observed Barad fundamentally dismantles the traditional subject-object dichotomy by challenging what can be regarded as real. Perceiving globalisation as a performative phenomenon indicates two major philosophical impacts: One, that globalisation is always globalising meaning always 'in the making'. Two, that the researcher(s) position is a constitutive part of the globalisation phenomenon.

SYMPOSIA ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



The notion of performativity injects globalisation with historicity. This enables the change from a substantialised configuration of globalisation to a verbalized and agency-orientated configuration of globalising providing temporary transparencies of the creation zones in which globalising is performed in different ways by leaders and teachers in university colleges and universities. Engaging with these different 'performances' potentially pave new ways of exploring how (specific) agencies are attached to globalising and to what degree they produce different 'globalisms' while negotiating study programmes or curricular in the intersection between policy reform and organisational practice.

NETWORK 12 / SYMPOSIUM 1:

A NORDIC PERSPECTIVE ON CHILDREN'S PARTICIPATION IN RESEARCH, EDUCATION AND EVERYDAY LIFE

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A410

ORGANIZER: LIV LASSEN

DISCUSSANTS: REIDUN TANGEN AND INGER ASSARSON

Organizer's abstract (186)

Lassen¹, Theie¹, Skovlund², Breilid¹, Berthen³, Møller Sørensen¹

¹University of Oslo, Department of Special Needs Education, OSLO, Norway

²Department of Education, Århus University, ÅRHUS, Denmark

³University of Stockholm, STOCKHOLM, Sweden

Abstract

The importance of capturing and understanding children's experiences and perspectives influencing their education and learning has become more prominent within Scandinavian research and policy during the last decade. Two central topics within this theme are how to promote children's participation in educational research, and how to promote children's agency in their learning processes. These issues are central within Norwegian, Danish and Swedish educational policies of inclusion, equity and adapted education. It is, however, important to discuss epistemological, theoretical, methodological, didactical and ethical aspects of these perspectives. Four papers presented by members of the Nordic Network for Special Educational Research will serve as examples of both qualitative and quantitative research addressing these topics.

First topic: Children's participation in educational research

Introduction: Professor Reidun Tangen, University of Oslo, Department of Special Needs Education.

Papers

- *Students' self reporting in planned and spontaneous student-teacher dialogues in lower and upper secondary school. What do they talk about? Are there differences in teachers and students opinions?*

Associate professor, dr.scient Peer Møller Sørensen and assistant professor, cand. paed. spec. Steinar Theie, University of Oslo, Department of Special Needs Education.

- *Incorporating ethics in method and design in research with children*

Associate professor, Dr. Henrik Skovlund, Department of Education, Århus University.

Second Topic: Children's agency in learning and everyday life

Introduction: Dr. Inger Assarson, University of Stockholm.

Papers

- *Knowledge related literacy in special school ("Grundsärskolan") - a way to expand possibility to interaction and participation.*

Associate professor, Dr. Diana Berthen, University of Stockholm.

- *How can pupil-teachers dialogues promote pupils' agency - movement from dialogues to action!*

Associate professor, Dr. Nils Breilid and professor Liv M. Lassen, University of Oslo, Department of Special Needs Education.

NETWORK 12 / SYMPOSIUM 1:

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ROOM: A410

ORGANIZER: LIV LASSEN

DISCUSSANTS: REIDUN TANGEN AND INGER ASSARSON

468 KNOWLEDGE RELATED LITERACY IN SPECIAL SCHOOL - A WAY TO EXPAND POSSIBILITY TO INTERACTION AND PARTICIPATION

Berthén

Stockholm University, STOCKHOLM, Sweden

Studies are showing how literacy in Swedish Special Schools (Særskolan) to a great extent implies a preparation consisting of mechanical training and understanding of reading and writing. In this way pupils for several years are engaging in preparation for a later learning in literacy. Thus they risk experiencing fragmented forms of literacy event during a long time of schooling.

This presentation is a theoretical approach to literacy built on activity theory tradition with roots in the cultural-historical school.

In using knowledge related literacy approach constituted by meaning making processes pupils are made agents in a construction of literacy.

The outlining in this presentation aims at challenging prevailing discourse within literacy education in Swedish Special Schools.

NETWORK 12 / SYMPOSIUM 1:

A NORDIC PERSPECTIVE ON CHILDREN'S PARTICIPATION IN RESEARCH, EDUCATION AND EVERYDAY LIFE

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A410

ORGANIZER: LIV LASSEN

DISCUSSANTS: REIDUN TANGEN AND INGER ASSARSON

189 HOW CAN PUPIL-TEACHER DIALOGUES PROMOTE PUPIL'S AGENCY IN SCHOOL LIFE?

Lassen, Breilid

University of Oslo, Department of Special Needs Education, OSLO, Norway

In 2009 new educational policies requiring all contact teachers to regularly conduct pupil-teacher dialogues were implemented in Norway. This educational innovation was based on research indicating that the teacher-pupil relationship is perhaps the most important single factor, for the pupils' learning and quality of school life. Focus on dialogical and/or contextual aspects of pupil-teacher dialogues, however, seemed almost non-existing, and a need for systematically studying and theorizing individual pupil-teacher dialogues was evident. Highlights of two qualitative studies investigating how pupil-teacher dialogues may enhance pupils' personal and participatory development as agents in their own schooling will be presented in this symposium.

NETWORK 12 / SYMPOSIUM 1:

A NORDIC PERSPECTIVE ON CHILDREN'S PARTICIPATION IN RESEARCH, EDUCATION AND EVERYDAY LIFE

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A410

ORGANIZER: LIV LASSEN

DISCUSSANTS: REIDUN TANGEN AND INGER ASSARSON

230 INCORPORATING ETHICS IN METHOD AND DESIGN IN RESEARCH WITH CHILDREN

Skovlund

Århus University (DPU), EMDRUP, Denmark

Interview with children raises at least two fundamental questions with regard to the asymmetric relation between the adult researcher and the child. One is to which extent the researcher can ensure that the children's answers are not affected by the hypothetical bias of the researcher. Another is to which extent the researcher can investigate sensitive topics that might be unpleasant to the child. Though the first question is methodological and the second ethical in nature, they are interrelated and call for treatment in the initial design of an investigation with concern to what can be investigated and how. Deciding what question to ask children has to be based upon considerations that explicitly address the dynamics between goal, method and ethics. An example of how such considerations can change the type and wording of questions, will be illustrated with examples from a study with children diagnosed with ADHD and autism.

NETWORK 12 / SYMPOSIUM 1:

A NORDIC PERSPECTIVE ON CHILDREN'S PARTICIPATION IN RESEARCH, EDUCATION AND EVERYDAY LIFE

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A410

ORGANIZER: LIV LASSEN

DISCUSSANTS: REIDUN TANGEN AND INGER ASSARSON

217 STUDENTS' SELFREPORTS ABOUT PLANNED AND SPONTANEOUS STUDENT-TEACHER DIALOGES

Sørensen, Theie

Department of special needs education, University of Oslo, OSLO, Norway

Students' participation in educational research is important for capturing and understanding their experiences and perspectives on issues that may influence their education and learning. How to promote children's participation in educational research entails, however, methodological, didactical and ethical issues. Examples of how students' in lower and upper secondary school report and evaluate planned and spontaneous student-teacher dialogs will be presented in a symposium session to illustrate possibilities and difficulties in children's participation in educational research. A special focus will be on what students talk about and whether there are differences in teachers and students opinions?

NETWORK 12 / SYMPOSIUM 2:

SYMPOSIUM: EDUCATION FOR ALL - A PEDAGOGICAL CHALLENGE

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A222

ORGANIZER: THOMAS BAROW

DISCUSSANTS:

Organizer's abstract (215)

Barow

University of Borås, BORÅS, Sweden

Even though education for all can nowadays be taken for granted in most European countries, there is an undoubtedly uncertainty on how it can be realised. Within the Nordic countries considerable differences in practicing school can be perceived. In this context, first of all the education of children with disability can still be seen as a pedagogical challenge. The symposium with participants from four Nordic countries will give the opportunity to discuss new tendencies and actual developments, similarities and differences in the North.

NETWORK 12 / SYMPOSIUM 2:

SYMPOSIUM: EDUCATION FOR ALL - A PEDAGOGICAL CHALLENGE

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A222

ORGANIZER: THOMAS BAROW

DISCUSSANTS:

420 EDUCATION FOR ALL - A PEDAGOGICAL CHALLENGE. THE DANISH PERSPECTIVE

Tetler

DPU, Aarhus University, COPENHAGEN, Denmark

The focus is on the challenge of building capacity in municipalities for creating inclusive schools in order to meet the government's expectations of providing education that ensures good learning outcomes for all pupils while fostering social and educational inclusion. Thus, inclusion is no longer just a matter of international declarations, but also a matter of expectation and policy - and so primarily a matter of implementation at scale. However, the large number of pupils who are marginalized clearly indicates that the existing knowledge-base about, and experiences with, development of inclusive practices has limited impact and sustainability in the long run. The question, then, is how to rethink capacity building and competence development?

NETWORK 12 / SYMPOSIUM 2:

SYMPOSIUM: EDUCATION FOR ALL - A PEDAGOGICAL CHALLENGE

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A222

ORGANIZER: THOMAS BAROW

DISCUSSANTS:

378 EDUCATION FOR ALL - A PEDAGOGICAL CHALLENGE

Ström

Åbo Akademi University, VAASA, Finland

The focus of this presentation is the new education policy in Finland. The underlying principle is democracy and participation, meaning all pupils' rights to be educated in neighbourhood schools. A three-level support system (general support, intensified support and special support) has been introduced. Although inclusive education is the guiding principle of the reform the municipalities and the schools are not obliged to provide the support in inclusive settings. The local school authorities, school leaders and teachers will still have the possibilities to define the borders of normality and decide the best educational placement for pupils with individual learning needs and disabilities.

NETWORK 12 / SYMPOSIUM 2:

SYMPOSIUM: EDUCATION FOR ALL - A PEDAGOGICAL CHALLENGE

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A222

ORGANIZER: THOMAS BAROW

DISCUSSANTS:

251 SCHOOL FOR ALL, NORWAY

Haug

Høgskulen i Volda, VOLDA, Norway

This presentation of school for all in a Norwegian perspective has inclusion as the main frame of reference. The concept of inclusion is deconstructed into four different aspects: fellowship, participation, democratization and benefit. These elements of inclusion are seen in relation to recent empirical documentation about how school actually functions for all pupils. They show a wide variation between different groups of pupils. This result is discussed, and seen in relation to contemporary developments in education policy in Norway.

NETWORK 12 / SYMPOSIUM 2:

SYMPOSIUM: EDUCATION FOR ALL - A PEDAGOGICAL CHALLENGE

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A222

ORGANIZER: THOMAS BAROW

DISCUSSANTS:

512 SWEDISH CONTRIBUTION TO THE NETWORK 12: INCLUSIVE EDUCATION

Rosengvist¹, Barow²

¹Kristianstad University, TOMELILLA, Sweden

²Borås University, BORÅS, Sweden

Panel-theme

"Education for all a pedagogical challenge" Sweden was one of the first countries in the world to fulfil "a school for all" when in 1968 the Care law (Omsorgslagen) came into effect. Then even children with very severe learning difficulties should get education, in the school - or in their home. Since then, "schools for the mentally retarded" (särskolan) has been a separate part of the school system even if some of the pupils attend regular classrooms. The Carlbeck-Committee was appointed by the state in 2001 in order to investigate consequences of a/ the särskola as a part of the regular school and b/ the särskola kept as a separate school form. The State Report by the Committee in 2004 suggested a closer connection between the regular school and särskolan, which however was too much for the new School Minister who literally threw the report into the waste paper basket at the Särskole-conference in 2007. What has happened since then? Jerry Rosenqvist Professor of Education Kristianstad University & Linné University.

NETWORK 16 / SYMPOSIUM 1:

PHILOSOPHY WITH CHILDREN - HOW AND WHY?

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A104

ORGANIZER: YLVA BACKMAN

DISCUSSANT:

Organizer's abstract (500)

Backman

Luleå University of Technology, LULEÅ, Sweden

In general, the symposium regards philosophy with children (or even wider: philosophy in education), with focus on different perspectives on the performing of it and why it should be performed. The presenters at the symposium are from four different countries: Denmark, Finland, Iceland and Sweden. The symposium is attached to Network 16: Nordic Society for Philosophy of Education.

The symposium will run over two sessions, where the first session regards methods for philosophical dialogue, where some specific attention is paid to ethics in school. Different approaches on having ethics in school is analysed and common arguments are reviewed and discussed. Then, the question of what constitutes a philosophical dialogue in general is in focus, and different methods for such dialogues are reviewed and scrutinised. Furthermore, *culture* as an aspect of philosophical dialogue is analysed, and a specific way of establishing a "good" culture, in which experienced participants play a central role, is presented.

Session two will regard different pedagogical practices (and empirical research on such) as well as pedagogical theory behind philosophical practice. More precisely, pedagogical action in philosophical action with children will be discussed. Regarding the empirical research, doing philosophy in pre-school will be one focus, while philosophical dialogue with people with acquired brain injuries will be another.

In the following the two sessions with titles of the presentations are outlined:

Session 1: Methods for philosophical dialogue

Why philosophise with children about ethics in school? (Viktor Gardelli, Sweden).

Philosophical dialogue in education: Different methods - different goals (Elsa Haraldsdottir, Iceland).

Cultural Integration in Philosophical dialogue (Caroline Strömberg and Teodor Gardelli, Sweden).

Session 2: Theory and practice: Philosophy in different pedagogical practices

SYMPOSIA ABSTRACTS

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Pedagogical action in philosophical inquiry with children (Riku Välitälo, Finland).

Citizenship education as philosophy with 6 year olds (Dorete Kallesøe, Denmark).

P4PABI - Philosophy for persons with acquired brain injuries (Ylva Backman, Teodor Gardelli, Viktor Gardelli, Åsa Gardelli and Caroline Strömberg, Sweden).

NETWORK 16 / SYMPOSIUM 1:

PHILOSOPHY WITH CHILDREN - HOW AND WHY?

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A104

ORGANIZER: YLVA BACKMAN

DISCUSSANT:

502 WHY PHILOSOPHISE WITH CHILDREN ABOUT ETHICS IN SCHOOL?

Gardeli¹, VG Gardelli²

¹Sweden

²Luleå University of Technology, LULEÅ, Sweden

Aim

The aim of this paper is to give a partial answer to the question "Why Philosophy with Children?", posed in the title of the NERA-Symposium the text is intended for. This is answered by giving three arguments for why the practice of philosophising with children about ethics should be implemented in school, and for that this approach to ethics is superior in important senses to other popular approaches to ethics in school.

Methodological framework

First, a distinction is drawn between three common approaches to ethics in school, of which a philosophy with children approach is one of them. Second, three common arguments for having ethics in school in general are presented. Thereafter, each argument is scrutinised given each approach respectively. Thereby, it is studied to what extent each approach is supported by the arguments.

Conclusions

The paper concludes that a philosophy with children approach to ethics is the approach best supported by the arguments scrutinised.

Relevance to Nordic Educational Research

The three arguments discussed in the paper are all relevant to the educational systems of the nordic countries, and all of the three approaches to ethics discussed in the paper can be found in the nordic countries, for example in curricula and other guiding documents. Hence, a study of to what extent these approaches are supported by the arguments are of importance for nordic education and educational research.

NETWORK 16 / SYMPOSIUM 1:

PHILOSOPHY WITH CHILDREN - HOW AND WHY?

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A104

ORGANIZER: YLVA BACKMAN

DISCUSSANT:

359 THE PHILOSOPHICAL DIALOGUE IN EDUCATION: DIFFERENT METHODS - DIFFERENT GOALS

Haraldsdóttir

HAFNARFJÖRÐUR, Iceland

When philosophical dialogue becomes a greater part of general education the need of discussing and defining what makes philosophical dialogue philosophical becomes more and more important. The reason for increasing use of philosophical dialogue in education is found in it being a method aimed at reaching certain goals which are thought of being essential for the individuals' education. Most commonly the aim of reaching these goals is to gain personal growth. Therefore, without defining the dialogue's methods and goals it is hard to defend its educational value. When defining what makes philosophical dialogue philosophical we define at the same time the aim of using philosophical dialogue in general education.

As seen in the field of philosophy with children there are many different methods of practising philosophical dialogue. With all these different methods following questions arise amongst others: Are all these methods philosophical? What is it that makes it an appropriate method? What do these methods have in common? Does the dialogue's goal confirm if it is philosophical or is it philosophical because of its method? Does the dialogue always need to be philosophical to be able to reach its goals of personal growth?

When trying to define philosophical dialogue we are in a way defining what practicing philosophy is and, what is more, what philosophy is in general. Philosophy is a method of thinking and therefore this discussion is a "discourse on method". Expected conclusions are that not all dialogues are philosophical and its philosophical essence is not only found in its method or goals but also in its surroundings, its atmosphere.

NETWORK 16 / SYMPOSIUM 1:

PHILOSOPHY WITH CHILDREN - HOW AND WHY?

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A104

ORGANIZER: YLVA BACKMAN

DISCUSSANT:

Organizer's abstract (500)

Backman

Luleå University of Technology, LULEÅ, Sweden

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Session 2: Theory and practice: Philosophy in different pedagogical practices

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NETWORK 16 / SYMPOSIUM 1:

PHILOSOPHY WITH CHILDREN - HOW AND WHY?

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A104

ORGANIZER: YLVA BACKMAN

DISCUSSANT:

434 CULTURAL INTEGRATION IN PHILOSOPHICAL DIALOGUE

Strömberg, Gardelli

Luleå University of Technology, LULEÅ, Sweden

Research aim

The aim of this paper is to outline a way of inspiring the growth of a good culture of philosophical dialogue in a group, through a certain perspective on cultural integration, in order to promote a good philosophical dialogue.

Methodological framework

Our reasoning is based on several years of experience of philosophical dialogues in various types of groups: school classes (with children aged from 11 to 18 years), groups of children attending philosophical dialogues on their spare time, folk high-school classes, and university students.

Conclusions

One of the goals of a philosophical dialogue is to make the participants develop certain kinds of qualities, like the ability to think creatively, philosophically and clearly. Developing these kinds of profound qualities takes time and requires a "good" culture of philosophical dialogue (a concept that is discussed in the paper). Being in a context of philosophical dialogue will make a person familiar with the culture of the dialogue - the person will become an "elder". A way of achieving cultural integration for new participants in a philosophical dialogue is to have elders as role models for the beginners. This way, the beginners will be able to learn a way of acting in the context of philosophical dialogue by observing the behaviour of the elders. It is also desirable that the beginners on their behalf make an already existing culture better by bringing their own ways of thinking to it. Learning from others, while also being brave enough to think differently, is essential for the development of good cultures, and human beings.

Relevance to Nordic educational research

Being in a phase of development regarding philosophy with children, Sweden is in need of methods

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for doing philosophy with children as well as analyses of these methods. This paper discusses a general feature of philosophical dialogues, viz. the *culture* of the group doing philosophy, and aims to aid practitioners of philosophy with children (in particular in educational institutions) in creating a good culture of philosophical dialogue.

NETWORK 16 / SYMPOSIUM 1:

PHILOSOPHY WITH CHILDREN - HOW AND WHY?

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A104

ORGANIZER: YLVA BACKMAN

DISCUSSANT:

495 CITIZENSHIP EDUCATION AS PHILOSOPHY WITH 6 YEARS OLDS

Kallesøe

VIA University College, LEMVIG, Denmark

A survey of 6000 students

"Direct students' democracy has a negative impact on students' skills in political science. Deliberative dialogue has a positive impact." (Ellen Almgren (2006): *At fostra demokrater. Om skolen I demokratin och demokrati i skolen*. Uppsala Universitetsforlag).

Citizenship education - how?

We have no tradition for citizenship education in Denmark: only political science in secondary school.

But the politicians are interested in citizenship education and it is a subject in teachers' education. But how should it be practiced in school?

Some want a new subject, citizenship education, but is this the right way to go?

According to Ellen Almgrens studies one should rather work on the dialogical climate in the classroom to educate skilled citizens. This can be done as philosophy with children!

Our research in M.C. Holms Skole in Nykøbing Mors (primary school):

Our first problem was how to get started? Not all teachers are philosophical!

I started to do philosophical dialogues with 2 classes of 6 years olds. Their two teachers were interested in leading philosophical dialogues with the children.

At first it was hard work to find a good structure of the dialogues, but at last (and with a little help from Beate Børresen og Bo Malmhester) we found a suiting method for teachers and children.

Structure

- Question/story...
- Dialogue in pairs
- Writing and drawing in the philosophy-log
- Presenting and asking questions

Evaluation and future perspectives

Evaluation after 7 months: I will tell at the conference!

Questions, which we pose to ourselves and which we would very much like to discuss with the others participants at the conference:

- Has this any effect on citizenship education? How do we measure this?
- How do we get on with this in the next form? What is a philosophical progression?
- How can we teach the students to philosophize with children and motivate them to practice this as teachers?

NETWORK 16 / SYMPOSIUM 1:

PHILOSOPHY WITH CHILDREN - HOW AND WHY?

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A104

ORGANIZER: YLVA BACKMAN

DISCUSSANT:

490 P4PABI - PHILOSOPHY FOR PERSONS WITH ACQUIRED BRAIN INJURIES

Backman, Gardelli, V Gardelli, A Gardelli, Strömberg

Luleå University of Technology, LULEÅ, Sweden

Aim

The aim of this study is to examine to what extent philosophical dialogue can be a good tool for persons with acquired brain injuries (ABI) to regain lost abilities and develop new capabilities that are relevant for participating in the society.

Methodological framework

The empirical data has been collected during nearly two years of philosophical practice with students at the Brain injury program at Framnäs folk high school in northern Sweden. All students at the program have ABI. Persons with ABI may have lost their ability to take positions and they often have difficulties to give arguments and to express themselves clearly. The students that participated in this study have had an ABI and are left with such severe residual functional capacity that their lives have totally changed. The philosophical practice has been inspired by basic ideas from philosophy with children.

It is important that individuals with disabilities are viewed as experts in their own recovery process, where their feelings and experiences are treated as valuable in guiding subsequent rehabilitation decisions. Both students and staff have been provided the opportunity to make their voice heard during this project. Hereby, we have approached the experienced utility of philosophical dialogues for persons with ABI from three perspectives; that of the students, the staff and us as participating researchers in the project group.

Conclusions

In general, the preliminary results indicate that the philosophical practice with the students with ABI has been positive for the students to regain lost abilities and develop new capabilities relevant for participating in society.

Relevance to Nordic educational research

In Sweden, research on philosophical practice is still highly infrequent, which makes research on philosophical dialogue in educational institutions that are special and typical for Sweden very important. However, research on philosophical dialogue with persons with ABI is very rare - to our knowledge, non-existing, apart from our study - and is not only important for Nordic educational research, but for the entire research community.

NETWORK 16 / SYMPOSIUM 2:

PHILOSOPHICAL STUDIES OF EDUCATIONAL RELATIONS

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A104

ORGANIZER: ALERBY

DISCUSSANT:

Organizer's abstract (88)

Alerby¹, Säfström², Todd³, Von Wright⁴, Rytzler², Hållander³, Hjulström⁴, Hagström¹, Biesta⁵

¹Luleå University of Technology, LULEÅ, Sweden

²Mälardalens högskola, ESKILSTUNA, Sweden

³Stockholms universitet, STOCKHOLM, Sweden

⁴Södertörns högskola, STOCKHOLM, Sweden

⁵University of Stirling, United Kingdom

In this symposium we will present and discuss the idea and content of the doctoral programme specialisation Philosophical Studies of Educational Relations. This doctoral programme is situated within the field of philosophy of education and brings into especial focus the expanding concern with the relational aspects of education. As such, it delves into questions concerning ethical, political, aesthetic, and epistemological dimensions of teaching, learning, and educational environments. Lying at the heart of this specialisation is a focus on the conceptual aspects of educational relations and how they are theorised, practiced, and researched. It involves studies into key concepts, theoretical traditions, and alternative frameworks that inform current thinking on education.

The significance of the Philosophical Studies aspect of the specialisation lies in the attention we pay to the twofold character of education as both a science and a field of practice. Three distinct sets of relationships between philosophy and educational research guide our approach: (1) philosophising about educational research, (2) philosophising as a form of educational research in its own right, and (3) philosophising in educational research.

The Educational Relations aspect of the specialisation provides a necessary focus for philosophical study and reflects current, intersecting themes within the field of philosophy of education, both in the Nordic context and on the international level. These themes, broadly conceived, have brought to the fore the dynamical aspects of how educational knowledge is produced and disseminated and what meaning this has for the emergence of the human subject in its social, political, and environmental contexts. Furthermore, it has highlighted the intersubjective dynamics between teachers and students, as well as the spatial and temporal relations between people and their environments.

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This doctoral programme will provide a systematic exploration of these areas of inquiry and offer timely and relevant philosophical analyses. Given this, the overall aim of this symposium is to present and discuss different aspects of the field of Philosophical Studies of Educational Relations. In the symposium this will be explored by the participated doctoral students, who represent four different universities in Sweden - Mälardalens University, Stockholms University, Södertörns University and Luleå University of Technology.

NETWORK 16 / SYMPOSIUM 2:

PHILOSOPHICAL STUDIES OF EDUCATIONAL RELATIONS

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A104

ORGANIZER: ALERBY

DISCUSSANT:

123 EDUCATION AND WILL

Rytzler

Mälardalen University College, ESKILSTUNA, Sweden

Is there a place for will in education? From a reading of Jacques Rancière's *The Ignorant Schoolmaster*, this paper discusses the possibilities (and maybe necessities) of letting the phenomenon of will/willing take place in discussions concerning educational relations. The theoretical framework consists of contemporary thoughts of educational philosophy, which highlight ethic and aesthetic aspects of education. The paper starts with a discussion on the difference between stultification and emancipation as presented in *The Ignorant Schoolmaster*. Rancière talks about a "circle of stultification" as the result of education based on a transformation of knowledge from higher to lower intelligences. Whereas stultification comes from the relation between (different) intelligences, emancipation comes from the relation between wills; a relation based on the a-priori assumption of equal intelligence. The phenomenon of will is however, illusive and not easily described. With help from the thinking of Hannah Arendt two perspectives are discussed; a) will as causal and connected with individual, social and political motives that direct human action and b) will as spontaneous and connected with man's ability to start new causal chains, with or without clearly formulated motives.

The paper investigates if and how the causal and the spontaneous will - in both an active and a passive modality - are at work in *The Ignorant Schoolmaster*. It further investigates will as a possible enabler of the breaking of the circle of stultification. The paper argues that both perspectives on the phenomenon of will - in both modalities - are deeply connected with how to deal with and how to make something of the unpredictability of education. This unpredictability has to do with the possibilities of education to be a place where unique and willing individuals are allowed to create something of their own, to become in the act of teaching and to learn in and through their willing. The discussion is of interest to everyone who believes that emancipation still is an important and even possible task of education, but also to those who believe the opposite.

NETWORK 16 / SYMPOSIUM 2:

PHILOSOPHICAL STUDIES OF EDUCATIONAL RELATIONS

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A104

ORGANIZER: ALERBY

DISCUSSANT:

137 **BASED ON A TRUE STORY: A DISCUSSION ON TESTIMONY AND EDUCATION THROUGH GIORGIO AGAMBEN'S PHILOSOPHY**

Hållander

Stockholm University, STOCKHOLM, Sweden

In classrooms there are stories, as pedagogical content that tell that something wrong and exceedingly bad has happened. The stories differ, both in form and content; it may be a testimony from today's war-torn areas, or historical documents and witness stories of violence, misery and death.

The paper's aim is partly to focus on these types of stories, as testimonies, as an epistemological problem and from there on explore what significance these types of testimonies may have in relation to the understanding of difference. The aim is also to argue and make testimony a question for education. How can we understand the relation between the testimony and difference in an educational context?

Rooted in philosophy of education, I will do this through a philosophical study and analysis of the Italian philosopher Giorgio Agamben's understanding of the testimony and the witness. When Agamben understands the witness - based on Primo Levi's discussions and experiences on the authentic and complete witness - as the point where knowledge and ethics come together I find some interesting starting points for understanding the testimony as something central for educational practice.

The paper will therefore pay attention to the testimony as an educational problem and based on this, argue that the testimony as a problem needs to be acknowledged in terms of respect for difference.

NETWORK 16 / SYMPOSIUM 2:

PHILOSOPHICAL STUDIES OF EDUCATIONAL RELATIONS

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A104

ORGANIZER: ALERBY

DISCUSSANT:

213 TOUCHING TEACHING - ON THE RELATION(S) OF EDUCATION

Hjulström

School of Culture and Communication, HUDDINGE, Sweden

In this paper the relations of education are explored through the notion of touch. The aim is to extend the discussion of relations in education with the help of touch as a notion for an often neglected dimension of educational relations. As support in this exploration post-phenomenological (e.g. Derrida, Chrétien and Nancy) thoughts on touch are used, and the way touch is approached by these theorists. In the first part of the paper the view of the educational relation, where the teacher is the one supposed to know and therefore the one who can teach is criticized. In educational literature this transmission model of communication is often described as lacking a relational dimension. In the second part of the paper touch is explored as a notion for the relational dimension and what in educational theories are described as a dialogue model of communication. When we touch someone, this someone at the same time touches us. To touch is to make you touchable. Touch is reciprocal – a nonreciprocal touch would not be a touch, but a push, a strike, a violation. But touch then run the risk of suggesting a fusion or immediacy, where the relation could become a new and more advanced power-relation. In the last part of the paper touch is therefore explored through the theories of Derrida, Nancy and Chrétien, whom distinguish touch, not as a touching-touched, because according to them there is always something mediate in the immediacy of touch, a movement, difference or friction is needed. This movement, difference or friction, the mediate in the immediate, is in the end of the paper explore as an extended interpretation of the relational dimension in educational relations.

As part of the on-going debate on educational relations in the Nordic Society for Philosophy of Education, I hope my discussion of the notion of touch could be an interesting contribution.

NETWORK 16 / SYMPOSIUM 2:

PHILOSOPHICAL STUDIES OF EDUCATIONAL RELATIONS

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A104

ORGANIZER: ALERBY

DISCUSSANT:

89 THE BOUNDLESS SELF IN A TECHNO-SOCIAL WORLD

Hagström

Luleå University of Technology, SUNDBYBERG, Sweden

Learning involves a change of the human being and is a part of the identity development. Identity develops in relation to the world. Pupils dwell in a hall of mirrors at school and in the classroom, but also in a much more extensive hall of mirrors on the Internet. The mirror halls enable the creation of several and better versions of the self and accommodate multiple representations of the identity in these different dimensions of the world. The identity formation also encompasses relations to ideal stereotypes and to the self as a subject or an object. To live in a world of technosocial artifacts affects the identity development. Humans create and form new techno-social artifacts and these artifacts also create and form humans in the world. The research aim is to analyse how to understand the self and its identity development in relation to the techno-social world.

The point of departure is the life-world phenomenology of Maurice Merleau-Ponty and Gregory Bateson's argument that the self does not end where the skin ends. The boundless self can not be located. The life-world phenomenology enables an understanding and an analysis of the human being's relations to artifacts in the world and their reciprocal influence in the identity creation. The foundation of human life is the everyday world which is taken for granted and the identity develops in relation to it. The self is extended by the artifacts which entitle a relational understanding of identity formation. The artifacts are comprehended as idea as well as matter.

They are also comprehended as something more, extended to encounter the self in a world of mutual influence. Maurice Merleau-Ponty and Gregory Bateson exemplify this with the blind man whose walking stick extends the body, allowing him to be in the world in a different way by using the artifact.

Identity is a central concept for the understanding of learning and development. Techno-social artifacts create different conditions for identity formation. The topic is relevant for the understanding of where learning is constituted.

NETWORK 18 / SYMPOSIUM 1:

A PRACTICUM TURN IN TEACHER EDUCATION- INTERNATIONAL COLLABORATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A410

ORGANIZER: DOREEN RORRISON

DISCUSSANT:

Organizers abstract (362)

Rorrison¹, Emsheimer², Männikkö², Mattsson³

¹Charles Sturt University, SEACLIFF, Australia

²Stockholm University, STOCKHOLM, Sweden

³Tromsø University, TROMSØ, Norway

This symposium is part of the international Pedagogy, Education and Praxis collaboration (PEP). We continue the research reported in five edited volumes of the book series Pedagogy, Education and Praxis (series editors Kemmis, Mattsson, Ponte & Rönnerman). The latest volume, *A Practicum Turn in Teacher Education* (Mattsson, Eilertsen & Rorrison (Eds.) (2011) focuses on the practicum in teacher education, asking questions like; What is professional practice knowledge? What do preservice teachers learn during practicum? What characterises the practice architectures that enable or constrain practices among participants involved in practicum? The book chapters presented in this symposium represent studies in Sweden, Norway, Denmark, Finland, Canada, China and Australia.

Our symposium consists of four papers. (1) Doreen Rorrison, Australia: Border crossing in practicum research. Reframing how we talk about practicum learning. (2) Sirkku Männikkö-Barbutiu, Sweden, Doreen Rorrison, Australia: Three perspectives to practicum experiences. The authors explore practicum learning from preservice teacher perspective in Australia, China and Sweden. (3) Peter Emsheimer, Sweden: An exploration of preservice teachers' understanding of teaching and learning theories and associated patterns of reflections between theories and practice. (4) Matts Mattsson, Norway/Sweden: What is practice in teacher education? Conclusions and challenges.

NETWORK 18 / SYMPOSIUM 1:

A PRACTICUM TURN IN TEACHER EDUCATION- INTERNATIONAL COLLABORATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A410

ORGANIZER: DOREEN RORRISON

DISCUSSANT:

179 BORDER CROSSING IN PRACTICUM RESEARCH REFRAMING HOW WE TALK ABOUT PRACTICUM LEARNING

Rorrison

Charles Sturt University, SEACLIFF, Australia

This paper argues for a 'practicum turn' - an episode uncovered through qualitative critical and participant oriented research. Based on seven guiding principles of practicum learning that emerged from acting upon empirical data through the critical questions in previous research, the author reframes conversations around the practicum in teacher education. New ways to ensure that practicum learning for preservice teachers is meaningful, rigorous, authentic, relevant and connected and not left to chance are uncovered. Research in practicum classrooms in Australia, Sweden and Canada and from kindergarten to the final year of schooling is presented. A range of theoretical perspectives introduces and underpins the substantial critique that goes deep into the practicum classroom. The situated nature of participant research, the challenges of border crossing and differences in ideological and societal polity provide theoretical points of departure. Recent research in Swedish schools highlights the challenges of defining preservice teacher practicum learning and the different lenses that can be used to identify and engage with the teaching and learning process.

The conference theme of Everyday Life, Education and Transformation underpins the research design of participant responses to fictional composite stories written from observations and discussions with actors in the field. These responses were acted upon by the critical questions 'what does it look like?', 'how did it come to be this way?', 'who benefits?' and 'what can we do about it' with the ultimate aim of transforming how we think about practicum learning. Actors who are 'stuck' or reluctant to change are also engaged through analysis of both systemic and ideological transformations. Comparisons between the Swedish, Canadian and Australian experience highlight important similarities and differences between the processes and experiences. Seven principles of practicum learning are introduced to provide an anchor for further discussion of personal and professional learning for preservice teachers with the aim to deepen the knowledge about teacher education in the different countries and to widen the perspectives and learn from each other (network 18).

NETWORK 18 / SYMPOSIUM 1:

A PRACTICUM TURN IN TEACHER EDUCATION- INTERNATIONAL COLLABORATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A410

ORGANIZER: DOREEN RORRISON

DISCUSSANT:

247 THREE PERSPECTIVES TO PRACTICUM EXPERIENCES

Männikkö-Barbutiu¹, Rorrison²

¹Dept of Computer and Systems Sciences (DVS), Stockholm University, KISTA, Sweden

²Charles Sturt University, DUBBO, Australia

The so-called 'practicum turn' implies the importance of practicum in teacher education and in the process of becoming a teacher. We believe that to understand the conditions and processes of practicum, a special attention needs to be drawn upon the preservice teachers' own accounts of their practicum learning experiences. In our presentation, we will examine the current practicum practices from preservice teacher perspective and shed light on the understandings and meanings that the practicum experiences hold to preservice teachers.

We will present three separate perspectives to practicum from an international study conducted with Australian, Chinese and Swedish preservice teachers in an effort to identify the distinguishing features of each context. The narrative approach applied in the study enhances the preservice teacher voice as the attempt of the inquiry is to "access participants' life experiences and engage in a process of storying and restorying in order to reveal multidimensional meanings and present an authentic and compelling rendering of the data" (Leavy, 2008, p.27).

Our understanding is that the theory of practice is embedded in "practice architectures" (Kemmis & Grootenboer, 2008) that are the cultural-discursive, material-economic and social-political arrangements that prefigure and shape the practice, that is the particular sayings, doings and relating that are characteristic of a particular practice. Practice architectures give practices:

- Their meaning and comprehensibility – in semantic space – through language
- Their productiveness – in physical space-time – through work or activity
- Their value – in social space – through power relations

Through gaining a greater awareness of the lived experience of the preservice teachers, a better understanding of the different practice architectures or the mediating preconditions which prefigure the

practicum in these three countries can, through their particularities, contribute to our common knowledge about teacher education in general and the practicum in particular. Besides, we will argue, becoming a teacher and being a teacher have a certain universalism which makes it possible for us to recognise through comparison of sayings, doings and relatings, what makes a particular architecture work and where we might make changes.

NETWORK 18 / SYMPOSIUM 1:

A PRACTICUM TURN IN TEACHER EDUCATION- INTERNATIONAL COLLABORATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A410

ORGANIZER: DOREEN RORRISON

DISCUSSANT:

380 WHAT IS PRACTICE IN TEACHER EDUCATION? CONCLUSIONS AND CHALLENGES

Mattsson¹, Rorrison²

¹Tromsø University, TROMSØ, Norway

²Charles Sturt University, DUBBO, Australia

The chapters in the edited volume *A Practicum Turn in Teacher Education* explore practice learning from a wide range of perspectives and through different lenses. The editors of the volume and invited critical friends build on a range of international comparisons and perceptions to offer theoretical contributions to the field. 'Practice' has been interpreted differently by different authors. Generally, relevant experiences for preservice teachers are to a greater extent to be found outside the university system rather than within it. As a consequence, local school communities and their teachers should, to a greater extent, be acknowledged as partners in teacher education. Their development as leaders and teacher educators is a general challenge for teacher education. A valuable contribution from the authors of this book is the idea that exploring practice from a theoretical perspective is best enacted in practice. That is how we understand the 'practicum turn'. This notion points to a need for transparency and cooperation within and between the organisations and professionals involved.

NETWORK 18 / SYMPOSIUM 1:

A PRACTICUM TURN IN TEACHER EDUCATION- INTERNATIONAL COLLABORATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A410

ORGANIZER: DOREEN RORRISON

DISCUSSANT:

395 PRESERVICE TEACHERS' REFLECTIONS ON PRACTICE IN RELATION TO THEORIES

Emsheimer

Stockholm University, STOCKHOLM, Sweden

This chapter explores preservice teachers' understanding of theories, and associated patterns of reflections between theories and practice. It aims to find answers to the following questions: How is theoretical knowledge built by preservice teachers to understand classroom practice? and How is acquired knowledge used as theoretical reasoning by them during their practicum to enhance a teaching stance? Drawing from different theoretical views on theory and practice and using multiple research strategies, namely focus group discussions and in-depth interviews with preservice teachers, understandings of how preservice teachers confront practice and theories and develop teaching stance during their teacher education program are uncovered.

The research is a study of preservice teachers' perceptions on education and learning for teachers. The knowledge about teaching and learning theories and practice is important in forming teacher education. Finding answers to the above mentioned research questions can help teacher educators to reorganise theoretical courses to enhance learning outcome to prepare preservice teachers' use of theoretical reasoning in order to develop the practicum learning, as well as contribute to the big picture of theory-practice research which is an important aspect of professional development.

One of the main findings in the study is the problem of the 'mental barriers' between theories, theoretical reasoning and reasoning about how to work in practice. In order to overcome these barriers there must be a vivid interplay between different parts of education and also a freedom for the preservice teacher to test different ideas. Through allow the preservice teachers the space for these experiences during the practicum this study supports the 'practicum turn' in teacher education and the importance of developing a deeper understanding of the theory-practice link. Indeed an important finding relates to the importance of reflection not only 'in action' but after the practicum where preservice teachers can begin to identify the theories of teaching and how they apply to their own practice.

NETWORK 20 / SYMPOSIUM 1:

LEARNING WITHIN THE SCHOOL-BASED PARTS OF TEACHER EDUCATION. PRACTICAL KNOWING, APPRENTICESHIP AND MENTORING

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A407

ORGANIZER: GLEN HULTMANN

DISCUSSANT:

Organizer's abstract (147)

Hultman

Linköping university, LINKÖPING, Sweden

This symposium takes its point of departure in a project on mentoring and student teachers in the school-based part of teacher education. The aim of the project is to study possibilities of enhancing quality in these parts of Swedish teacher education by giving mentors opportunities to gain a sharpened ability to notice, articulate and discuss their practical knowing. Results from a previous project show that such abilities can provide tools for generic professional knowledge, as well as mentoring competence, including the ability to assess the student teachers' practical knowing. Within a design experiment, in interaction with mentors, we tried to visualize their tacit knowledge and make them aware of their explicit knowledge and the outcomes will be discussed in relation to: The professionals and their apprehension of change in the quality of mentoring the students and their ability to transform their practical knowledge. The assessment of student teachers' performance in the school-based periods show that the role and position of the professional field is far from evident in teacher education. To elucidate the practical knowing and to study how it can be developed and assessed during school-based periods will be discussed. In one of the analysis presented, our focus is on how communication and actions performed. The purpose is to illuminate the interaction between the mentor and the student. In order to achieve our purpose, we use different types of data: experienced teachers'/mentor's reflections on the process and the practicum periods, as well as the impressions and reflections of student teachers and mentors as expressed in interviews and conversations from their practical part. In a second analysis we will discuss how mentors supervision and their relationship with students was influenced by our design experiment, our model for school based training, and other factors that influenced the process during the practical part. In our third analysis we will elucidate how practical knowing can be assessed during the school-based part.

NETWORK 20 / SYMPOSIUM 1:

LEARNING WITHIN THE SCHOOL-BASED PARTS OF TEACHER EDUCATION. PRACTICAL KNOWING, APPRENTICESHIP AND MENTORING

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A407

ORGANIZER: GLEN HULTMANN

DISCUSSANT:

95 SUPERVISORS PRACTICAL KNOWING AS A BASE FOR MENTORING

Lindqvist, Nordängers

Linneaus University, KALMAR, Sweden

Is it possible to enhance the teacher students' quality of learning in the school based periods of teacher education by providing the supervising mentors with a sharpened ability to notice, discuss and articulate their own practical knowing? Results from one of our previous projects show that the sharpening of such abilities can provide tools for shared generic knowledge amongst teachers, but can it also enhance the mentoring quality or the possibilities of transferring practical knowledge to new members of the profession? And does such consciousness-raising lead to an increased ability to assess the students practical knowing? Results from a design experiment where we - in collaboration with field mentors - have studied these questions will be at the center of the presentation.

14 supervisors, from pre-school up to senior level, have participated in the project. The methods used in this study for enhancing the supervisors ability to notice, express and discuss their own practical knowledge are a variation of a traditional e-delphi study (Reid, 1988, Lindqvist & Nordängers, 2007b), stimulated recall (Calderhead, 1981) and dialogue seminars (Göranzon, 2006). The outcomes, in form of supervisors' apprehension of changes in quality, have been studied through interviews.

The preliminary results show that the supervisors claim to have detected their own practical skills and ways of talking about them. This has, in the supervision, led to a sharpening of practical sight and a strengthening of focus on how this type of knowledge is learned and transferred. Another effect is, according to the teachers, that their assessments and grading of students practical skills have been more rigorous.

This presentation is attached to the symposium "Learning within the school based parts of teacher education. Practical knowing, apprenticeship and mentoring", NERA-network Teachers' work and lives.

NETWORK 20 / SYMPOSIUM 1:

LEARNING WITHIN THE SCHOOL-BASED PARTS OF TEACHER EDUCATION. PRACTICAL KNOWING, APPRENTICESHIP AND MENTORING

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A407

ORGANIZER: GLEN HULTMANN

DISCUSSANT:

148 THE ASSESSMENT OF STUDENT TEACHERS' VOCATIONAL KNOWLEDGE: A DESIGN EXPERIMENT

Hegender

Linnaeus University, KALMAR, Sweden

In two previous own studies the assessment of student teachers' knowledge within student-teaching conferences during the school-based teacher education (SBTE) was examined. The results showed that teacher educators and student teachers' mentors almost exclusively assess student teachers' experience-based and procedural knowledge, i.e. their practical knowledge. This confirms previous research results. Furthermore, any detailed and clear justifications of the assessed teacher knowledge were seldom explicitly verbally expressed by the assessors (i.e. teacher educators and mentors). The results also showed that the assessments mainly were explicitly formative rather than summative, which also confirm other studies. One conclusion of the results is that the SBTE would benefit from a straighten assessment strategy. Such a straighten strategy is the research aim to develop in a design experiment (DE) at two Swedish pre-service teacher education programmes.

In the design experiment, at one of the two teacher education programmes, fourteen experienced teachers participated, all of them mentors, supervising student teachers during SBTE. The DE was designed to provide mentors enhanced ability to direct attention to the so-called tacit dimensions of student teachers' practical knowledge. The aim was to see if that could improve the quality of student teachers' SBTE, and streamline student teachers' professional learning in the direction of skill and professional integrity.

The aim in this study was to see if the mentors, with better-formulated practical teacher knowledge, could be better formative and summative assessors during SBTE. The content, to be developed in the DE, was taken from an earlier research project's results: how the participating teachers in their pedagogic practices succeed to establish a distinct, obvious, fair, emphatic and explicit pedagogical framework.

SYMPOSIA ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



The empirical data is based on nine audio-recorded student-teaching conferences (where student teachers, mentors and teacher educators participate). The results show that some traces of a more distinct assessment of practical knowing can be tracked. Empirical examples from the student-teaching conferences will be presented which show how the articulation and the assessment of student teachers' practical knowledge are processed. Furthermore, one of the teacher educators' endeavour to persistently asking for the mentors' summative assessment will be presented.

NETWORK 20 / SYMPOSIUM 1:

LEARNING WITHIN THE SCHOOL-BASED PARTS OF TEACHER EDUCATION. PRACTICAL KNOWING, APPRENTICESHIP AND MENTORING

SESSION 1 - (THURSDAY 8 MARCH 15:00 - 16:30)

ROOM: A407

ORGANIZER: GLEN HULTMANN

DISCUSSANT:

116 MENTORING IN PRACTICE. PROGRESS IN BECOMING A TEACHER DURING THE PRACTICAL PERIOD OF TEACHER EDUCATION

Wedin, Hultman, Schoultz

IBL, Linköping university, LINKÖPING, Sweden

The practical periods of teacher education is always appreciated by almost every teacher student. They often express that it is there they become "real" teachers. Thus, the mentors have great influence on their growth in becoming fully trained teachers. But how do they succeed?

This paper focuses factors that influences teachers mentoring, something of great interest in understanding the students' satisfaction with these periods. We also highlight how the experienced teachers notice change in the teacher students' development during the practical period, something that is critical for their mentoring. Finally, we bring into light what gives the students the feeling of becoming a "real" teacher and how this is accomplished.

The data used in this paper derives from pre-and after interviews with both mentors and teacher student adjacent to the practical period.

Our findings show that tutoring is contextually dependent. Student related factors, mentor related factors and neighborhoods related factors dominate the influence. Our findings also indicate that the mentors are very observant concerning the student's social and didactic progress and they identify different critical signals that guide them in their further mentoring.

We have also identified different strategies, some explicit and some more tacit, which guide the student into the heart of teachers work. They give us part of the explanation of why teacher students find the practical part so valuable.

The content in this paper is part of larger project called "Learning within the school based parts of

teacher education. A study of practical knowing, apprenticeship and mentoring". The aim of the project is to study the possibilities of enhancing quality in the practical part of Swedish teacher education by giving mentors opportunities to gain a sharpened ability to notice, articulate and discuss their practical knowing in something called "mentoring education". Focus in the project is then directed to the practical part of teacher education, where the interaction between the teachers and the teacher student is illuminated, with an extra focus on the mentoring calls.

NETWORK 21 / SYMPOSIUM 1:

FORMAL AND INFORMAL CITIZENSHIP EDUCATION 1 (TO BE CONTINUED)

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

Organizer's abstract (266)

Krejsler, Bruun, Hyldgaard, Christensen, Kristensen, Lieberkind, Hansen

Aarhus University, Department of Education (DPU), COPENHAGEN, Denmark

A classical aspect and a classical discussion of the importance and relevance of everyday life inside and outside school relates to the ways in which school is an institution for both formal and informal democratic and political education and socialisation.

Especially in the Nordic countries there is a long tradition for regarding the school as a part of a democratic civil society - and to discuss how formal and informal aspect of school life may contribute to the political and democratic upbringing of new young citizens.

This symposium wishes to highlight this aspect of life at school by focusing on the possible transformations of various aspect of citizenship identity and citizenship values in the area of globalization.

Common for the contributions to the symposium is an empirical basis in quantitative data from the ongoing IEA (International association for the Evaluation of Educational Achievement) study entitled "Civic and Citizenship Education Study", in which 38 countries are taking part - and in which both Denmark, Norway and Sweden are participating.

The individual presentations in this symposium are composed in such a way that they aim at covering both a general presentation of main empirical findings (especially regarding Danish results) and a broader presentation and discussion of the empirical findings from more qualitative and speculative perspectives and angles. Firstly this will be done by placing the description and discussion of the empirical study and data in a broader context of recent trends and changes to everyday life that are important to the understanding of the roles of the citizen in the 21st century. Secondly this will be done by applying different theoretical perspectives indicating a variety of possibilities as to conceptualise and theorise over the empirical study in a Danish and Nordic context within the framework of the global empirical findings.

SYMPOSIA ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



Presenters: Jens Bruun & Jonas Lieberkind, John B. Krejsler, Søren Christensen & Jens Erik Kristensen, Kirsten Hyldgaard, Signe Pildal Hansen.

NB! Symposium will be conducted in Scandinavian languages.

NETWORK 21 / SYMPOSIUM 1:

FORMAL AND INFORMAL CITIZENSHIP EDUCATION 1 (TO BE CONTINUED)

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

412 SYMPOSIUM FORMAL AND INFORMAL CITIZENSHIP EDUCATION. TITLE: ICCS - MAIN FINDINGS

Bruun, Lieberkind

Aarhus University, COPENHAGEN, Denmark

The main purpose of this paper is to give a brief introduction to the international ICCS study (The IEA International Civic and Citizenship Education Study 2009) in general and to highlight some selected main findings. Thereby this paper should also serve the purpose of forming the basis for the other contributions to this symposium.

The presentation will focus on the Danish results mainly. However the results and findings will also be seen within a context of the other Nordic countries (Finland, Norway and Sweden). The paper will give a description and discussion of a number of specifically chosen results from the ICCS study with the intent to give a profile of how Danish and Nordic youth (at the age of 14-15 years in grade 8) may show or not show a democratic identity, may appreciate democratic principles or not and may display a high or low level of political participation in and outside school. Both similarities and differences between the Nordic countries will be presented and discussed.

NETWORK 21 / SYMPOSIUM 1:

FORMAL AND INFORMAL CITIZENSHIP EDUCATION 1 (TO BE CONTINUED)

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

444 CHANGING CONCEPTIONS OF CITIZENSHIP IN THE COMPETITION STATE

Christensen, JEK Kristensen

DPU, Aarhus University, KØBENHAVN NV, Denmark

This paper intends to highlight the question of citizenship and citizenship education on the background of the so called 'competition state' (i.e. the transformation of national welfare states to globally oriented competition states eager to take care of the national stock of human resources and the internal social cohesion of the population in order to secure the nations external competitiveness in the global economy).

Today it's no longer enough to become an active citizen in the democratic (formal and/or informal) sense. As a citizen you also have to prove your citizenship not only through participation in public affairs (voluntary work and organizations etc.), but also through your employability, performance and competitiveness on the labour market (and as consumers willing to support the national economy and growth through spending money). To become a good citizen today also means becoming an active employee and consumer in the national competition state and taking responsibility for both...

A number of new and important questions arise along this development:

- The relation between different forms of citizenship (in Danish it's possible to distinguish between 'statsborger' and 'medborger' in the notion of citizenship (borger), but does it make sense to talk of the national employee (medarbejder) as a dimension of citizenship?)
- How does this influence citizenship education in schools and elsewhere.

NETWORK 21 / SYMPOSIUM 1:

FORMAL AND INFORMAL CITIZENSHIP EDUCATION 1 (TO BE CONTINUED)

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

267 AN EMERGING POLITICS OF KNOWLEDGE: BETWEEN TRANSNATIONAL STANDARDS AND PROFESSIONAL AUTONOMY

Krejsler

Aarhus University, Department of Education (DPU), COPENHAGEN, Denmark

This paper highlights how conditions for teacher professionalism in a Danish national context are increasingly affected by the interplay between transnational agencies and national policy-making.

With a focus upon the ICCS-project, its framing and its results, the paper aims at scrutinizing how an emerging politics of knowledge that includes potent agencies like the IEA, OECD, the EU Commission and the Bologna Process contribute to reshaping what teacher professionalism may mean: A changing template emerges for how legitimate professional work is conceptualised and organised: New themes become relevant for reflection. National pupils are increasingly constructed in relation to other national pupils along common parameters within a comparative regime. A new framing is constructed as to how professional work can be made legitimate within an arena that transcends national borders.

This paper poses a number of important questions that arise along these developments:

- How are conditions for production of relevant professional knowledge reconfigured in light of the above-mentioned 'transnational turn'?
- How does the ICCS Project, as well as the Bologna Process and other key agents affect the ways in which the teaching profession can be conceptualised and enacted at a national level and in relation to the transforming transnational agendas?
- What does the increasing amount of external comparative data and subsequent policy-making mean for the teaching profession and its autonomy?

NB! Will be presented in Danish.

NETWORK 21 / SYMPOSIUM 1:

FORMAL AND INFORMAL CITIZENSHIP EDUCATION 2 (... CONTINUED)

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

Organizer's abstract (266)

Krejsler, Bruun, Hyldgaard, Christensen, Kristensen, Lieberkind, Hansen

Aarhus University, Department of Education (DPU), COPENHAGEN, Denmark

A classical aspect and a classical discussion of the importance and relevance of everyday life inside and outside school relates to the ways in which school is an institution for both formal and informal democratic and political education and socialisation.

Especially in the Nordic countries there is a long tradition for regarding the school as a part of a democratic civil society - and to discuss how formal and informal aspect of school life may contribute to the political and democratic upbringing of new young citizens.

This symposium wishes to highlight this aspect of life at school by focusing on the possible transformations of various aspect of citizenship identity and citizenship values in the area of globalization.

Common for the contributions to the symposium is an empirical basis in quantitative data from the ongoing IEA (International association for the Evaluation of Educational Achievement) study entitled "Civic and Citizenship Education Study", in which 38 countries are taking part - and in which both Denmark, Norway and Sweden are participating.

The individual presentations in this symposium are composed in such a way that they aim at covering both a general presentation of main empirical findings (especially regarding Danish results) and a broader presentation and discussion of the empirical findings from more qualitative and speculative perspectives and angles. Firstly this will be done by placing the description and discussion of the empirical study and data in a broader context of recent trends and changes to everyday life that are important to the understanding of the roles of the citizen in the 21st century. Secondly this will be done by applying different theoretical perspectives indicating a variety of possibilities as to conceptualise and theorise over the empirical study in a Danish and Nordic context within the framework of the global empirical findings.

SYMPOSIA ABSTRACTS

NERA's 40th congress – Copenhagen March 2012

Presenters: Jens Bruun & Jonas Lieberkind, John B. Krejsler, Søren Christensen & Jens Erik Kristensen, Kirsten Hyldgaard, Signe Pildal Hansen.

NB! Symposium will be conducted in Scandinavian languages.

NETWORK 21 / SYMPOSIUM 1:

FORMAL AND INFORMAL CITIZENSHIP EDUCATION 2 (... CONTINUED)

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

341 SOME REMARKS OCCASIONED BY THE TEST RESULTS OF THE ICCS

Hyldgaard

Department of Education, COPENHAGEN NV, Denmark

The following issues will be discussed

- Democracy is the mastersignifier of political education.
- Does confidence necessarily facilitate learning or is it the other way round: the more you know, the less confident you are?
- Should lack of or a moderate interest in political issues necessarily be cause for alarm?

NETWORK 21 / SYMPOSIUM 1:

FORMAL AND INFORMAL CITIZENSHIP EDUCATION 2 (... CONTINUED)

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

272 RHETORIC, 'THE PUBLIC' AND THE DEMOCRATIC EDUCATION OF THE YOUTH

Pildal Hansen

DPU, AU, KØBENHAVN NV, Denmark

The background-study of this presentation is a cross reading of the findings of the Civic and Citizenship Education Study and the goals and means of the Danish school practice as these goals and means are described in legislation, executive orders, general rules, policy papers etc. On the basis of this cross reading I will present a rhetorical perspective on the democratic education of the youth. This perspective will focus on, how different public spheres and participation in these spheres can be conceptualized.

NETWORK 21 / SYMPOSIUM 2:

'QUALITY REFORM', PRE-SCHOOL, AND THE PROFESSION OF PEDAGOGUES - THE CASE OF DENMARK IN TRANSNATIONAL 1 (TO BE CONTINUED)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

Organizer's abstract (9)

Krejsler¹, Schmidt², Bøje², Brinkkjær¹, Ahrenkiel², Petersen¹, Bågøe², Plum³, Kofod¹

¹Department of Education, Aarhus University, COPENHAGEN NV, Denmark

²Roskilde University, ROSKILDE, Denmark

³Copenhagen University, COPENHAGEN, Denmark

Conditions for running day-care facilities/Kindergarten/Pre-School and the professional status of pre-school teachers (pedagogues) are challenged by current restructuring of public services to fit the garment of 'quality reform'. This represents policy processes that extend from transnational agents like the OECD and EU to national governments, local municipalities and ECEC institutions.

Highlighting the case of Denmark, this symposium will explore how policy-making spanning this host of players reconfigures what counts as quality in ECEC: At the national level, the Danish government promotes new success criteria and governance structures among municipalities and professionals that contribute to pull ECEC ever more into the orbit of comprehensive educational strategies. This process draws heavily on policy advice from transnational players like the OECD and the EU. This quality reform regime brings about fundamental change in organisation and content of ECEC and poses paradigmatic challenges to professionals' autonomy and discretion.

What counted as quality concerning day care facilities and their projects with children's lives in a Danish context used to be left largely to pedagogues, in terms of organisation as well as in content. Now it increasingly becomes part of comprehensive national educational strategies for making Denmark competitive in the so-called global knowledge economy. This means more focus upon strengthening continuity between day care facilities and school and, consequently, a stronger focus upon "learning" in day care facilities. In relation to 'quality reform' playing is thus increasingly replaced by learning as the dominant keyword guiding the purpose of ECEC. Furthermore it means restructuring of governance, leadership and daily life processes in and around day care facilities.

This symposium will scrutinize how these developments unfold on macro-, meso- as well as micro-levels in struggles that involve policy-makers, municipal authorities, leader of day-care facilities, pre-

SYMPOSIA ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



school teachers, shop stewards, parents and kids.

NB! Will be conducted in Scandinavian languages.

NETWORK 21 / SYMPOSIUM 2:

'QUALITY REFORM', PRE-SCHOOL, AND THE PROFESSION OF PEDAGOGUES - THE CASE OF DENMARK IN TRANSNATIONAL 1 (TO BE CONTINUED)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

17 DANISH PRE-SCHOOL TEACHERS AND THE CHALLENGES OF QUALITY REFORM IN TRANSNATIONAL PERSPECTIVE

Krejsler

Aarhus University, Department of Education (DPU), COPENHAGEN, Denmark

The professional status of pre-school teachers (pedagogues) is challenged by restructuring of public services. Early Childhood Education & Care (ECEC) is being redesigned based on quality reform discourse with references to global knowledge economy across Nordic countries and the EU. Policy processes extend from transnational agents like the OECD and EU to national governments, local municipalities and ECEC institutions.

What counted as quality concerning day care facilities and their projects with children's lives in a Danish context used to be left largely to pre-school teachers, in terms of organisation as well as in content. Now it increasingly becomes part of comprehensive national educational strategies for making Denmark competitive in the so-called global knowledge economy. This means more focus upon strengthening continuity between day care facilities and school and, consequently, a stronger focus upon "learning" in day care facilities. In relation to 'quality' and 'quality reform' playing is thus increasingly replaced by learning as the dominant keyword guiding the purpose of ECEC. Furthermore it means restructuring of governance and leadership in and around day care facilities as well as schools. These processes of change draw heavily on the above-mentioned transnational sources in the form of policy advice, access to compelling and/or convenient terminology and social technologies.

This paper scrutinizes how ECEC may be conceived as well as what purpose its professionals may pursue in light of these developments.

NETWORK 21 / SYMPOSIUM 2:

'QUALITY REFORM', PRE-SCHOOL, AND THE PROFESSION OF PEDAGOGUES - THE CASE OF DENMARK IN TRANSNATIONAL 1 (TO BE CONTINUED)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

73 NAVIGATING BETWEEN CONSENSUS AND CRITIQUE - INFLUENCE, MANAGEMENT AND DEMOCRACY

Schmidt

Dept. of Psychology and Educational Studies, ROSKILDE, Denmark

This presentation takes its point of departure in the need for shopstewards to renegotiate and reformulate their role as well as their relations to both members and managers in the field of daycare and early childhood education. As managers in early childhood education are becoming more and more involved in strategic development of the professional workfield causing them to become more and more distant from everyday practice and their employees, shop stewards are faced with the dilemma of seeking influence on the development of the workfield and the organisation of the work by engaging in close cooperation with their colleagues and members, or seeking influence by 'matching' the managers and press for formal representation in councils and committees. How this dilemma is processed becomes apparent when shop stewards talk about their hopes and prospects for their work after reforms and new structures.

NETWORK 21 / SYMPOSIUM 2:

'QUALITY REFORM', PRE-SCHOOL, AND THE PROFESSION OF PEDAGOGUES - THE CASE OF DENMARK IN TRANSNATIONAL 1 (TO BE CONTINUED)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

197 PROFESSIONALIZATION FROM INSIDE AND OUTSIDE - WITH NEWLY QUALIFIED PEDAGOGUES AS AN EXAMPLE

Bøje

Roskilde University, Department of Psychology and Educational Studies, ROSKILDE, Denmark

This paper discusses the complexities, possibilities and pitfalls of the Danish pedagogues' professionalization process as it unfolds in the slipstream of the theoretical upgrading of the formal education. The paper shows how newly qualified pedagogues, through their concrete practice and position as 'newcomers', combine an internal professionalization project with an external professionalization project. The question is what this means for children as well as adults in the daycare institution? Through a specific look at the practice by the newly qualified graduates, complex relationships between children, 'newcomers', 'oldtimers' and uneducated personnel are made visible in the 'professionalized' daycare institution.

NETWORK 21 / SYMPOSIUM 2:

'QUALITY REFORM', PRE-SCHOOL, AND THE PROFESSION OF PEDAGOGUES - THE CASE OF DENMARK IN TRANSNATIONAL 2 (... CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

Organizer's abstract (9)

Krejsler¹, Schmidt², Bøje², Brinkkjær¹, Ahrenkiel², Petersen¹, Bågøe², Plum³, Kofod¹

¹Department of Education, Aarhus University, COPENHAGEN NV, Denmark

²Roskilde University, ROSKILDE, Denmark

³Copenhagen University, COPENHAGEN, Denmark

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SYMPOSIA ABSTRACTS

NERA's 40th congress – Copenhagen March 2012

school teachers, shop stewards, parents and kids.

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NETWORK 21 / SYMPOSIUM 2:

'QUALITY REFORM', PRE-SCHOOL, AND THE PROFESSION OF PEDAGOGUES - THE CASE OF DENMARK IN TRANSNATIONAL 2 (... CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

18 LOCAL STRUGGLES ABOUT QUALITY REFORM AND EARLY CHILDHOOD EDUCATION: EMPIRICAL FINDINGS FROM TWO DANISH MUNICIPALITIES

Krejsler

Aarhus University, Department of Education (DPU), COPENHAGEN, Denmark

This paper argues that quality reform discourse profoundly transforms what Early Childhood Education and Care (ECEC) means. It explores how these challenges are met in two different Danish municipalities as pre-school teachers (pedagogues), institutional leaders and municipal authorities struggle to define what 'quality' means in ECEC and implement it.

Findings show that ECEC institutions increasingly become part of comprehensive municipal planning that echoes more target-oriented national priorities. A number of mandatory social technologies are being introduced that change practice in local institutions: Educational Curricula, Child Environment Mapping, Language Assessment and so forth. The space of manoeuvre for pre-school teachers as well as for institutional leaders has changed considerably.

The findings, however, do not warrant strong statements as to whether 'quality reform' expands or diminishes pedagogues' professional autonomy. The findings actually point in both directions, depending upon the context. Child care facilities and pre-school teachers are indeed subjected to more control and demands to document quality of practice. Simultaneously, however, you also see that pre-school teachers as well as the day care facilities as an organization gain potentials for increasing professionalism.

NETWORK 21 / SYMPOSIUM 2:

'QUALITY REFORM', PRE-SCHOOL, AND THE PROFESSION OF PEDAGOGUES - THE CASE OF DENMARK IN TRANSNATIONAL 2 (... CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

75 KNOWLEDGE IN EARLY CHILDHOOD EDUCATION

Schmidt

Dept. of Psychology and Educational Studies, ROSKILDE, Denmark

The focus of this presentation is the interrelation of different forms of knowledge which are the basis for work in daycare institutions, and how the different forms of knowledge are interchanged in the everyday practice. Hierarcysation and differentiation of knowledge forms as well as activities in day care institutions influences the professionals' possibilities for drawing on their very diverse knowledge base durring their everyday practice. Instead of drawing on this diverse knowledge base and collectively developing it, they tend to draw on what you might refer to as 'manualised knowledge' by turning to pedagogical concepts, causing their practice to become less responsive towards children and colleagues.

NETWORK 21 / SYMPOSIUM 2:

'QUALITY REFORM', PRE-SCHOOL, AND THE PROFESSION OF PEDAGOGUES - THE CASE OF DENMARK IN TRANSNATIONAL 2 (... CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSER

DISCUSSANT:

55 THE ENACTMENT OF DOCUMENTATION AND THE TRANSLATION OF THE 'PROFESSIONAL' NURSERY TEACHER

Plum

Department of Media, Cognition and Communication, COPENHAGEN S, Denmark

The purpose of the paper is to analyse the way documentation is enacted in the daily life of day-care, and how these types of enactment translate the nursery teacher. Thus, the paper focuses on how documentation produces and recognizes certain logics of actions, images of the child and of what it means to be a 'professional' nursery teacher.

The paper leans on an empirical field study in three different day-cares in Denmark. It deploys an ANT perspective in its effort to analyse day-care as a simultaneity of heterogeneous elements that are mobilised and stabilised through different modes of ordering. Documentation is analysed as a particular mode of ordering: Ordering relations between e.g. books, crayons, nursery teacher, camera, the theory of multiple intelligence, schemes for observation, child, predetermined objectives of the activity etc. In and through this mode of ordering the nursery teacher is stabilised and mobilised as a 'professional' nursery teacher. The paper points to the linearity, reduction of complexity and the mental and articulated ways to act on the child related to this mode of ordering. As such it critically addresses the boundaries of what can be thought of and acted as 'professionalism', produced in and through documentation.

It shows how a national administrative demand of documentation through so-called educational plans is enrolled, establishing truths that make certain elements and parts of everyday life recognisable and possible to order in certain ways.

The contribution of the paper must be seen in relation to the enormous impact of new modes of governing, such as the demand of documentation, and the implications of these changes in governing in relation to the everyday life of day-care.

NETWORK 21 / SYMPOSIUM 2:

'QUALITY REFORM', PRE-SCHOOL, AND THE PROFESSION OF PEDAGOGUES - THE CASE OF DENMARK IN TRANSNATIONAL 3 (... CONTINUED)

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

Organizer's abstract (9)

Krejsler¹, Schmidt², Bøje², Brinkkjær¹, Ahrenkiel², Petersen¹, Bågøe², Plum³, Kofod¹

¹Department of Education, Aarhus University, COPENHAGEN NV, Denmark

²Roskilde University, ROSKILDE, Denmark

³Copenhagen University, COPENHAGEN, Denmark

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SYMPOSIA ABSTRACTS

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school teachers, shop stewards, parents and kids.

NB! Will be conducted in Scandinavian languages.

NETWORK 21 / SYMPOSIUM 2:

'QUALITY REFORM', PRE-SCHOOL, AND THE PROFESSION OF PEDAGOGUES - THE CASE OF DENMARK IN TRANSNATIONAL 3 (... CONTINUED)

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

107 CHANGED REALTIONSHIP BETWEEN DAY CARE AND HOME

Ahrenkiel

Roskilde University, ROSKILDE, Denmark

As part of the current political restructuring of public welfare institutions, Danish Day Care institutions are being reconfigured into institutions that provide specific services rather than institutions with general obligations. In government documents the role of day care has been described as preparing children for school whereas parents are responsible for the general upbringing of children (e.g. teaching them good manners). The reforms have put a much stronger emphasis on learning activities in day care. These are some examples of how the quality reform has created an increased separation and hierarcisation of activities, roles and responsibilities etc. But this also contributes to an increased devaluation of many of the others activities that necessarily take place in day care for young children. Thus a large part of the work in day care institutions remains unnoticed and invisible.

The political intentions are also to change the role of professionals from being authoritarian experts to being responsive providers of services paying much more attention to the individual needs of the consumers. In the daily practice of days care this is reflected when parents raise demands on increasing the number of visible leaning activities that take place during the day. But at the same time analyses of the daily conversations between parents and professionals show that parents have many other expectations towards day care. In the daily conversations parents are interested in how the physiological needs of the children are met and in their general well-being. Thus the analyses points to many different criteria for what counts as quality of day care. The analyses show that the role of the professional can neither be understood as that of an authoritarian expert or that of a provider of services. The professionals need to involve the parents in finding solutions to the challenges regarding the general upbringing of the children they are faced with at a daily basis. Thus intense collaboration between parents and professionals are needed if we want to improve the quality of early childhood education and care.

The study combines concepts from Basis Bernsteins sociology with theory of everyday life.

NETWORK 21 / SYMPOSIUM 2:

'QUALITY REFORM', PRE-SCHOOL, AND THE PROFESSION OF PEDAGOGUES - THE CASE OF DENMARK IN TRANSNATIONAL 3 (... CONTINUED)

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: D320

ORGANIZER: JOHN BENEDICTO KREJSLER

DISCUSSANT:

521 SORRY BUT I CANNOT PLAY NOW SINCE I AM GOING TO A § 4

Petersen

Aarhus University, AARHUS, Denmark

This abstract has been placed under NERA network no. 21, and are part of a symposium representing day-care institutions and pedagogues work in a Danish context - in cooperation with a number of Danish researchers also placed under Nord Net.

This presentation focuses on pedagogues work with children of a different ethnic background in the day-care institution - with a special focus on language stimulation. Based on the social political laws and adoptions implemented through later years (The law on teaching plan; the law on day-care offers and the law on language stimulation) this presentation focuses on pedagogues work with children of a different ethnic background and explores the insights, actions and conditions in the pedagogical practice related to concepts such as language screening and language stimulation for children of a different ethnic background.

Based on two recently completed research projects with focus on pedagogues work with socially exposed children in day-care institutions, a number of findings related to the work with children of a different ethnic background have also been identified, among these very different approaches and understandings of the scheduling of language stimulation in the different day-care institutions.

The theoretical and empirical findings from the two research projects are in this context presented with a particular focus on illustrating the very different conditions and opportunities for children with a different ethnic background than Danish in a Danish day-care institution. Ethnic minority children must be able to conduct the same as Danish children in the day-care institution, but at the same time also something more.

NETWORK 22 / SYMPOSIUM 1:

AFFECTIVITY AND EDUCATION 1 (TO BE CONTINUED)

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A210

ORGANIZER: DORTHE STAUNAES

DISCUSSANT:

Organizer's abstract (169)

Staunaes

Department of Education, University of Aarhus, KØBENHAVN NV, Denmark

The affective turn has plunged deeply into educational studies. In this symposium we bring together a range of qualitative studies engaged in the challenges and possibilities opening up when turning to the affective. The papers deals with a wide range of empirical research topics connected to life at school: cyber bullying, school leadership, school-family relationships, school architecture, school memories etc. Across the different empirical research areas, the papers share the ambition of integrating the tacit dimensions of affect and intensity into qualitative studies of education.

This raises a common discussion of how research questions, methodologies and analytical strategies need to be (re)tooled in order to bring about/forward? affective perspectives in the production and analysis of qualitative material. For instance how do we produce empirical material on affectivity and which analytical strategies can be taken into consideration when analysing affectivity? Furthermore the researchers all have a background in post structuralist studies of subjectification, in discourse psychology and/or governmentality studies. As such the symposium will also raise the discussion of how these fields may be expanded and explored when 'adding' affect, both theoretically and empirically.

The form

We suggest a symposium of two sessions.

Each paper will give a glimpse of an analysis concerning affectivity and education. The papers last each 15 minutes and are presented in a row of 3 (4) opening up for a joint facilitated discussion in the end of each session. The symposium is linked to the poststructuralist network/NERA.

The papers to be presented are:

- 'Schooling desire through politics of intensity'. School memories in an affective perspective. Helle Bjerg, Ph.D., associate professor, University College Capital.
- 'Awakening nausea and managerial aftershocks in education'. Dorthe StaunÃ's, Ph.D., associate professor, Department of Education, University of Aarhus.

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- 'Managing school classes as emotional communities'. Hanne Knudsen, Ph.D., assistant professor, Department of Education, University of Aarhus.
- Affective rhythms in processes of inclusion and exclusion in education, Jette Kofoed, Ph.D., associate professor, Department of Education, University of Aarhus.

'(Un)comfortable school lives. Children navigating between school and home' Karen Ida Dannesboe, PhD student, Department of Education, University of Aarhus.

NETWORK 22 / SYMPOSIUM 1:

AFFECTIVITY AND EDUCATION 1 (TO BE CONTINUED)

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A210

ORGANIZER: DORTHE STAUNAES

DISCUSSANT:

534 SCHOOLING DESIRE THROUGH POLITICS OF INTENSITY. SCHOOL MEMORIES IN AN AFFECTIVE PERSPECTIVE

Bjerg

University College Capital, Denmark

In this paper the every day life of school is analysed through an affective perspective on the schooling of desires in school as an affective space (Bjerg 2011). The focus of the paper is to show how affect and intensity may be 'added' as analytical categories to the analysis of pupil subjectification within the lived life of school. The core concepts of this analytical framework are based on the thinking of Brian Massumi.

Based on the empirical analysis of school memories of three generations of pupils, the paper applies an 'intensity perspective' on how processes of identity formation at school also takes form through the schooling of particular desires. The paper suggest to look upon the schooling of desires as qualitative experiences of how different 'states of capacitation' are felt: What are particular subjects able to do and to become in particular moments loaded with affect and intensity? Which desires are cultivated and which desires are foreclosed - to whom? And how are subject positions and social categories as gender and class sedimented through the continuous experience of 'affective event structures' (Bjerg 2011)?

Through an empirical example of the qualitative experience of the subject of writing at school, the paper unfolds an analysis of how an intensity perspective may lead to new understandings of how categories as gender and class are formed through the schooling of particular desires. However, an intensity perspective also makes it possible to see how particular desires - such as the desire for science, the desire for fun or the desire to play - may run through life at school in ways that counter fixed social categories and subject positions. As such the paper develops a concept of intensity politics as a particular dimension of life at school. Hereby the paper seeks to contribute to the unfolding studies of everyday life at school.

NETWORK 22 / SYMPOSIUM 1:

AFFECTIVITY AND EDUCATION 1 (TO BE CONTINUED)

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A210

ORGANIZER: DORTHE STAUNAES

DISCUSSANT:

170 AWAKENING NAUSEA AND PSY-MANGERIAL AFTERSHOCKS IN EDUCATION

Staunaes

Department of Education, University of Aarhus, KØBENHAVN NV, Denmark

This paper examines possible entanglements between unpleasant and pleasant affects, their global evocation, and their managerial aftershocks in local schools. The paper asks how concerning 'us', the Danish school actors and Southeast Asian other, the national-ethnic-racial connoted Other, form and affect educational management. The paper are based on interviews, travel descriptions, videos and paper articles concerning educational managers who have reorganized or intend to reorganise parts of their school after visiting similar institutions in Southeast-Asia, more specifically China and Singapore. Focus is on how affective assemblage of bodily excitement and a taste for the 'Other' is transformed into self-loathing and nausea, which again have psy-mangerial aftershocks. This transmission of affects is evoked across globalised educational sites. It touches and tunes educational leadership, pedagogies, organisations, and subjectivities in Danish schools. The paper analyses how the melodramatic reorganisation of schools is touched by the sound of survival. The encounter with the Southeast-Asian 'will to survive' and general economic and societal success, not only evokes shame (Pors & Staunæs 2011) and disgust about the state of Nordic homelands, it also evokes a will to activate pleasant and positive emotional registers, as opposed to the harsh struggle for survival abroad. Rather than being victims of globalisation, interviews show how the disgust/excitement construction may revitalise a (postcolonial) taste for traditional core aspects of Nordic pedagogy, while leaving no affects behind.

NETWORK 22 / SYMPOSIUM 1:

AFFECTIVITY AND EDUCATION 1 (TO BE CONTINUED)

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A210

ORGANIZER: DORTHE STAUNAES

DISCUSSANT:

445 MANAGING SCHOOL CLASSES AS EMOTIONAL COMMUNITIES

Knudsen

Aarhus University, Department of Education, COPENHAGEN NV, Denmark

This paper examines how communities are construed and how the relationship between individual and community is articulated in recent managerial tools. The empirical focus is on tools like games, aimed at improving the community in school classes. As a hint of the preliminary analysis emotions are conceptualized as relevant in this material; the pupil should have the competences of controlling the emotions and the ability of 'reading' emotions. And communities are conceptualized in social psychological terms, focusing on processes of exclusion and positioning. The managerial tools like "Values at play", "inclusive communities" do not relate to the pupil's behaviour in the community, and they do not focus on the pupil's learning processes. The tools relate to the pupil's relation to the community, and they relate to the pupil's relation to himself and his own emotions and processes. Hereby a managerial ambition concerning the pupil's way of regarding himself as a participant in the community evolves. This ambition can be described as an ambition to govern the pupil's "relation to relation" instead of the pupil's behaviour. Certain competences are required and new criteria for in- and exclusion appear. The ambition on relating to the pupil's relating also create new sorts of tensions during the play; tensions among other things evolving from the difficulties in knowing who is to judge in which situations. And tensions that can be felt by the observer as embarrassment, hesitations or the like.

NETWORK 22 / SYMPOSIUM 1:

AFFECTIVITY AND EDUCATION 1 (TO BE CONTINUED)

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A210

ORGANIZER: DORTHE STAUNAES

DISCUSSANT:

297 AFFECTIVE RHYTHMS IN PROCESSES OF INCLUSION AND EXCLUSION IN EDUCATION

Kofoed

University of Aarhus, COPENHAGEN, Denmark

This paper investigates the quality of technologically mediated processes of inclusion and exclusion, and how these can be conceptualised. Affects appear to be an important aspect of social school life, and are thus an analytical concern in studies of processes of inclusion and exclusion in and out of social networking sites. This paper takes a particular interest in accounts of events that are recognized as cyber bullying. These are imbued with affects of many kinds and with intensities not (yet) appropriated by particular affects.

This paper suggests that a concept of affective rhythms can grasp the quality of such accounts. Affective refers to the particular quality of these processes, rhythms refer to the affective rush and drama of the altercations which lie at the heart of cyber bullying. A concept of affective rhythms allows for addressing both the sensations appropriated by certain affects such as envy, fear or joy and to address the intensities that are indefinite and not (yet) appropriated by a particular and recognisable affect. Drawing on Clough and Massumi's shared point about affects referring 'generally to bodily capacities to affect and be affected or the augmentation or diminution of a body's capacity to act, to engage, and to connect such that auto affection is linked to self-feeling of being alive - that is, aliveness or vitality' (Clough 2007: 2) it becomes analytically possible to address the affective tissue of cyber bullying in ways that allow for the multiplicity in both affecting and being affected.

The paper will unfold analysis of one case of cyber bullying based on qualitative empirical data and will illustrate how a concept of affective rhythm point to the quality of such enactments.

NETWORK 22 / SYMPOSIUM 1:

AFFECTIVITY AND EDUCATION 2 (... CONTINUED)

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A210

ORGANIZER: DORTHE STAUNAES

DISCUSSANT:

Organizer's abstract (169)

Staunaes

Department of Education, University of Aarhus, KØBENHAVN NV, Denmark

The affective turn has plunged deeply into educational studies. In this symposium we bring together a range of qualitative studies engaged in the challenges and possibilities opening up when turning to the affective. The papers deals with a wide range of empirical research topics connected to life at school: cyber bullying, school leadership, school-family relationships, school architecture, school memories etc. Across the different empirical research areas, the papers share the ambition of integrating the tacit dimensions of affect and intensity into qualitative studies of education.

This raises a common discussion of how research questions, methodologies and analytical strategies need to be (re)tooled in order to bring about/forward? affective perspectives in the production and analysis of qualitative material. For instance how do we produce empirical material on affectivity and which analytical strategies can be taken into consideration when analysing affectivity? Furthermore the researchers all have a background in post structuralist studies of subjectification, in discourse psychology and/or governmentality studies. As such the symposium will also raise the discussion of how these fields may be expanded and explored when 'adding' affect, both theoretically and empirically.

The form

We suggest a symposium of two sessions.

Each paper will give a glimpse of an analysis concerning affectivity and education. The papers last each 15 minutes and are presented in a row of 3 (4) opening up for a joint facilitated discussion in the end of each session. The symposium is linked to the poststructuralist network/NERA.

The papers to be presented are:

- 'Schooling desire through politics of intensity'. School memories in an affective perspective. Helle Bjerg, Ph.D., associate professor, University College Capital.
- 'Awakening nausea and managerial aftershocks in education'. Dorthe StaunÃ's, Ph.D., associate professor, Department of Education, University of Aarhus.

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- 'Managing school classes as emotional communities'. Hanne Knudsen, Ph.D., assistant professor, Department of Education, University of Aarhus.
- Affective rhythms in processes of inclusion and exclusion in education, Jette Kofoed, Ph.D., associate professor, Department of Education, University of Aarhus.

'(Un)comfortable school lives. Children navigating between school and home' Karen Ida Dannesboe, PhD student, Department of Education, University of Aarhus.

NETWORK 22 / SYMPOSIUM 1:

AFFECTIVITY AND EDUCATION 2 (... CONTINUED)

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A210

ORGANIZER: DORTHE STAUNAES

DISCUSSANT:

328 (UN)COMFORTABLE SCHOOL LIVES. CHILDREN NAVIGATING BETWEEN SCHOOL AND HOME

Dannesboe

Department of Education, Århus University, KØBENHAVN, Denmark

The paper explores the entanglement of relations between school and family in the production of comfortable and uncomfortable school lives of children in Denmark. The paper argues that children are attuned differently to school and to themselves as schoolchildren through (re)emerging relations between school and family in children's everyday life and explores how these processes can be addressed in affective terms. The paper is based on ethnographic fieldwork among a group of 12-14 year old children attending the same school in the area of Copenhagen. The analysis will address the complexity concerning the production of (un)comfortable school lives and how it is produced through different constellations of relations between teachers, parents and children as well as children's relations to themselves. Unfolding the dynamics of these processes the paper addresses two central issues. The first issue concerns teachers' actualisations of parents and children's home life during school hours. These actualisations appear as a disciplinary technique to promote the proper school child. The paper unfolds how this affects children differently and produces pleasant as well as unpleasant feelings of excitement and easiness as well as insufficiency and discouragement among the children. The second issue concerns the way school becomes an issue in the family and how the (un)pleasantness is produced, intensified, captured or transformed among children and parents.

NETWORK 22 / SYMPOSIUM 1:

AFFECTIVITY AND EDUCATION 2 (... CONTINUED)

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A210

ORGANIZER: DORTHE STAUNAES

DISCUSSANT:

387 THE IMPERATIVE OF ENJOYMENT

Bramming

University of Aarhus, Department of Education, COPENHAGEN, Denmark

This paper will investigate what can be termed an imperative of enjoyment in management of education. This imperative has gained foothold because of the incessant societal demand to change, transform, innovate or learn. Only continuous learning, we are told, will secure our way of living in a (post)capitalist society. In this way human subjects are demanded to expand and intensify their contribution as selves in order to enhance production, maximize value, ensuring long term success and profitability for the organization and society as a whole. (Costea et al, 2008). The subject is, according to Lacan (1981) met with an "overburdened demand to enjoy". This demand finds its ultimate formulation in a slogan of the Danish school system: 'Lust for learning', which in its translation into English obtains a sexual connotation also inherent in Lacans concept of jouissance. In this paper we will take point of departure in this concept of jouissance to unfold the mechanics of the imperative of enjoyment. The concept of jouissance is based on the pleasure principle of psychology and in Lacans reading means, that there are limits to enjoyment - or that the individual cannot stand unlimited amounts of pleasure. Therefore the subject must enjoy as little as possible while at the same time trying to overcome the prohibitions on his or her enjoyment. Paradoxically the imperative to enjoy in this understanding does not result in more pleasure, but in more pain. What we find interesting, and what we want to investigate further in the paper is not whether or not Lacan is right. We are interested to unfold how the imperative of enjoyment not only produces pleasure but also pain and how this insight might be transferred into the realm of educational management.

NETWORK 22 / SYMPOSIUM 1:

AFFECTIVITY AND EDUCATION 2 (... *CONTINUED*)

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A210

ORGANIZER: DORTHE STAUNAES

DISCUSSANT:

**552 AFFECTS AS UNINTENDED DIDACTICS: INTRA-ACTIONS OF
FATBOYS/BEANBAGS, BODIES, WHITEBOARD-GRAFFITI,
HEADSCARVES, MOVIE AND LEARNING**

Juelskjær

University of Aarhus, AARHUS, Denmark

In this presentation I will look into the multiple intensities opened by a specific didactic move, showing a movie in class. The analysis gives an example of studying how affectivity may travel through specific apparatuses of bodily production (Barad 2007) and what may emerge as material and materializing components in the movement and arrestment of affects as particular emotions (desire, disgust, boredom etc.). Finally it raises questions of ethics in relations to didactic practices. How are these processes de-territorializing and re-territorializing organizational/school/didactic practices and vice versa?

NETWORK 22 / SYMPOSIUM 2:

THE TACIT TURN IN PEDAGOGY 1 (TO BE CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A210

ORGANIZER: BERGSTEDT

DISCUSSANT:

Organizer's abstract (250)

Bergstedt¹, Herbert¹, Kraus², Hiertzge³, Vlieghe⁴, Hackl⁵, Enko⁶, Schwarz⁷

¹Department of Sociology at Lund university, LUND, Sweden

²Pedagogische Hochschule, LUDWIGSBURG, Germany

³Institut für Sportwissenschaft, GIEßEN, Germany

⁴University of Leuven, LEUVEN, Belgium

⁵Universität Graz, GRAZ, Austria

⁶University of Graz, GRAZ, Austria

⁷Södertörn University, Sweden

Actual pedagogy refers to the kind of theoretical and empirical research which is based on the concept of 'objectivity' or is oriented at the principle of consensus.

Here, social reality is viewed as if it were a text (cp. "linguistic turn"). That is to say, it deals with social reality as if it were ruled by completeness, closeness, unambiguity and linearity (Oser 1997, Wulf 2007). Analogously, in school it is widely regarded as the main aim to impart available knowledge and abilities oriented at certain objectives. Pedagogical theory and practice is often reduced to certain norms and to definite interventions in well-defined pedagogical situations. In this regard, pedagogy as well as pedagogically intended knowledge and abilities are interpreted as psychometric competences.

By focusing mainly the tacit side of practices, we follow up a paradigm shift in pedagogy.

This paradigm shift entails not only a revision of instructional practices but also a revision of the existing theoretical approaches to educational practices and to learning. Also the learning goals and the means of instruction have to be revised.

Questions that can be interesting to discuss at the symposium can be for example:

1. Turn-taking in pedagogy: What does it mean, cause, effect and implicate?
2. What is a tacit turn in pedagogy? Which discourses should we refer to?
3. Which turns accompany the tacit turn? (material turn etc.).

NETWORK 22 / SYMPOSIUM 2:

THE TACIT TURN IN PEDAGOGY 1 (TO BE CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A210

ORGANIZER: BERGSTEDT

DISCUSSANT:

284 UNTHEMATIC REALITY. WHY AND HOW FOCUS ON LATENT SENSE STRUCTURES OF PEDAGOGICAL SITUATIONS?

Hackl, Enko

University of Graz / Austria, GRAZ, Austria

In the beginning of the 21st century modalities of teaching and learning are being fundamentally transformed: Instead of strict directives, moral indoctrination and undoubtable authority educational influences are increasingly realized by enjoyable attractions and anonymous coercions, by unhindered freedom of choice within a landscape of tacit self-controlling mechanisms. We assume that this historical shift of educational practice is an integral part of an overall transformation of society for the target of which the French philosopher Gilles Deleuze has coined the pregnant term of 'societies of control'.

In the 1970ies the scientific discussion on this topic had one first climax referring to the concept of hidden curriculum. Functionalist and critical social scientists agreed in recognizing that the structure of daily school practices anchored in the design of the institution (expectations, procedures, rules, laws, rituals, timing, spacing etc.) is shaping the identities of the young people. Recently post-structural and critical discourse-analysis addresses similar topics in a broader sense.

In view of the current discussion we prefer to use the term unthematic aspects of doing school. By this we want to express, that we are dealing with any dimension of teaching and learning that has not become a focused content of the partakers' thinking or speaking. Therefore this phrasing does not predetermine if what we investigate is an intentionally hidden manipulation or an evolutionary emerged condition, an extractable entity or an aspect of an overall characteristic of a general situation.

We will present our concept and an excerpt of a funded case-study in which we investigate a learning-CD. It tries to accommodate young people by presenting multiplication tables as (karaoke) rock-songs and so gives a paradigmatic example of the intricate new style of teaching by fun and action.

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The concept of the contribution is based on a critical approach between phenomenology and post-structuralism. The methodology of the empiric analysis is Objective Hermeneutics.

NETWORK 22 / SYMPOSIUM 2:

THE TACIT TURN IN PEDAGOGY 1 (TO BE CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A210

ORGANIZER: BERGSTEDT

DISCUSSANT:

293 EXERCISE AS A TYPICAL SCHOOL PRACTICE. WHY IMPOTENTIALITY MATTERS EDUCATIONALLY

Vlieghe

KULeuven, LEUVEN, Belgium

In this contribution I want to focus on the educational value of an 'everyday' pedagogical practice, that is however more often than not forgotten in theories of education. More concretely I will go deeper into the practice of 'practising', i.e.: exercising, 'oefenen' (Dutch), 'Äœben' (German). Representative examples of this are: repeating over and over again mathematical formulae in group, taking part in repetitive forms of gymnastics, or reciting the alphabet or the text of a poem. As a rule, this practice is dealt with in two ways. Either it is seen as something completely obsolete that, in view of constructivist theories, hinders deep forms of learning, long-term study effects and genuine self-development. Or it is seen as something that has a mere instrumental value (in the sense that it might prepare students for more important learning activities or that it might indirectly help fostering discipline). In this contribution, I want to open a new perspective on this practice that, instead of immediately denouncing it, tries to conceive it as a 'pedagogical form', i.e. as something that is constitutive for what schooling is all about. In that sense I focus not so much on learning outcomes or on the impact of this practice on well-being or motivation, but on the 'tacit' dimensions of an everyday educational reality.

I start from an extensive analysis of Bollnow's phenomenological views on the pedagogical meaning of exercising. I will criticize the incompleteness and lack of accuracy of this approach and propose to refine his view by bringing in an Agambenian perspective.

I hope to show that exercising is a typical educational practice, because it concerns a strongly embodied, repetitive and collective practice in which students relate to something they in a sense already 'possess' (in contradistinction to mere 'learning') and which allows for a particular transformation of individual and collective existence.

Revisiting an old everyday school practice and taking it more seriously than is commonly done, I hope to contribute to an alternative approach of doing educational research, which focuses on experiences of concrete activities, with a special emphasis on its corporeal dimensions.

NETWORK 22 / SYMPOSIUM 2:

THE TACIT TURN IN PEDAGOGY 1 (TO BE CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A210

ORGANIZER: BERGSTEDT

DISCUSSANT:

310 THE DIFFERENCE BETWEEN THE IMPLICIT, THE PERFORMATIVE, THE MIMETIC AND THE CORPOREAL DIMENSIONS OF PEDAGOGY

Kraus

Pädagogische Hochschule Ludwigsburg, LUDWIGSBURG, Germany

Research aim

On one side, today's Pedagogy is ruled by the perspective on caring and its normative framing, and on the other side it is led by the high esteem for the personality, responsibility and also the autonomy of the child. Both approaches are deeply based in the tradition of Enlightenment (cf. Adorno 1947). In the year 1979, Francois Lyotard proclaimed the "end of master narratives" such as "emancipation", "autonomy", "societal progress" etc. By the postmodern movement the self-interpretation, the contingency, discursivity and the stage-character of phenomena was stressed. A paradigm shift was initiated by referring to the materiality of the body, of experience and of history. By this, also new fields of social research have been opened up.

Theoretical and methodology framework and expected conclusions/findings

In Pedagogy concepts such as implicit knowing (Polanyi, Neuweg, Mayr et al.), anthropological approaches that describe human existence by terms like performativity and mimesis (Wulf, Zirfas, Tervooren et al.), and phenomenological approaches (Merleau-Ponty, Waldenfels, Meyer-Drawe et al.) refer to corporeality and bodyliness can be regarded as an answer to the paradigm shift described above. In my contribution I will make up some main points of these latter approaches and compare them.

NETWORK 22 / SYMPOSIUM 2:

THE TACIT TURN IN PEDAGOGY 2 (... CONTINUED)

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A210

ORGANIZER: BERGSTEDT

DISCUSSANT:

Organizer's abstract (250)

Bergstedt¹, Herbert¹, Kraus², Hiertzge³, Vlieghe⁴, Hackl⁵, Enko⁶, Schwarz⁷

¹Department of Sociology at Lund university, LUND, Sweden

²Pedagogische Hochschule, LUDWIGSBURG, Germany

³Institut für Sportwissenschaft, GIEßEN, Germany

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⁷Södertörn University, Sweden

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NETWORK 22 / SYMPOSIUM 2:

THE TACIT TURN IN PEDAGOGY 2 (... CONTINUED)

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A210

ORGANIZER: BERGSTEDT

DISCUSSANT:

337 DESIRE FOR KNOWLEDGE!

Bergstedt

Department of Sociology at Lund University, LUND, Sweden

The past few years have been defined a variety of turns within pedagogical research; the linguistic turn and the material turn to mention a few. These turns can be taken as evidence for the evolution of knowledge societies where more and more people become involved in the 'search' for knowledge both within research and everyday life (Bauman, Beck, Korsgaard m.fl). Knowledge has become a product, sold on a global market whilst simultaneously the desire for knowledge has become more and more omnipresent and important. How can the desire for knowledge give us information about what is happening within the pedagogical turns?

The real challenge as a researcher and a teacher is to maintain knowledge desire, to enable it to slip and slide in the individual and societal structures without 'getting stuck' or becoming fixed. The prerequisite for this is that one does not balk when faced with the unknown in desire, that there is always something which can't be understood. There is something 'unclean' about knowledge (Lacan, Deleuze m.fl).

If one wishes to see and use knowledge desire as a researcher, teacher or student then it is necessary to 'perceive' the gaps and breaks in the creation of meaning and knowledge. It is necessary to hold the door slightly ajar and wait for the unexpected to appear. It is when one least expects it that the foundation for the desire for knowledge shows itself. Such a realization can lead to new vantage points for methodological as well as theoretical and practical standpoints within pedagogy.

NETWORK 22 / SYMPOSIUM 2:

THE TACIT TURN IN PEDAGOGY 2 (... CONTINUED)

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A210

ORGANIZER: BERGSTEDT

DISCUSSANT:

403 PERFORMATIVITY AND KNOWLEDGE!

Herbert

Lunds University, LUND, Sweden

Modernity is described by Hargreaves as a world of large scale production, where students are 'forged', refined, and graded according to standardized formulae at every level. The educational establishment's activities are internalized by the organizations members using calendars, computerized absentee charts, schedules, grade lists and so the members of the organization are coordinated whilst curricula and texts describing the establishment's visions inform the inner and outer world as to the educational establishments aims and activities. An educational establishment must be transparent (as it is part of everyday life, i.e. belongs to the domain of the public). Everybody has a right to its documents and products. Politicians must be assured that their visions and goals are being met and parents must be able to ensure themselves that their children are getting a good education and that their taxes are being put to good use. The student then is both product and producer, product of the educational system and producer of knowledge which must be quality controlled and graded. Because of man's capacity to understand how others perceive him/her s/he is both object and subject, the perceiver and the perceived (Lefort, Merleau-Ponty). Whilst performing we are often the perceiver but in judging the result of the performance we become the perceived. To achieve is closely related to being an achiever and so we tend to merge the judged and the jury. The subject drives the object's achievements, the perceiver drives the perceived. The student must learn to position him/herself in a world where man is both product and producer to build strategies so as to create 'free room' within his/her given space this implies an interaction between tacit and explicit dimensions of knowledge.

NETWORK 22 / SYMPOSIUM 2:

THE TACIT TURN IN PEDAGOGY 2 (... CONTINUED)

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A210

ORGANIZER: BERGSTEDT

DISCUSSANT:

447 EXPLORING THE TACIT DIMENSIONS OF TEACHING

Schwarz, Lappalainen Hjerström

Center for Studies in Practical Knowledge, HUDDINGE, Sweden

The paper investigates tacit dimensions of teaching taking its starting point in the practical knowledge of professionals, i.e. their non-reflected modes of dealing with specific situations at school. I will show how students of a career-based teacher training program at Södertörn University, who are already working at pre-school, reflect their practical knowledge, and thereby their implicit presuppositions, assumptions, which constitute the framework of their actions. The students work in a pre-school while studying, spending one day per week at the university. This means for them a constant rotation between a well-known professional practice and the new field of higher education, characterized by a certain asymmetry with regard to the relation between theoretical and practical knowledge. At certain stages of the training program the students are writing scientific essays within the field of "practical knowledge" (cf. Alsterdal 2009, Josefson 1998, Schwarz 2011).

In these texts, the students start out from a dilemma that has confronted them in their work at pre-school, initiating reflections on professional ethics, the teacher-child-relation, didactics etc. These reflections are in the next step elaborated as the students further reflect upon their own stories. Interpreting these essays written by the students, the paper explores how teacher students reflect and how they learn to reflect upon the tacit dimension of their praxis. This method is well established at the Center for Studies in practical knowledge at Södertörn University.

Research is conducted in case studies, starting out from descriptions of concrete situations and experiences that are in a second step reflected by practical and theoretical perspectives. Yet it is one goal of this paper to develop this method and critically investigate the limits and possibilities of reflection to investigate tacit dimensions of teaching in terms of practical knowledge. To what extent can practitioners themselves explore the tacit dimension of their actions? How to understand the relation between tacit and explicit, experience and reflection? Is it justified to speak of the practices of teaching that are revealed by the teacher's reflection in terms of "knowledge"? What is the educational significance of such a possible articulation of tacit dimensions?

NETWORK: NOT ASSIGNED / SYMPOSIUM 1:

RESEARCHING TEACHERS' PROFESSIONAL PRACTICE 1 (TO BE CONTINUED)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A130

ORGANIZER: JAN BENGTSSON

DISCUSSANT: ULLA KARIN NORDÄNGER AND PER LINDQVIST

Organizer's abstract (466)

Bengtsson

University of Gothenburg, GOTHENBURG, Sweden

Teaching and learning have a central position in the work of teachers, but this profession also includes many other tasks and responsibilities that are necessary for its exercise. To avoid a vision that only notices one of teachers' many working tasks, it would be valuable with an integrative view that sees the variety of different tasks as well as put them in relation to each other. Professional studies offer such an opportunity. With the teacher profession as point of departure, it is possible to notice the many different dimensions of this profession and integrate them as parts into a whole.

The aim of this symposium is to discuss different dimensions of teacher profession. In order to do this, we will introduce life-world phenomenology as a theoretical perspective that can be used in researching teachers' professional practice. Results from doctoral students' research will show the importance of talking about grades with students, enjoyment of work, trustful relations with the students, the role of evidence, self-awareness and self-knowledge and understanding of place in teachers' professional life. We believe that this kind of research of teachers' professional practice can offer new and valuable knowledge not only for the Nordic educational research society, but also for teachers' daily practice and for teacher education in the Nordic countries.

Participants and working-titles of the symposium are

- Jan Bengtsson: Teachers' practice as a regional life-world.
- Ilona Rinne: Talking about grades. How are grades communicated and understood in a teacher and student interaction?
- Anna-Carin Bredmar: Teachers' experiences of enjoyment in their work.
- Annika Lilja: Teachers' trustful relations with the students.
- Magnus Levinsson: The role of research in the professional work of teachers.
- Ulla Andr  n: Self-awareness and self-knowledge in teachers' professional practice.
- Kari-Anne J  rgensen: Pre-school teachers' and places for professional practices.
- Kaj J  nsson: ICT's effect on teachers' practice - expansion or invasion?

SYMPOSIA ABSTRACTS

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Invited discussants are Associate Professor Ulla Karin Nordäng, Linnæus University, School of Education, Psychology and Sport Science, Kalmar, Sweden and Associate Professor Per Lindqvist, Linnæus University, School of Education, Psychology and Sport Science, Kalmar, Sweden.

NETWORK: NOT ASSIGNED / SYMPOSIUM 1:

RESEARCHING TEACHERS' PROFESSIONAL PRACTICE 1 (TO BE CONTINUED)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A130

ORGANIZER: JAN BENGTSSON

DISCUSSANT: ULLA KARIN NORDÄNGER AND PER LINDQVIST

467 TEACHERS' PROFESSIONAL PRACTICE AS A REGIONAL LIFE-WORLD

Bengtsson

University of Gothenburg, GOTHENBURG, Sweden

Professional studies from a sociological perspective have been successful in explaining professionals' activities by social and political conditions and historical changes. But if we want to understand professionals' work, we need to study their activities in their practice. Such an approach to the study of professionals could be called a practice approach. This approach, however, does not need to be understood in the sense of a naïve participation in practice. The aim of this paper is to discuss teachers' professional practice in the sense of an explicit theory about practice that can offer a perspective to understand and to study professionals' practice in empirical research. The theoretical framework used in the paper is the phenomenological theory of the life-world. In order to understand the professional practice of teachers, the life-world is delimited to the regional world of their particular practice. In this way, it is possible to study the many different tasks of professional teachers as situated within a regional life-world. By researching teachers' professional practice in this way knowledge may be offered not only to the Nordic educational research community, but in particular to teachers in their daily work and to teacher education.

NETWORK: NOT ASSIGNED / SYMPOSIUM 1:

RESEARCHING TEACHERS' PROFESSIONAL PRACTICE 1 (TO BE CONTINUED)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A130

ORGANIZER: JAN BENGTSSON

DISCUSSANT: ULLA KARIN NORDÄNGER AND PER LINDQVIST

115 TALKING ABOUT GRADES. HOW ARE GRADES COMMUNICATED AND UNDERSTOOD IN A TEACHER AND STUDENT INTERACTION?

Rinne

University of Gothenburg, GÖTEBORG, Sweden

Assessment and grading are largely researched dimensions of teacher profession. There are though some aspects of grading that have not yet been studied to any great extent. How teachers inform their students of grades awarded can be considered as one of those aspects. It is necessary to gain a deeper understanding about how grades are handled in practice not only from Swedish but also from an international point of view. The Swedish criterion - referenced grading system demands teachers to update students on the grades. A common way to handle this requirement is to offer students a grade conference. This study provides analysis of video recorded material of such conferences taken from Swedish upper-secondary school. The interaction between a teacher and a student is described from a life-world phenomenological perspective. The aim of the study is to shed light on how the grades are communicated and understood. The results show that the perception of grades is lived and existential. This means that grades have a wider meaning for the teacher and the student than pure assessment of student's knowledge. Grades stand, for instance, for maintaining a good relationship between the teacher and the student and for improvement of teacher's work. In the presentation examples of these aspects will be shown from the empirical material.

NETWORK: NOT ASSIGNED / SYMPOSIUM 1:

RESEARCHING TEACHERS' PROFESSIONAL PRACTICE 1 (TO BE CONTINUED)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A130

ORGANIZER: JAN BENGTSSON

DISCUSSANT: ULLA KARIN NORDÄNGER AND PER LINDQVIST

97 TEACHERS' EXPERIENCES OF ENJOYMENT IN THEIR WORK

Bredmar

Linnaeus University, KALMAR, Sweden

Research of teachers' work often ignore or undervalue one of the most fundamental aspects of teachers' work, the emotional dimension. The work as a teacher is not exclusively of technical and rational concern. Rather, the pedagogical dimensions of teachers' work are thoroughly emotional and relational, depending on mood or atmosphere. A common misconception about emotions is that they are somehow separate from reasoning. But emotions are indispensable to rational decision-making, which is obvious in all human activity, but also in teachers' work. The teacher profession has been exposed to intensification through the last decades and teacher are one of the professions in Sweden where stress and burn out are most common.

Job enjoyment is often taken for granted in teachers' work and, therefore, goes unnoticed. But emotions such as pleasure or enjoyment have a strong impact on teachers' professional practice and makes the work meaningful. The aim of this study is to explore teachers' experiences of enjoyment in their work. The main research question is:

What are teachers' experiences of enjoyment in their work among young children?

The theoretical framework is a life-world phenomenological approach. Key concepts in life-world phenomenology are used to understand the enjoyment in teachers' work, such as the intertwinement between life and world, lived body and lived time. The point of departure for this study is that telling stories about self experienced situations is a natural way of understanding each other as human beings.

The result shows that teachers' enjoyment in work are lived and existential. The feeling of enjoyment in work has implications on teachers' professional practice and is a fundamental feeling for teachers to manage their work. Obstacles for experiences of enjoyment in relation to the work as a teacher also appears in the interviews. And the enjoyment in work that is taken for granted is most evident when its

SYMPOSIA ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



not there any longer, in the lack of job enjoyment. These aspects are further discussed in relation to the necessity of experiences of job enjoyment to develop a sustainability as a teacher in compulsory school.

NETWORK: NOT ASSIGNED / SYMPOSIUM 1:

RESEARCHING TEACHERS' PROFESSIONAL PRACTICE 2 (TO BE CONTINUED)

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A130

ORGANIZER: JAN BENGTSSON

DISCUSSANT: ULLA KARIN NORDÄNGER AND PER LINDQVIST

121 TEACHERS' TRUSTFUL RELATIONS WITH THE STUDENTS

Lilja

University of Gothenburg, GÖTEBORG, Sweden

The intention of my presentation is to show how teachers establish and confirm trustful relations with the students, and to show that it is a big and important part of teacher profession.

In this study, built on fieldwork, five teachers and their students in the Swedish compulsory school have been observed during lessons. The study is performed in a phenomenological life-world approach.

The analysis has been like the hermeneutical circle, with ones preunderstanding there is an oscillation between the part and the whole. This process has taken part during several readings of and discussions concerning the notes from the observations.

Preliminary findings are that to establish trustful relations with the students it is mostly not enough to just teach the subject in question. The students have often a lot of other things than learning in mind, and to reach the students, to motivate the students something else than just good teaching is required. The teachers in the study listen to their students, support their students, set limits for the students and sometimes they meet their students' resistance.

Although this study is performed in a Swedish context it has relevance also for the other Nordic countries as the educational systems and students are alike, and as trustful relations are a universal human question.

NETWORK: NOT ASSIGNED / SYMPOSIUM 1:

RESEARCHING TEACHERS' PROFESSIONAL PRACTICE 2 (... CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A130

ORGANIZER: JAN BENGTSSON

DISCUSSANT: ULLA KARIN NORDÄNGER AND PER LINDQVIST

Organizer's abstract (466)

Bengtsson

University of Gothenburg, GOTHENBURG, Sweden

Teaching and learning have a central position in the work of teachers, but this profession also includes many other tasks and responsibilities that are necessary for its exercise. To avoid a vision that only notices one of teachers' many working tasks, it would be valuable with an integrative view that sees the variety of different tasks as well as put them in relation to each other. Professional studies offer such an opportunity. With the teacher profession as point of departure, it is possible to notice the many different dimensions of this profession and integrate them as parts into a whole.

The aim of this symposium is to discuss different dimensions of teacher profession. In order to do this, we will introduce life-world phenomenology as a theoretical perspective that can be used in researching teachers' professional practice. Results from doctoral students' research will show the importance of talking about grades with students, enjoyment of work, trustful relations with the students, the role of evidence, self-awareness and self-knowledge and understanding of place in teachers' professional life. We believe that this kind of research of teachers' professional practice can offer new and valuable knowledge not only for the Nordic educational research society, but also for teachers' daily practice and for teacher education in the Nordic countries.

Participants and working-titles of the symposium are

- Jan Bengtsson: Teachers' practice as a regional life-world.
- Ilona Rinne: Talking about grades. How are grades communicated and understood in a teacher and student interaction?
- Anna-Carin Bredmar: Teachers' experiences of enjoyment in their work.
- Annika Lilja: Teachers' trustful relations with the students.
- Magnus Levinsson: The role of research in the professional work of teachers.
- Ulla Andr  n: Self-awareness and self-knowledge in teachers' professional practice.
- Kari-Anne J  rgensen: Pre-school teachers' and places for professional practices.
- Kaj J  nsson: ICT's effect on teachers' practice - expansion or invasion?

SYMPOSIA ABSTRACTS

NERA's 40th congress – Copenhagen March 2012



Invited discussants are Associate Professor Ulla Karin Nordäng, Linnæus University, School of Education, Psychology and Sport Science, Kalmar, Sweden and Associate Professor Per Lindqvist, Linnæus University, School of Education, Psychology and Sport Science, Kalmar, Sweden.

NETWORK: NOT ASSIGNED / SYMPOSIUM 1:

RESEARCHING TEACHERS' PROFESSIONAL PRACTICE 2 (... CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A130

ORGANIZER: JAN BENGTSSON

DISCUSSANT: ULLA KARIN NORDÄNGER AND PER LINDQVIST

481 THE ROLE OF RESEARCH IN THE PROFESSIONAL WORK OF TEACHERS

Levinsson

Göteborgs universitet, GÖTEBORG, Sweden

The idea that education should be or become evidence-based is currently setting the agenda of both educational research and practice in the Scandinavian countries. Initiatives are taken to develop the capabilities of teachers to 'apply' research evidence and to further the effectiveness of their work. These trend of events has set of major debates questioning the idea of evidence-based practice for being forgetful of education as a moral and ethical practice. It is claimed that the evidence-based practice movement simply treats teachers as consumers of research.

This paper offers a theoretical elaboration of the role of research in the professional work of teachers. Some of the work of Martin Heidegger is used as the point of departure and in particular his vision of ontological education. The role of research is in Heidegger's vision manifested when teachers 'point out' ontological assumptions underlying the research in the different subjects being taught at school. In difference to the evidence-based practice movement this role of research does not threaten to replace the professional judgement of teachers and is from Heidegger's point of view essential to unfold the formation of students ('paideia'). This phenomenological elaboration might bring the discussed role of research in better touch with the professional work of teachers.

NETWORK: NOT ASSIGNED / SYMPOSIUM 1:

RESEARCHING TEACHERS' PROFESSIONAL PRACTICE 2 (... CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A130

ORGANIZER: JAN BENGTSSON

DISCUSSANT: ULLA KARIN NORDÄNGER AND PER LINDQVIST

455 PRE-SCHOOL TEACHERS AND PLACES FOR PROFESSIONAL PRACTICES. PHENOMENOLOGICAL PERSPECTIVES ON NATURE PLAYGROUNDS IN NORWEGIAN KINDERGARTENS

Kaj Joergensen

University of Gothenburgh/Vestfold University College, TØNSBERG, Norway

Aim

The aim of this paper is to interpret the design and location of nature playgrounds in Norwegian kindergartens. As professionals the pre-school teachers need to consider what places they are using in their everyday practice. The physical environment can be seen as a part of the pedagogical content in the kindergartens. Therefore the teacher needs knowledge about the way children experience and use places.

There is no common definition of what a nature playground is. By framing this phenomenon there is a possibility to see what these nature playgrounds offer as environments for experiences and learning. If there in our modern society where childhood to a great extent is institutionalized are good reasons for taking the children outdoors in nature dominated areas, this means that we need to know more about it.

Theoretical and methodological framework

The theoretical approach is phenomenology of place. The method is observations on and photo analyses of empty Nature Playgrounds in two Norwegian municipals gives a image of what these places looks like and some of the intentions that can be interpreted from their design and placing.

Findings

From a phenomenological approach the way the nature playgrounds are designed and placed seems to be quite similar. The concepts of emplacement, displacement and place-loss are relevant according to the lack of using different possibilities.

Relevance

The study gives a platform for going further into the phenomenon of outdoor places used in pre-school teaching related to the children's own experiences of the places. This is important for reflections on the use of nature playgrounds in a pedagogical context.

NETWORK: NOT ASSIGNED / SYMPOSIUM 1:

RESEARCHING TEACHERS' PROFESSIONAL PRACTICE 2 (... CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A130

ORGANIZER: JAN BENGTSSON

DISCUSSANT: ULLA KARIN NORDÄNGER AND PER LINDQVIST

232 SELF-AWARENESS AND SELF-KNOWLEDGE IN PROFESSIONS

Andrén

IDPP Gbg, GÖTEBORG, Sweden

The aim of my paper is to elaborate on the topic of self-development for teachers professional purpose. In the proposition concerning teacher education SOU 2008:109 a mature self-knowledge is mentioned as a prerequisite to teacher's relational competence and in creating nurturing learning environments in school. Mature self-knowledge is described as a natural talent and something that can be developed in professional education. The question is how to support development of mature self-knowledge in professional education? In order to answer this question I have turned to an education in personal development with Psychosynthesis as method to explore what professionals learn that they may bring into their profession.

In interviews six persons have been asked to describe situations which they experience differently due to the education in professional development. A phenomenological life-world approach has been used in the study. The result is presented in portrays describing the process of personal development and its professional implications for each person. It also describes the most important aspects of the training according to those six participants.

Four main themes are identified from those portrays that describe important areas of insights. Those for themes are 1) "Speaking from different perspectives" that describes awareness of different qualities of communication. 2) "Professional identity" where strengths and limitations and deeper values of the professional is acknowledged. 3) "Understanding the here and know" describing situational awareness and the capacity to reflect. 4) "Changes in their interplay between self and world" which show a changed awareness of how to use self in the profession.

Results from this study may contribute to changes in professional educations in order to better prepare the professional person for their professional task.

NETWORK: NOT ASSIGNED / SYMPOSIUM 1:

RESEARCHING TEACHERS' PROFESSIONAL PRACTICE 2 (... CONTINUED)

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A130

ORGANIZER: JAN BENGTSSON

DISCUSSANT: ULLA KARIN NORDÄNGER AND PER LINDQVIST

491 ICTS EFFECT ON TEACHERS' PRACTISE- EXPANSION OR INVASION?

Jönsson

Göteborgs universitet, GÖTEBORG, Sweden

The number of classroom where each student sits with his or her own computer is increasing in an accelerating way. It means a whole new situation where information, or social media like Facebook, never is more than a few keystrokes away. "The whole world" is available in the classroom, and the impact on conditions for teachers practise is huge. This situation is seldom anything teachers themselves has created or even wished for. Instead politicians or ambitious school managements, often accompanied by naïve hopes that ICT will automatically improve teaching and attract more students, have decided. The effect on teachers practise is not much researched on, and this paper discusses the issue from the phenomenological theory of the life-world. Teachers' practice is seen as a regional world, which is the particular part of the life-world that is delimited to teachers work practice. Digital tools is however not just situated in this regional world but also, maybe primarily, exists in the teachers personal everyday life. How teacher deals with the integration of ICT in their practise therefore exceeds what's going on in the professional world and also depends on experiences from everyday life. Hence, the effects for the individual teachers practise differ a lot, but in just a few years it will probably be hard to avoid a big change of practise. One may predict some possibilities for this change. In the favourable situations, digital tools may enable teacher to treat their curricula in totally new ways, and so expand teachers practise. In the adverse situations, digital tools may invade teachers practise and lead to technical problem, mixed focus and general disorganization. In most schools this development is going on right now, more or less randomly.

The life-world approach intertwines different regional worlds and thus makes it possible to discuss this problematic situation in new and productive ways. This paper is based on research about ICT in education, but the main purpose is that the theoretical discussion will indicate how to work for a more systematic integration of ICT in teachers' practise.

NETWORK: NOT ASSIGNED / SYMPOSIUM 2:

WHEN NATIONAL POLICIES MEET THE LOCAL LEVEL: CROSS-NATIONAL COMPARISONS A LOCAL SCHOOL GOVERNANCE SYMPOSIUM

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A212

ORGANIZER: JM PAULSEN

DISCUSSANT:

Organizer's abstract (535)

Paulsen¹, Johansson², Myrlund², Stark², Holmgren², Nihlfors³, Strand¹,
Risku⁴, Kanervio⁴, Alsbury⁵, Mountford⁶, Moos⁷, Townsend⁸

¹Hedmark University College, Norway

²Umeå University, UMEÅ, Sweden

³Uppsala University, UPPSALA, Sweden

⁴Jyväskylä University, Finland

⁵Seattle Pacific University, SEATTLE, United States of America

⁶Florida Atlantic University, United States of America

⁷Aarhus University, AARHUS, Denmark

⁸University of Glasgow, GLASGOW, United Kingdom

Introduction

In this symposium we report preliminary findings on local school governance in Sweden, Finland, Norway, Denmark, Scotland, and the U.S. based on a parallel survey undertaken simultaneously by board members across all six country's municipalities and school districts. The overarching purpose of the study was to identify the school governance structures, processes, and systems resulting from several waves of administrative and political re-design reforms across all countries. Moreover, the survey draws attention to the level of empowerment, autonomy and strategic influence as perceived by local school politicians.

The cross-national nature of the symposium will provide a useful setting for examining the role of local and district school governance globally and locally. In this symposium, the presentations are based on descriptive country reports, where some common themes running through all cases raised.

The Research Questions for the symposium

The findings of our parallel studies will be utilized to address the following question in the symposium:

- What are the primary ways in which local school board members describe their level of empowerment and actual influence towards the dominant coalition in the municipality as well as towards the school management level?

Country Report Sweden

Olof Johansson, Håkan Myrlund, Elin Stark, Mikael Holmgren, and Adj Professor Elisabet Nihlfors, all from Umeå University.

Country Report Scotland

Tony Townsend, University of Glasgow.

Country Report Finland

Mika Risku and Pekka Kanervio, University of Jyväskylä.

Country Report Denmark

Leif Moos, the Danish School of Education, Aarhus University.

Country Report Norway

Mona Strand and Jan Merok Paulsen, Hedmark University College.

Country Report USA

Meredith Mountford, Florida Atlantic University, Tom Alsbury, Seattle Pacific University.

Cross-National Themes of Local School Governance

Olof Johansson, Elisabet Nihlfors, Mika Risku, Pekka Kanervio, Mona Strand, Jan Merok Paulsen, Leif Moos, Meredith Mounford and Tom Alsbury.

The last paper brings up the essence of common themes running through all national system as presented in the country reports. Specifically, each country's local governance structures paired with the local boards' experiences and perceptions of strategic influence and political autonomy is highlighted.

NETWORK: NOT ASSIGNED / SYMPOSIUM 2:

WHEN NATIONAL POLICIES MEET THE LOCAL LEVEL: CROSS-NATIONAL COMPARISONS A LOCAL SCHOOL GOVERNANCE SYMPOSIUM

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A212

ORGANIZER: JM PAULSEN

DISCUSSANT:

544 COUNTRY REPORT SWEDEN

Nihlfors¹, O Johansson²

¹Uppsala University, UPPSALA, Sweden

²Umeå University, UMEÅ, Sweden

The Swedish paper will present findings from the 2011 school board survey from a national sample of school districts. The large-scale survey was undertaken in 2011, and the respondents were members of the local school board that was responsible for decision making about educational issues. The research provides an investigation of school policy making at the local government level in Sweden. The study asked questions related to why people choose to serve on such committees, how the committees operate and make decisions, what the most important issues were and how much impact, influence and autonomy these committees have. Moreover, the paper analyses the school boards perceived capacity and competence in various domains of local governance. The survey data is furthermore matched with performance indicators from national databases in order to provide a more fine-grained picture of local school governance in Sweden.

NETWORK: NOT ASSIGNED / SYMPOSIUM 2:

WHEN NATIONAL POLICIES MEET THE LOCAL LEVEL: CROSS-NATIONAL COMPARISONS A LOCAL SCHOOL GOVERNANCE SYMPOSIUM

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A212

ORGANIZER: JM PAULSEN

DISCUSSANT:

547 COUNTRY REPORT SCOTLAND

Townsend

University of Glasgow, GLASGOW, United Kingdom

The Scottish paper will present findings from the 2011 school board survey drawn from 8 Scottish Local authorities that correspond to school districts or municipalities in other national systems. The large-scale survey was undertaken in 2011, and the respondents were either members of the local authority committee that was responsible for decision making about educational issues or senior staff in the service department that oversaw the delivery of education within the local authority. The research provides an investigation of school policy making at the local government level in Scotland. The study asked questions related to why people choose to serve on such committees, how the committees operate and make decisions, what the most important issues were and how much impact, influence and autonomy these committees have. Moreover, the paper analyses the Education Committee's perceived capacity and competence in various domains of local governance.

NETWORK: NOT ASSIGNED / SYMPOSIUM 2:

WHEN NATIONAL POLICIES MEET THE LOCAL LEVEL: CROSS-NATIONAL COMPARISONS A LOCAL SCHOOL GOVERNANCE SYMPOSIUM

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A212

ORGANIZER: JM PAULSEN

DISCUSSANT:

543 COUNTRY REPORT FINLAND

Risku, Kanervio

University of Jyväskylä, JYVÄSKYLÄ, Finland

The purpose of the Finnish paper is to present findings from a large-scale survey among local school politicians in Finnish municipalities. The cohort subjected to the survey started their serve in their positions in 2008 and the new municipal elections will take place in October 2012, and thus the instrument captured the school politicians' experiences and perceptions at the end of their serve. A major theme in the survey is how local school politicians perceive their role in relation to strategic school decisions as well as perceived influence towards school decisions.

NETWORK: NOT ASSIGNED / SYMPOSIUM 2:

WHEN NATIONAL POLICIES MEET THE LOCAL LEVEL: CROSS-NATIONAL COMPARISONS A LOCAL SCHOOL GOVERNANCE SYMPOSIUM

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A212

ORGANIZER: JM PAULSEN

DISCUSSANT:

545 COUNTRY REPORT DENMARK

Moos

Aarhus University, AARHUS, Denmark

The purpose of this paper is to present key findings from a large-scale survey among local school politicians in Danish municipalities. The country report analyzes the relationship between central government and local authorities, more specific how central demands of accountability and quality assurance affects educational decision making at the local level.

NETWORK: NOT ASSIGNED / SYMPOSIUM 2:

WHEN NATIONAL POLICIES MEET THE LOCAL LEVEL: CROSS-NATIONAL COMPARISONS A LOCAL SCHOOL GOVERNANCE SYMPOSIUM

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A212

ORGANIZER: JM PAULSEN

DISCUSSANT:

548 COUNTRY REPORT NORWAY

Strand, Paulsen

Hedmark University College, Norway

The purpose of the Norwegian paper is to present findings from the 2011 school board survey drawn from Norwegian municipalities which correspond with school districts in other national systems. The large-scale survey was undertaken in 2011, and the respondents were all local politicians having served for a four-year period. The research is the first national investigation of school policy making at the local government level in Norway. A major theme in the survey is how local school politicians perceive their level of empowerment in relation to their municipality's strategic school decisions as well as perceived influence towards school decisions. Moreover, the paper analyzes the Norwegian local school board's perceived capacity and competence in various domains of local governance. The survey data is furthermore matched with performance indicators from national databases in order to provide a more fine-grained picture of local school governance in Norway.

NETWORK: NOT ASSIGNED / SYMPOSIUM 2:

WHEN NATIONAL POLICIES MEET THE LOCAL LEVEL: CROSS-NATIONAL COMPARISONS A LOCAL SCHOOL GOVERNANCE SYMPOSIUM

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A212

ORGANIZER: JM PAULSEN

DISCUSSANT:

546 COUNTRY REPORT USA

Mountford¹, Alsbury²

¹Florida Atlantic University, United States of America

²Seattle Pacific University, SEATTLE, United States of America

This country report will present main findings from the national school board survey in the United States. Data was collected in all US states during 2011/2012, and the paper will present key findings of the school district structure, decision making process and school board members' influence on important domains of district policy and decision making. Included in the analysis is school district members' perceived capacity and competence in various domains of local governance.

NETWORK: NOT ASSIGNED / SYMPOSIUM 3:

TOWARDS A NEW ORGANIZATION OF EDUCATIONAL RESEARCH IN SWEDEN

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A303

ORGANIZER: B. HASSELGREN

DISCUSSANT:

Organizer's abstract (561)

Hasselgren

University of Gothenburg, GOTHENBURG, Sweden

Since the re-organisation of Swedish higher education Swedish 'pedagogic' successively has lost its self evident identity. An identity, however, more building on a number of collegially appointed professors related to specific services than on a well structured scientific discipline. After the re-organisation there are two kind of professors; (i) the first just described one, and (ii) a second one appointed on formal merits but without specific services. The result is that from having been about 20 professors in 'pedagogic' there are now about 150 professors in 'pedagogik' (note the shift from single quotation marks to double dittos). This means that it from the old discipline has grown new ones, e.g. 'didactics' perhaps the strongest one of them all. From having been a little tight assembly consisting of about 20 professors in education, the annual Professors Meeting has expanded to potentially 150. But from about 100 percent participation in the start, last meeting gathered only about 5 percent. A sign of a discipline under dissolution! To analyse the development and in best of cases also create the basis for an appeal for a Swedish association for educational research (SWERA) the symposium will treat three papers:

- (i) 'On the social and intellectual organization of educational research communication in Sweden' in which Michael Hansen and Sverker Lindblad analyze publication patterns in Swedish educational research by capturing the total publication output of a sample of Swedish researchers in education.
- (ii) In 'Swedish educational research: threats, challenges and strategies' Lisbeth Lundahl gives a brief background to why Swedish educational researchers have hitherto stayed rather silent concerning accusation of lacking utility. And in
- (iii) 'Pedagogisk Forskning i Sverige: A journal mirrors' Biörn Hasselgren asks what the content of 16 volumes of the Swedish journal Pedagogisk Forskning i Sverige might tell about Swedish educational researchers.

NETWORK: NOT ASSIGNED / SYMPOSIUM 3:

TOWARDS A NEW ORGANIZATION OF EDUCATIONAL RESEARCH IN SWEDEN

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A303

ORGANIZER: B. HASSELGREN

DISCUSSANT:

559 ON THE SOCIAL AND INTELLECTUAL ORGANIZATION OF EDUCATIONAL RESEARCH COMMUNICATION IN SWEDEN

Hansen, Lindblad

University of Gothenburg, GOTHENBURG, Sweden

Vital for research organization and development is research publication and communication. How is educational research in Sweden dealing with these issues and what are the implications of that for the positioning of research at education departments? The present study aimed to analyze publication patterns in Swedish educational research by capturing the total publication output of a sample of Swedish researchers in education. The researchers in the study were identified as researchers- from different disciplines and faculties - through their applications for funding for educational studies at the two largest bodies for funding of research in Sweden. Of these were 42 percent from educational research in a more precise meaning, i.e. from education departments or from teacher education. Thus, we can compare publication patterns in educational research (e.g. in pedagogic, didaktik, pedagogiskt arbete etc.) compared to research in other disciplines (political science, sociology, history) doing research in education as a field of study. A total of more than four thousand publications were categorized into ten publication types or formats (e.g. books, research articles, newspaper articles) and the articles were analyzed in terms of the prestige level of the journals. The results are showing that educational research is using a number of publication genres, having a rather unfocused journal publication pattern (though with Scandinavian Journal of Educational Research and Pedagogisk Forskning i Sverige as most frequently selected journals), using more of Swedish as a publication language, and rather seldom using ISI web of science journals in their publications. This publication pattern is discussed in relation current changes in research policy and in relation to different strategies in research communication in order to change the social and intellectual organization of Swedish educational research in an Nordic and international context.

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NETWORK: NOT ASSIGNED / SYMPOSIUM 3:

TOWARDS A NEW ORGANIZATION OF EDUCATIONAL RESEARCH IN SWEDEN

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A303

ORGANIZER: B. HASSELGREN

DISCUSSANT:

560 SWEDISH EDUCATIONAL RESEARCH: THREATS, CHALLENGES AND STRATEGIES

Lundahl

Umeå University, UMEÅ, Sweden

Having enjoyed certain autonomy for some decades, Swedish social science research, including educational research, is now increasingly expected to serve the development of the 'knowledge economy' and to raise the efficiency of the public sector, directly or indirectly. The services provided by the welfare institutions should become 'evidence based' in order to be efficient and high-qualitative. Professionals and other stakeholders have a right to know 'what works', it is argued. In the last year several attacks on social and educational research for lacking utility have occurred. Such research does not meet the 'golden standard' of controlled studies of quasi-experimental character. Swedish pupils' attainments have declined in international evaluations because teachers lack concrete, validated methods, the argument goes. This critique is not unique to Sweden, but in contrast to e.g. American and British colleagues, Swedish educational researchers have hitherto stayed rather silent in this storm. There is no single explanation to this, but one important reason may be the lack of a strong educational research association at national level, that could act as a platform of exchange and action. The aim of this presentation is to give a brief background to the present situation, as outlined above, and to discuss possible ways forward.

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NETWORK: NOT ASSIGNED / SYMPOSIUM 3:

TOWARDS A NEW ORGANIZATION OF EDUCATIONAL RESEARCH IN SWEDEN

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A303

ORGANIZER: B. HASSELGREN

DISCUSSANT:

558 PEDAGOGISK FORSKNING I SVERIGE: A JOURNAL MIRRORS

Hasselgren

University of Gothenburg, GOTHENBURG, Sweden

In 1996 the first issue of Pedagogisk Forskning i Sverige was published, one year after the decision in "Professorsmötet" (professors meeting), an annual gathering (informal) of the Swedish professors in education to discuss 'professional' problems. Since some years they had missed a journal more exclusively treating educational problems in a scientific way. The aim of the journal should primarily be to function as an arena to present on-going and finished research, and not least articles to be published as parts of doctoral theses. Also summaries of the faculty opponent's analyses, reviews, inauguration lectures, and not least academic discussions should be published, not to speak of 'special issues'. To finance the project the departments should subscribe to all their researchers, teachers and doctoral students. What happened to the initiative of the Professors meeting? Pedagogisk Forskning i Sverige has now published its 16th volume containing 4 issues each. Number of manuscript sent in to be published has varied, from the first years' 15-20 to the last years' 30-35. In the beginning about 60 percent of the manuscripts were accepted (peer reviewed) and during the last years about 25 percent. Not very many 'debates' and reviews have been sent in to the editorial office as well as comparatively rather few 'summaries' from the faculty opponents as well as articles to be included in doctoral theses have been very rare. Six 'special issues' have been published during the period. When it comes to financing the journal the university departments have to a comparatively very high extent been responsible for that.

NETWORK: NOT ASSIGNED / SYMPOSIUM 4:

SUPPORTING CHILDREN IN DIFFICULTIES - CHALLENGING CONCEPTS AND PRACTICAL ORGANIZATIONS OF LEARNING AND DEVELOPMENT

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A104

ORGANIZER: M.R. LARSEN

DISCUSSANT: NIKLAS ALEXANDER CHIMIRRI

Organizer's abstract (553)

Larsen

Roskilde University, ROSKILDE, Denmark

This symposium offers analysis of the relation between children's everyday lives and the professional support of children in difficulties. When dealing with these children, our understandings as well as our practical support are often individualized and decontextualized. Even when we take a point of reference in the importance of the social context: when difficulties are at stake, we seem to concentrate on the behavior, brain or social background of the individual (Mehan, McDermott, Burman, Hedegaard, Rogoff).

Typically interventions focus at special, individual and isolated functions while overlooking the general challenges in the ordinary life that children live together with each other across different places. To overcome this paradox, we must aim at developing general theoretical concepts as well as new practical organizations of the support for children.

In relation to general concepts about the development of children we confront the challenge to analyse how children deal with the conditions of their life – to analyse 'the practice of the children'. And in relation to that we are in need of knowledge about how schools and institutions are experienced from the positions of children. Knowledge from the perspectives of the children can illuminate how efforts in relation to supporting children may have unintended meanings to the children. The theoretical framework for the symposium is grounded in theory of social practice (e.g. Axel, Holland, Lave, Dreier) and conceptualizations about how children learn and develop through participation in social communities (e.g. Hedegaard, Højholt, Rogoff).

The three papers present research from different institutional arrangements for children in difficulties. In this way the symposium will touch on children's conduct of life, learning processes related to everyday life and processes of segregation. The papers will present empirical work from observations

SYMPOSIA ABSTRACTS

NERA's 40th congress – Copenhagen March 2012

and interviews with professionals in relation to children's everyday life in school, institutions for children's leisure time and special help arrangements. Furthermore the papers take up discussions about the organizational processes of referral and professionals' cooperation in relation to developing possibilities for the children to take part in their learning and developmental communities.

The Symposium addresses central discussions in developing an inclusive pedagogical practice across different social contexts in children's school life.

NETWORK: NOT ASSIGNED / SYMPOSIUM 4:

SUPPORTING CHILDREN IN DIFFICULTIES - CHALLENGING CONCEPTS AND PRACTICAL ORGANIZATIONS OF LEARNING AND DEVELOPMENT

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A104

ORGANIZER: M.R. LARSEN

DISCUSSANT: NIKLAS ALEXANDER CHIMIRRI

554 CHILDREN'S LIFE ACROSS CONTEXTS - DEVELOPMENT AND PARTICIPATION IN COMMUNITIES

Højholt

Roskilde University, ROSKILDE, Denmark

Developmental psychology has often been criticized for being abstract in its study of 'the general child' and Childhood studies have on the other hand focused on the study of children anchored in historical time and settings; but has been criticized for overlooking the personal aspect of development.

This raises questions like: How can studies of children anchored in historical time and settings contribute to discussions of what development is about? In the presentation it will be argued that we may discuss the question in a concrete way related to particular societal practices as well as children's personal engagements, perspectives and ways of taking part in activities of their everyday life.

The empirical background for the paper is different research projects observing and interviewing children in their different developmental settings as their family, kindergartens, schools, institutions for children's leisure time and special help arrangements.

In the observations children seem deeply occupied with the common aspects of organising a child life across different life contexts, contradictory demands and social conflicts. One point in the paper will be to illustrate that they are doing this together.

The everyday life of children in Nordic countries constitute a situation where children live a great part of their life together with children of the same age and across societal institutions were professionals have different kinds of responsibility, tasks and perspectives on the children and their development. The children cooperate with each other and they also have conflicts about belonging in their different communities and influencing their common activities. They are in one and the same time assembled

in institution communities (as for instance a school class) and continuously differentiated into different kinds of categories (as for instance the good pupils, the ones who receive special help, the ones who do not know how to behave etc).

The children relate to the meanings that these differentiations get in their communities and the categorizations become part of what is at stake here. We have to see the meanings of these differentiations to concrete children as mediated through the child communities.

NETWORK: NOT ASSIGNED / SYMPOSIUM 4:

SUPPORTING CHILDREN IN DIFFICULTIES - CHALLENGING CONCEPTS AND PRACTICAL ORGANIZATIONS OF LEARNING AND DEVELOPMENT

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A104

ORGANIZER: M.R. LARSEN

DISCUSSANT: NIKLAS ALEXANDER CHIMIRRI

555 HOW PROFESSIONALS' WAY OF STRUCTURING CHILDREN'S LIVES SET CONDITIONS FOR PARTICIPATION - A SLOPE OF EXCLUSION

Kousholt

Aarhus University, AARHUS, Denmark

When considering support for children in difficulties, we often have a focus on differentiating between categorizations about different children in different difficulties. But working for inclusion we need insight in how exclusion happens in situated interplay involving plenty of participants and with possibilities as well as restrictions at stake. Here the paper raises two interrelated issues: How institutional ways of organizing children's lives structure conditions for the interplay and conflicts between the children and how some children struggle with participating from marginal positions.

These discussions are illustrated via a study about children's trajectories of participation across the special school and the general school's after school center. It is often overlooked how interventions sometimes hinder children's possibilities for connecting different life contexts and for taking part in children's communities. The paper takes up discussions related to these problems analyzed from the children's perspectives, with the aim of contributing to critical discussions related to the work of inclusion in Danish school practice.

The research project employs various qualitative methods: participatory observation in the special school and after-school center, semi structured interviews with the children, parents and professionals, and discussion meetings with the professionals.

The special educational intervention studied is part of an agenda about 'the inclusive school'. The research project focus on children that are referred to a special school during class hours but continue in the after-school center at the general school. The project follows the children's trajectories of participation between the special institution and the afterschool center by participant observations during a period of 1½ years. These transitions across institutional and professional arranged divisions

of settings seem to pose several difficulties for the children. The children arriving from the special school seem to be in a 'slope of exclusion' in relation to the social processes among the children and inclusive intervention must take knowledge about these social dynamics among the children into account.

NETWORK: NOT ASSIGNED / SYMPOSIUM 4:

SUPPORTING CHILDREN IN DIFFICULTIES - CHALLENGING CONCEPTS AND PRACTICAL ORGANIZATIONS OF LEARNING AND DEVELOPMENT

SESSION 7 - (SATURDAY 10 MARCH 15:30 - 17:00)

ROOM: A104

ORGANIZER: M.R. LARSEN

DISCUSSANT: NIKLAS ALEXANDER CHIMIRRI

556 UNDERSTANDING DIFFICULTIES - PROFESSIONAL DILEMMAS BETWEEN SOCIAL SITUATIONS IN CHILDREN'S EVERYDAY LIVES AND CATEGORIZATIONS IN 'CHILDREN'S CASEFILES' IN REFERRAL PROCESSES

Larsen

Roskilde University, ROSKILDE, Denmark

Children live their lives in and across different institutional settings, in which different professionals are engaged from different positions. When concerns and worries about children occur - even more professionals are drawn in. In this cross professional practice, difficulties around children often tend to be individualized to understandings of "special needs". This paper is exploring this phenomenon in relation to the conditions of the professionals, as a part of a compound institutional social practice around children in difficulties. Here the paper primarily focus on the relation between special education and the process of referral.

The paper reports results from the dissertation: Cooperation and Conflict around Children in Difficulties, based on a 3 years practice research study across the institutional arrangement for handling children in difficulties. In this research project the data collection includes: participatory observations in and across the children's different institutions (the ordinary public school and special education settings), interviews with children, parents and different professionals (e.g. pedagogues, teachers, special education teachers, psychologist and officials) and participation in different inter professional meetings and referral meetings.

The paper reports results from the dissertation: Cooperation and Conflict around Children in Difficulties, based on a 3 years practice research study across the institutional arrangement for handling children in difficulties. In this research project the data collection includes: participatory observations in and across the children's different institutions (the ordinary public school and special education settings), interviews with children, parents and different professionals (e.g. pedagogues, teachers,

special education teachers, psychologist and officials) and participation in different inter professional meetings and referral meetings.

The paper presentation emphasizes the theoretical point, that children's learning-possibilities are closely connected to their possibilities of participation in the children's communities (e.g. Højholt, Morin, Røn Larsen, Rogoff, Stanek).

However, it is shown, that during the referral processes knowledge of the child's life contexts and the possibilities of participation in the children's communities disappear from the professional's perspectives. For example the process of referral from public school to special education institution presupposes the individualization of the difficulty to one child. In this way, analyzing the institutional conditions of working with difficulties gives us a possibility to understand how and why the professional task tends to focus on the individual.

Welcome to
**the 40th Annual Congress
of the Nordic Educational
Research Association**

8 – 10 March 2012



Department of Education, Aarhus University, Copenhagen, Denmark
Everyday life, education and their transformations in a Nordic and globalized context

Roundtable abstracts

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A409

191 WORKING WITH INTERNATIONAL STUDENTS

Hemmingsen, Ehlers

Department of Education, Århus University, EMDRUP, Denmark

The number of international students is expanding at several Nordic universities and administrative and academic staff is often experiencing certain problems when they interact with students arriving with a first degree from a non-European university. The staff may during the first semester observe un-exspected student reactions as passiveness, stubbornness or aggression.

The key words for the roundtable discussion will be academic culture, resistance, re-learning and schock. The main question is: What is international students reacting against when they are admitted to a Nordic university? The teaching methods, the forms of supervision, the design of learning processes, the syllabi or the academic culture in general?

The student resistance may be seen as 1) defense, where the person psychologically is protecting an original premise for the understanding of academic culture, as the new learning become a threat to the previous understanding, or 2) as a part of a learning process, where the student is re-learning and as a consequence is changing the understanding of academic culture.

The introductory presentations are based on experiences within European Masters in Lifelong Learning which is a study programme having the Erasmus Mundus label. The presentations are based on interviews with three cohorts of students arriving from South Asia.

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NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 2 - (THURSDAY 8 MARCH 16:45 - 18:15)

ROOM: A409

484 ADULTS' MATHEMATICS IN WORK

Björklund Boistrup

Stockholm University, STOCKHOLM, Sweden

The context of the proposed roundtable session is a newly started project, led by Tine Wedege, Malmö University. The objective of the research project is to describe, analyze and understand adults' mathematics-containing work competences in relation to the demands made on students' mathematical qualifications in formal vocational education. School knowledge versus everyday knowledge is a fundamental issue in mathematics education. This project seeks to reverse the one-way assumption from school knowledge to workplace knowledge and to learn from workplace activity what might be appropriate for vocational education and training with implications for general schooling in Sweden. The working model for researching the dynamics of adults' mathematics in work and for school combines 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 (Wedege 2004; see also Olesen 2008).

The problem complex will be studied through empirical investigations - quantitative (survey) and qualitative (observations, interviews and document analysis) - in interplay with theoretical constructions. Mathematics is integrated within workplace activities and often hidden in technology: mathematical elements are subsumed into routines, structured by mediating artifacts (e.g., texts, tools), and are highly context-dependent (Wedege, 2004). The design for the quantitative as well as the qualitative investigations will be workplace based.

Round table session

The base for the roundtable session is planned to be a qualitative pilot study with an auto mechanic in a garage. The session is planned as follows:

- Short presentation of the project including theoretical framework.
- A data excerpt from qualitative pilot study is shown (film).
- Discussion among participants about possible analyses related to the framework of the study.

References

Olesen, H. Salling. (2008). Workplace learning. In P. Jarvis (ed.), The Routledge International Handbook of Lifelong Learning (pp. 114-128). London: Routledge Mental Health.

Wedege, T. (2004). Mathematics at work: researching adults' mathematics-containing competences. Nordic Studies in Mathematics Education, 9 (2), 101-122.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 6 - (SATURDAY 10 MARCH 13:30 - 15:00)

ROOM: A409

224 (EX)CHANGEABLE SIBLING RELATIONSHIPS

Gulløv, Palludan, Winther, Rehder

Department of Education, Univ. of Aarhus, NV, Denmark

In this roundtable discussion we will address siblings as a rather overlooked theme within social scientific child research. With outset in the project: '(Ex)changeable sibling relationships' we will present considerations concerning children's relations to siblings, either biological or social. Today, an increasing number of siblings have relations that are not stable or linear over time, nor are they necessarily tied to the nuclear family in which individual children were born. Some sibling relationships are long-term; others are temporary, created later in life, part-time etc. Thus, despite the impression in much research on children's lives in families, siblingship is a changeable, flexible and negotiable phenomenon. The aim of the roundtable discussion is to focus on this changeability and address how to investigate what it means in the everyday lives of contemporary children.

The study presented strives to obtain insights into, and understandings of, how children, who are exposed to family breakups, handle sibling relationships. Not much is known about children's experiences of being, having or getting biological and social siblings: How do they regard different kinds of siblings and which significance do they have? Do they use each other as networks in everyday life and in particular in vulnerable situations? How do they handle physical separations? What bonds of loyalty, solidarity or conflict are established and what is their significance in the children's everyday lives? In short, what role does various kinds of brothers and sisters play in children's lives in post-divorced families? Children are expected to get along and preferably establish positive bonds to new social brothers and sisters with who they may or may not share household. But do they - and if they do, how do they do it?

Participants are asked to discuss such questions and consider ways to investigate them. The roundtable will be part of the Ethnographic Network and will have a special interest in discussions of siblingships in contemporary families and in methodological discussion of how to conduct ethnographic research within families that are divided over various households. Based on empirical research we invite researchers to engage in this discussion and develop the perspective.

NETWORK 8: GENDER AND EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A409

165 CRITICAL PERSPECTIVES ON CHILDREN, YOUNG PEOPLE, WELFARE AND EDUCATION WITH FOCUS ON ACHIEVEMENT AND GENDER

Silfver

Umeå University, UMEÅ, Sweden

In this roundtable we wish to present and discuss papers/articles in progress focusing on the common theme: *Critical Ethnography in the Nordic Context*. The round table involves researchers engaged in the Nordic research network: Critical Perspectives on Children, Young People, Welfare and Education (NordCrit). Papers/articles are based on current Nordic ethnographic research in different educational settings and take a critical ethnographic perspective (i.e. address power relations in education with the political aim of social inclusion and democracy through ethnographic data and analysis). The papers/articles address diversities and differences and make interpretations informed by intersectional understanding on e.g. gender, ethnicity, social class and ability. The aim of the roundtable session is to discuss:

- meanings of gender, ethnicity, social class and ability in different educational contexts,
- the effects of restructuring, market orientation and neo-liberal governance into social-inclusive aspects of education, in terms of democratic values, participation, and the extent to which education is regarded as an element in welfare policies,
- the Nordic perspective/dimension, i.e. even if the concrete empirical findings in a paper only draw from one country, the participants are expected to reflect them in relation to research conducted in other Nordic countries.

This session will specifically focus on issues around achievement in relation to gender. For example some papers will discuss school achievement, students' performance, and high stake tests, i.e. how students are governed by marks or disciplined by tests. Each participant/author gives a short presentation of his/hers paper and emphasizes issues she/he wants to discuss. After each presentation the participants discuss the papers with focus on possible improvements and clarifications in relation to the aims described above.

NETWORK 8: GENDER AND EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A409

167 CRITICAL PERSPECTIVES ON CHILDREN, YOUNG PEOPLE, WELFARE AND EDUCATION WITH FOCUS ON PARTICIPATION AND GENDER

Rönnlund

TUV, Umeå universitet, UMEÅ, Sweden

In this roundtable we wish to present and discuss papers/articles in progress focusing on the common theme: Critical Ethnography in the Nordic Context. The round table involves researchers engaged in the Nordic research network: Critical Perspectives on Children, Young People, Welfare and Education (NordCrit). Papers/articles are based on current Nordic ethnographic research in different educational settings and take a critical ethnographic perspective (i.e. address power relations in education with the political aim of social inclusion and democracy through ethnographic data and analysis). The papers/articles address diversities and differences and make interpretations informed by intersectional understanding on e.g. gender, ethnicity, social class and ability. The aim of the roundtable session is to discuss:

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- the Nordic perspective/dimension, i.e. even if the concrete empirical findings in a paper only draw from one country, the participants are expected to reflect them in relation to research conducted in other Nordic countries.

This session will specifically focus on issues around participation in relation to gender. For example some papers will discuss students' participation in classroom, in decision making and in school development projects. Questions will also be raised about critical ethnography in field work about masculinity and technology. Each participant/author gives a short presentation of his/hers paper and emphasizes issues she/he wants to discuss. After each presentation the participants discuss the papers with focus on possible improvements and clarifications in relation to the aims described above.

NETWORK 8: GENDER AND EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: A409

166 CRITICAL PERSPECTIVES ON CHILDREN, YOUNG PEOPLE, WELFARE AND EDUCATION WITH FOCUS ON INCLUSION/EXCLUSION AND GENDER

Rosvall

University of Borås, BORÅS, Sweden

In this roundtable we wish to present and discuss papers/articles in progress focusing on the common theme: Critical Ethnography in the Nordic Context. The round table involves researchers engaged in the Nordic research network: Critical Perspectives on Children, Young People, Welfare and Education (NordCrit). Papers/articles are based on current Nordic ethnographic research in different educational settings and take a critical ethnographic perspective (i.e. address power relations in education with the political aim of social inclusion and democracy through ethnographic data and analysis). The papers/articles address diversities and differences and make interpretations informed by intersectional understanding on e.g. gender, ethnicity, social class and ability. The aim of the roundtable session is to discuss:

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- the Nordic perspective/dimension, i.e. even if the concrete empirical findings in a paper only draw from one country, the participants are expected to reflect them in relation to research conducted in other Nordic countries.

This session will specifically focus on issues around inclusion/exclusion and gender. For example some papers will discuss how young people make sense and articulate their placement in the social orders of educational system, and how students and teachers experience integration within special education. Questions will also be raised about the production of values in school. Each participant/author gives a short presentation of his/hers paper and emphasizes issues she/he wants to discuss. After each presentation the participants discuss the papers with focus on possible improvements and clarifications in relation to the aims described above.

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

&

NETWORK 22: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A409

494 THE NORM OF A NON-NORMATIVE TEACHER'S EDUCATION! IS THAT POSSIBLE OR EVEN DESIRABLE?

Ohrlander¹, Hultqvist²

¹Department of Education in Arts and Professions, STOCKHOLM, Sweden

²Department of Didactics and Pedagogy, Stockholm University, STOCKHOLM, Sweden

In this round table we will discuss some problems which we meet in our work as lecturers in teacher education in academia. Our encounter with the students often consists of a clash between our efforts to academise educational problems and the teacher students expressions of norms, wishes, longings to do good in their future work as teachers. Many students are engaged in the future profession as teachers because of quite unacademic desires. They also often know and are aware of that their future job will demand to be devoted, dedicated and to believe in their possibility to make something "good". They often express a suspicion that the academic norms are not fulfilling the demands which the complexity of the profession will raise.

This is for many lecturers within teacher education also a raising problem. With the increase of exams build on textualisation the gap to the school practices' connection to emotions and desires seems to be widening. Instead of being taken into account they are often labelled as "normative" or "non-critical". In a 2005 governmental evaluation on the standard of the theses within teacher education, the verdict was harsh: the theses were criticised for being "unbearably normative".

We argue that this critique against "normativity" is widening the divide between academic norms and professional norms. This, not the least, creates huge problems for teacher students since they know that in the reality of schooling their engagements, emotions, desires and normativities are longed for and expected.

Inspired by perspectives which stress the importance of taking affects, desires, material connections and social networks seriously we want to focus on teachers. We will propose some theoretical tools for these elaborations but also make the round table into a workshop for creating new ideas and thoughts.

ROUNDTABLE ABSTRACTS

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We will in that purpose use some excerpts from interviews with primary school teachers where they tell how they work with children trying to encourage and motivate them. How can we understand the emotions and desires which are creative and forceful in teachers work and when "becoming" a teacher? How are affects produced which inspire teachers work?

NETWORK 18: RESEARCH ON TEACHER EDUCATION AND BEGINNER TEACHERS

&

NETWORK 22: POSTSTRUCTURALIST PEDAGOGICAL RESEARCH

SESSION 5 - (SATURDAY 10 MARCH 10:30 - 12:00)

ROOM: A409

178 PURPOSEFUL ENCOUNTERS. PRESERVICE TEACHERS ENACTING THEIR LEARNING

Rorrison¹, Männikkö²

¹Charles Sturt University, SEACLIFF, Australia

²Sockholm University, STOCKHOLM, Sweden

In a recent 'voiced research' in Sweden and Australia we uncovered that the enactment of pedagogical learning through encounters with pupils is the most prominent 'critical moment' of the practicum for the majority of preservice teachers (Männikkö-Barbutiu & Rorrison, 2011). In our roundtable, we would like to focus on these phenomena through a brief portrait writing session followed by an analysis of the narratives. Through discussion of this 'viva-data' using the lenses of 'border crossing', 'participant action research' and 'educational transformations' we hope to identify new ways to conceptualise and reflect on the opportunities offered in teacher education for 'engaging encounters' with pupils.

This is consistent with the theme of the conference 'everyday life, education and their transformation', as well as with the aim of Network 18: to deepen the knowledge about teacher education in the different countries and to widen the perspectives and learn from each other. This round table will share perspectives and experiences from participants from a range of countries including Sweden, Australia, China and Canada. The focus will be about understanding how we can influence teacher education to encourage more opportunities for preservice teachers to engage with school children and their teachers. Issues that might be addressed include finding a balance between formal and informal practicum/professional learning experiences, the role of school ecology, the quality of mentoring and the role of teachers as educators.

The seven practicum learning principles developed from previous research (Rorrison, 2008, 2011) will be introduced to identify the gaps in relation to preservice teachers 'enacting' their learning. Schatzki (2001) sees the arrangements within a practice as prefiguring the procedures and reasonings within

ROUNDTABLE ABSTRACTS

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that practice. Lambert (2005) suggests that it is the relationships with the learners that seem to have the most impact on the preservice teachers and it is when the pupils 'act back' that the preservice teachers learn to enact their learning. Carr (2009) introduces the idea of a 'practical philosophy' that is in situ, thereby only actioned or enacted in practice. The ideas of these researchers underpin our exploration of learning during encounters with pupils.

NETWORK 19: SCHOOL-HOME COOPERATION

SESSION 4 - (FRIDAY 9 MARCH 15:30 - 17:00)

ROOM: A409

134 WHO CALLS IT COLLABORATION? A STUDY OF HOME-SCHOOL RELATIONS IN EVERYDAY LIFE

Ravn, Kryger, Palludan, Dannesboe

DPU, COPENHAGEN NV, Denmark

The book to be presented is the result of the study "Home school relations, a cultural given" funded by the Danish Research Councils. It is based on an understanding that the intense focus on the school-home co-operation in recent years is closely connected with the increased social and pedagogical intervention in children's lives. Focus is therefore in particular on children at different ages and social environments and on their families. The study is conducted within an educational anthropological framework from a multi-sited ethnographic approach applying an identification of different 'sites' for an empirical exploration of the local and actual tendencies mentioned above.

The book presents analyses of three 'sites' in the study in three chapters:

- Distinctions are pointed out when families enter the school. (School start)
- Comfortable and uncomfortable school lives between school and home (years 6-7 in school)
- Danish adolescents' voices about creating their personal identity in home school relations (final compulsory school year)

In the final chapter the authors discuss conclusions and perspectives. The study confirms the common understanding that the home-school conversation can be characterized as a hierarchical structured dialogue where not only the grown-ups talk over the head of the children but the children themselves tend symbolically to bend their heads in order not to be involved in the conversations and the characterization they are given.

Home school relations are a product of events, actions, everyday life processes of children and their home although school and teachers dominate what has got a status as home school cooperation.

The idea that most possible collaboration between home and school is to the best of the child is questionable.

In the dominating narratives of home school cooperation the active role of the children almost do not exist as cooperation only covers relations and interactions between the grown ups.

The presentation will be conducted in Scandinavian language.

Welcome to

the 40th Annual Congress of the Nordic Educational Research Association

8 – 10 March 2012



Department of Education, Aarhus University, Copenhagen, Denmark
Everyday life, education and their transformations in a Nordic and globalized context

Postersession abstracts

NETWORK 1: ADULT LEARNING – AT WORK, IN EDUCATION AND EVERYDAY LIFE

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D171

350 THE ROLE OF ICT IN ADULT FOREIGN LANGUAGE LEARNING TRAJECTORIES

Case

Högskolan Dalarna/Örebro University, FALUN, Sweden

This poster presents preliminary findings on 1) how exposure to foreign languages through everyday use of ICT, particularly social media, contributes to individuals' decisions to study foreign languages, and 2) what learners are doing with available ICT - both technologies specifically designed for language learning and ones that are not - to support their own language learning. This study is part of a larger project examining the relationship between ICT, the learning trajectories of adult students of foreign languages, and social inclusion. It aims to investigate the role played by ICT-based education and extracurricular internet usage in learners' language acquisition, and how adult foreign language acquisition impacts individuals' social, political, and economic interests and opportunities.

Data is collected in the form of questionnaires sent to students taking an introductory-level foreign language course at Högskolan Dalarna, and personal interviews with selected questionnaire respondents. The questionnaires and interviews are intended to elicit information about students' backgrounds, their use of ICT and degree of willingness to use new technologies, and their goals for their own foreign language learning. This study hypothesizes that use of social media and other interactive technology positively influences students' interest and motivation in learning new languages, and will be key in students' future language learning trajectories.

NETWORK 3: EARLY CHILDHOOD RESEARCH

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D171

182 CHILDREN'S PARTICIPATION IN PEDAGOGICAL DOCUMENTATION

Elfström Pettersson

Department of Social and Welfare Studies Linköping University, NORRKÖPING, Sweden

In this poster I am presenting my licentiate project on digital documentation in Swedish preschools. The aim of the study is how participation and democracy are constructed and enacted in (pedagogical) documentation in a preschool using digital media.

In July 2011 a revised curriculum for Swedish preschool came into force, including a whole new chapter emphasizing preschools' obligation to systematically document and evaluate their quality. It furthermore states that children (and parents) shall be able to participate in this evaluation (Skolverket, 2010). Documentation is considered a means for developing everyday preschool. Albeit not supposed to evaluate individual children, each child's development and learning should be documented and analyzed, which might seem contradictory. Studying documentation practices, and in particular children's participation in them, is crucial because of this new emphasis on documentation, of the previously mentioned ambiguity within the revised curriculum, and of a discrepancy between Swedish observational/documentational traditions, building on developmental psychology, and the intentions of drawing on Reggio Emilia ideas, prescribed in the new curriculum.

In a pilot study of a teacher and a child documenting in front of the computer I found that although the teacher was concerned about the child's participation some aspects restricted this ambition, e.g. her notion of what (pedagogical) documentation is, what it should consist of, and how the computer made this participation possible or not. While the teacher and the boy had different views on what to choose, the aim was consensus, therefore it can be seen as a deliberative conversation. The teacher's assumption that the child's was mainly interested in seeing himself in the photos, would direct the child's interest towards himself, and thus towards the governing of himself.

The theoretical perspectives for the study will be the concepts of deliberation, by Englund (2010), and governmentality, by Foucault (1991). Since in this case participation and control is not contingent just upon human practices but also due to device such as digital camera, computer, printer, paper, I will also consider how "matter matters" drawing on the thoughts of Barad's (2003) agential realism.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D171

374 LANGUAGE ALTERNATION IN VOCATIONAL CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

Kontio

Uppsala University. dept. of Education, UPPSALA, Sweden

The study depicts the relationship between language choice as communicative strategies in relationship to pedagogical focus in the language learning environment of a content and language integrated learning (CLIL) workshop at a vehicle mechanics program at a Swedish upper secondary school. The article presents the organisation of language alternation which is learner-initiated and 'teacher-impelled'. The data were collected from 25 hours of audio- and video recordings of learners in a beginner-level workshop and in an English as a Foreign Language (EFL) classroom. Transcripts of the lessons were examined using the conversation analysis (CA) method of sequential analysis in relation to the interaction focus, applying an adapted version of the classic CA question for interaction involving language alternation: "why that, in that language, right now?" The study demonstrates that language alternation in vocational CLIL classrooms is orderly and related to the evolution of communicative strategies and sequence.

NETWORK 4: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D171

176 PREVIOUS RESEARCH ON MUSIC AND CHILDREN DIAGNOSED WITH ASPERGER SYNDROM

Lindblom

Karlstad University Sweden/University of Eastern Finland, EDSVALLA, Sweden

The focus of the poster is to summarize previous research on music and children diagnosed with Asperger syndrom in order to create a theoretical background for ethnografic studies in the subject. Searching for and reading/processing recent research articles about music with children with Asperger syndrom will be the first step. Articles about related studies such as music with children with diagnoses within the autism spectrum and music with adults diagnosed with Asperger syndrome or autism spectrum disorders will also be used for reference. Using Wing's triad of impairments, social interaction, communication and imagination, the results from previous research will be organized in categories. Areas within these three impairments that are positively effected through various types of musical interventions will be defined. This will be the starting point for the ethnografic study of the meaning of music for children diagnosed with Asperger syndrom - a comparative study in two cultural and institutional settings.

Expected findings are that there is no previous research on children with Asperger syndrom and music. Abundant research material about music and children within the autism spectrum shows positive results which illustrates the need for additional research regarding children with Asperger syndrom and music. The study which will be conducted in Sweden has relevance to Nordic educational research as the Swedish Education Act of 2011 states that children with autism and Asperger syndrome no longer have the right to attend the special program for pupils with intellectual disabilities. Thus these children are now to be educated in regular classes. This places high demands on teachers who for the most part lack the knowledge and experience required for successful learning for the pupil with Asperger syndrome. Hopefully the research will produce new knowledge that can be helpful in using musical intervention as a special educational tool, more effectively and consciously, for inclusive education for children with Asperger syndrome. The network for classroom research and ethnografic studies and/or inclusive education are suitable for the presentation.

NETWORK 12: INCLUSIVE EDUCATION

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D171

312 BILINGUAL STUDENTS AND LINGUISTIC VULNERABILITY

Rubin

Malmö University, MALMÖ, Sweden

Research topic/aim

The aim for this coming PhD study is to explore what a multicultural and multilingual school context means for special education according to bilingual students' second language development in upper secondary school. The background is that many reports (National Agency for School, 2007; National Agency, 2008a, 2008b, 2009; PISA, 2009) show that students with other mother tongues than Swedish are overrepresented among those who don't reach the goals in upper secondary school. Many of the bilingual students who don't reach the goals meet special education in different ways. One challenge for special education and special educators is how to describe and how to respond to bilingual students' second language acquisition and second language development. It is also declared in research (Hyltenstam, 2007; 2010; Hedman, 2009) that there don't exist any complete diagnostic methods to determine whether difficulties in second language learning stem from dyslexia, from a limited command of language in general, or if it is the students normal development when learning a second language.

Methodology/research design:

Focus is on bilingual students who meet special education. The preliminary first part of the study will be illuminated through interviews. It is based on the question how the students themselves, their teachers and their special education teachers describe the difficulties in the students second language development.

The planned second part, and question, is how bilingual students' second language development can be highlighted by special educators. One question for the research is how it is possible to focus on individual aspects in relation to factors in the learning environment.

The ambition is to find ways to explore the investigative process made by special education teachers. Focus is on the students' strategies for language development and one possible method for this is "dynamic assessment". The study will hopefully lead to a discussion about the role of special education and its meaning according to bilingual students' development in their second language.

NETWORK 24: SCHOOL DEVELOPMENT

SESSION 3 - (FRIDAY 9 MARCH 10:30 - 12:00)

ROOM: D171

92 THE STRENGTH OF ACCOUNTABILITY AND TEACHERS' ORGANISATIONAL CITIZENSHIP BEHAVIOUR

Elstad, Christophersen, Turmo

University of Oslo, OSLO, Norway

Purpose: Organisational citizenship behaviour (OCB) involves discretionary behaviour advantageous to the organisation that goes beyond existing role expectations. The purpose of this article is to explore the link between the strength of accountability and teachers' OCB within three different management systems in which teachers are working: (1) a system of assessment-based accountability; (2) a system of the gradual introduction of accountability devices; and (3) a system with no tests or examinations.

Design/methodology/approach: Structural equation modelling of cross-sectional surveys from the three different management systems was used to estimate the path coefficients and to compare the strength of relationships between concepts in the models.

Findings: The analysis shows that the factors that influence OCB in an accountability regime are clearly different from those in a regime with weak or no accountability devices.

Research limitations: A cross-sectional study does not allow us to test causal relationships among antecedents of organisational citizenship behaviour. The use of self-reported questionnaire data is another shortcoming. Furthermore, the response rates leave uncertainty about whether the samples are representative.

Practical implications: The strength of accountability in education governance might influence OCB among teachers. Educational administrators could benefit from exploring this issue to help the establishment of institutional arrangements.

Social implications: OCB amongst teachers is essential for the smooth functioning of schools for several reasons.

Originality/value: The study integrates three strands of theories that have their focal points in employees' perceptions of exchange: (1) Shore's theory on employee-organisation relationships; (2) Bryk and Schneider's theory on trust in schools; and (3) theories on accountability.

Keywords Accountability, Organisational citizenship behaviour, Social exchange theory, Teachers' work, Leadership.