

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

PROGRAMME

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WELCOME TO THE 40TH CONGRESS OF THE NORDIC EDUCATIONAL RESEARCH ASSOCIATION

Dear Colleagues,

Welcome to Copenhagen and the 40th annual congress of the Nordic Educational Research Association (NFPP/NERA). One and half years ago we started organizing this Congress. We made an agreement with the (former) Danish School of Education (DPU) as the hosting organization. We have continued our planning even though our institution has been in a continuous process of change. And, honestly, during this protracted process we have been on several occasions in deep doubts about who were hosting us – if anyone! However, in times of never-ending and repetitious reforms and transformations of universities there is ample reason for applauding organizations and associations that stand the test of time. Therefore, it is with exquisite pleasure that I, on behalf of the convening group, open the gates for the 40th Annual Congress for NERA/NFPP and, simultaneously, congratulate our Old Distinguished and Venerated Lady with the her 39th birthday (as with other frail humans, the first congress was her birth and count as year zero). That's what I call continuity and stability!

Even though our hosting university has changed its structure, and we are no longer the Danish School of Education but are being transformed into the Department of Education at Aarhus University we are, nonetheless, still in the same buildings at Emdrup, Copenhagen.

We have, additionally, the ambition of being a strong team player in the Nordic educational research community, while simultaneously aspiring – as any university in these times - to be the best in the world. We see NERA – and its venerable history – as a reminder that without grassroots and collaboration with dear colleagues from partner universities, we would not be able to uphold educational research as a scientific as well as an ethical endeavor.

Here, the Nordic dimension still represents a fountain of resources of colleagues and ideas that relate to similar life experiences that make privileged connections possible in the everyday life inside as well as outside the university.

And, last but not least, a warmly felt thanks to our new Department leadership for hosting and supporting this important event in a number of ways.

On behalf of the local organizing committee, I extend a welcome to all delegates.

Niels Kryger, convener

CONGRESS THEME

EVERYDAY LIFE, EDUCATION AND THEIR TRANSFORMATIONS IN A NORDIC AND GLOBALIZED CONTEXT

Not only formal education, but everyday life inside as well as outside institutions have always been central sites for learning for children and adults. However, as social relations in everyday life are increasingly staged in terms of pedagogical/educational relations, practices of learning undergo transformations. Research on education as everyday life and everyday life as education therefore becomes increasingly relevant.

Currently education and everyday life seem to be changing ever faster and on a more globalized scale. The same concepts emerge in multiple settings that defy national borders. Phenomena appear the same regardless of place. At a closer scrutiny, however, huge cultural and social diversities translate such apparent commonalities into profound differences when observed as lived lives in particular educational and everyday localities.

The concept of everyday life, however, is also changing as daily routines and associated practices of learning transform through processes caused by virtualization (social media, cell phones and computers) and rapid global flows of information, things and people. From an epistemological perspective these issues call for reflections on how everyday life, education and their relations can be conceptualized and reflected. Research of the transformations of formalized education as well as the relations between everyday life, education and learning thus become increasingly pertinent.

KEYNOTE SPEAKERS

Professor Hartmut Rosa

LEADING A LIFE: THE SECRET CURRICULUM OF OUR SCHOOLS

In modern societies, the question of ‘the good life’ is thoroughly privatized. This means that everyone has to judge for him- or herself what to do with their lives and how to lead (or not lead) it. Teachers certainly are not meant to teach their pupils *how to live* or *how to lead a life*. Nevertheless, there can be little doubt that ‘globalized’ and ‘mediatized’ high-speed late-modern societies require a vast number of complex cultural competencies and dispositions for individuals to successfully cope with the challenges of everyday life. This lecture will explore the secret ways in which young people acquire their basic orientations, or their ‘cognitive-evaluative maps’ which define their patterns of living and action, the goals and aspirations as well as the strategies they pursue in everyday life as well as in long-term planning. The schoolground seems of overriding importance in this respect, for it is here that kids develop their strategies of recognition-seeking and distinction, their ‘strong evaluations’ and their fundamental definition of ‘existential problems’, and finally their strategies for balancing long-term and short-term issues and selecting options.

Associate Professor Ida Wentzel Winther

DUST MICE, FERRIES AND EMBODIED RESEARCH PRACTICE. CONFIGURATIONS OF *THE EVERY DAY LIFE*

The every day life happens. Gradually, it has become trivial to speak of the fact that every day life is made through practices and processes, and how it is written into space, time and place. I use this as a starting point, that the daily round is trivial, old school and ultra-modern, and through several examples in different research projects, I will show how these banalities and ultra-modern traits of every day life can be made available for research and contribute with new understandings of what we already know. *The*

every day is both solid and liquid, *and* embedded and changeable. Comprehending this demands the development of new methods by putting well-known elements together in new ways and through working with different types of performative practices. That being: Field walks walk abouts, filmed field works, concept orientated audio recordings in homes, sound scapes in youth clubs, photo initiated interviews and long field works where sky and sea are combined. To make *the every day* available for research is, aside from developing embodied and exceeding methods, also a deconstruction of terms such as siblings and home, and twisting well known grammaticism such as ‘Homing’ and ‘to home oneself’. These twists are to be understood as a reconfiguration of the shapes and transformations of the every day life, which make it possible to link digital availability with luggage, ferries, dust mice and logistics.

Professor Meenakshi Thapan

WAITING FOR CHANGE: ENDURING EDUCATIONAL OUTCOMES

The key to understanding the relationship between education and transformation lies in perceiving the ways in which it is possible for youth around the world to make sense of their everyday lives in a rapidly changing world. Taking the view that education is not only about what it does but who it addresses, it is imperative to understand the lived experience of young people. This is possible on two registers: the experience of ‘locality’ as it is produced on the edge of what it means to be ‘modern’ in contemporary society and through the contradictions, cleavages and dilemmas that characterize the lives of young people everywhere. How do young people reflect on themselves and their futures? What forms do these reflections take? On what social forces and personal dilemmas are these based? And how are these grounded in the local as much as in the global both in the nature of the experience as well as in the articulation of it? The underlying premise of my talk is that the experience of persistent inequalities as a consequence of

KEYNOTE SPEAKERS

personal trajectories and social institutions is central to the experience of youth as is their participation in an increasingly changing global scenario. I focus not so much on the promise that education holds out but on the outcome of education for young people in the spaces that they inhabit in diverse societies.

Professor Thomas S. Popkewitz

THE PRACTICE OF EVERYDAY LIFE AND THE (IM)PRACTICALITY OF RESEARCH

The issue of social and cultural transformations is pressing. There are enough horrors in the world to want change. The problem of change, however, has haunted the human sciences since their institutionalization at the turn of the 20th century. Initially responding to The Social Question about the moral disorder and economic dislocations of the city, the quest today is for the practical (useful) knowledge that makes possible the Enlightenment's cosmopolitan dream. That dream of change is expressed in PISA, the New Public Management and constructivist psychologies, among others.

While the promise of finding the future is daunting and enticing – as Sirens' singing to beckon the Ancient mariners - my task is more limited. It is historical by asking about the conditions that make possible the notion of designing everyday life and people. Whether the future is the lifelong learner or the "practical knowledge" necessary for the Knowledge Society, the sciences to change social conditions are project to design particular kinds of people. Three limits of such planning are discussed. One is the making of kinds of people are practices that exclude and abject in the impulse to include. Second and paradoxically, the principles for making the future conserve rather than challenge the existing frameworks that govern the present. And third, the expertise of designing people produces a hierarchy and inequality in the processes of shepherding social and personal transformations. With these limits, what seems practical and useful is impractical. The remaining question is whether it is perhaps time to (re)vision the human sciences in processes of change.

GENERAL INFORMATION

LOCAL ORGANIZING COMMITTEE

The Congress is organized in collaboration between the Department of Education (DPU), Aarhus University Denmark, and the Nordic Educational Research Association (NERA/ NFPP).

Niels Kryger, Associate Professor, Department of Education (DPU), Aarhus University (convener)

Karen Ida Dannesboe, Ph.D. Student, Department of Education (DPU), Aarhus University

John B. Krejsler, Associate Professor, Department of Education (DPU), Aarhus University

Birte Ravn, Senior Researcher, Department of Education (DPU), Aarhus University

Lars Holm, Associate Professor, Department of Education (DPU), Aarhus University

Søs Bayer, Associate Professor, Department of Education (DPU), Aarhus University

Tomas Ellegaard, Associate Professor, Department of Psychology and Educational Studies, Roskilde University (RUC).

VENUE

The conference will be held at:

Aarhus University, Department of Education (DPU)

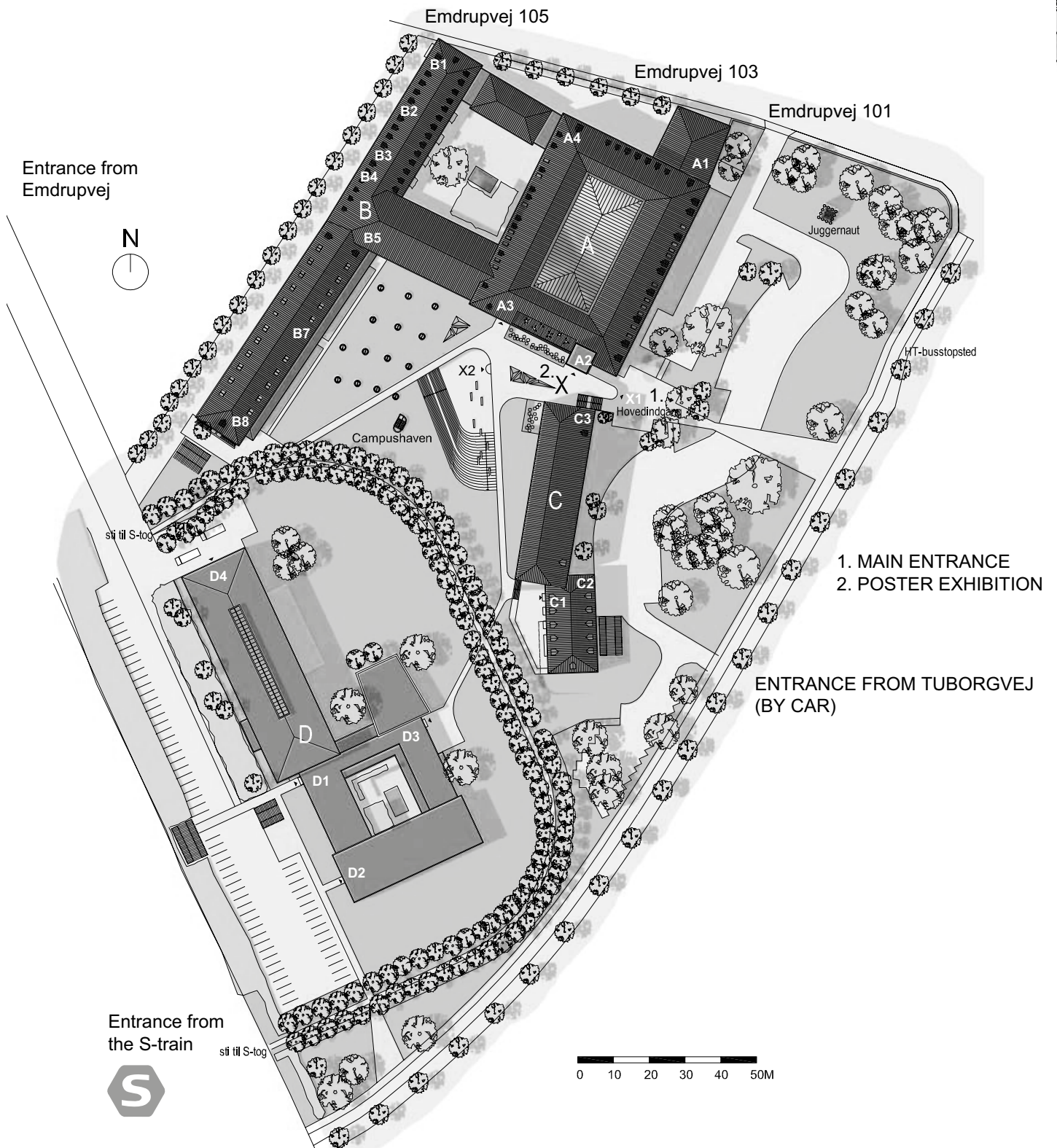
Campus Copenhagen

Tuborgvej 164

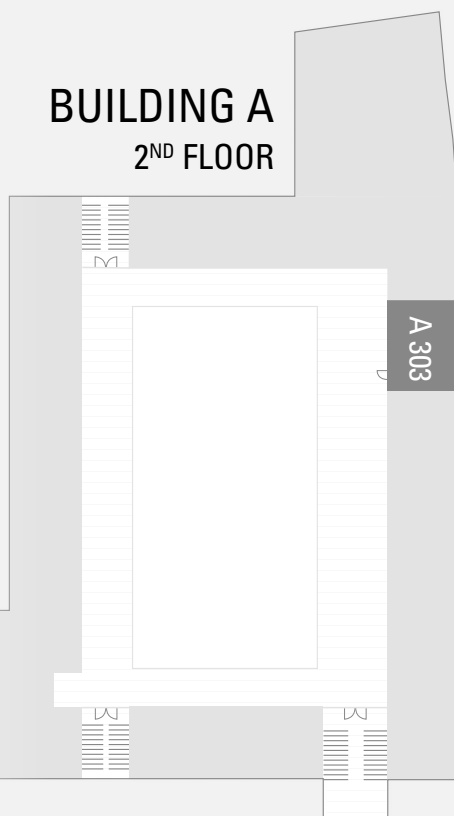
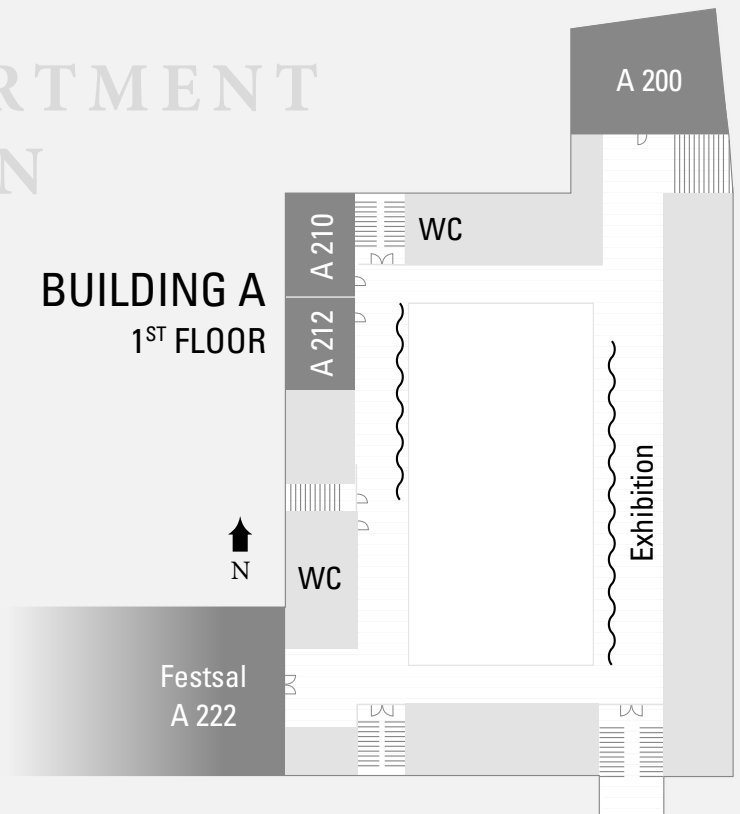
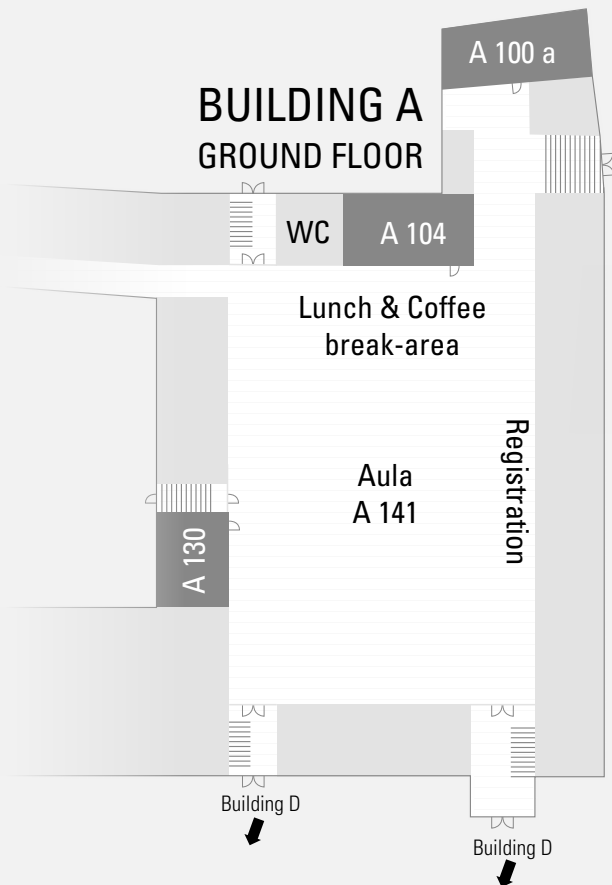
Copenhagen NV

The Campus is located in the North West of Copenhagen, 7 km from the city centre.

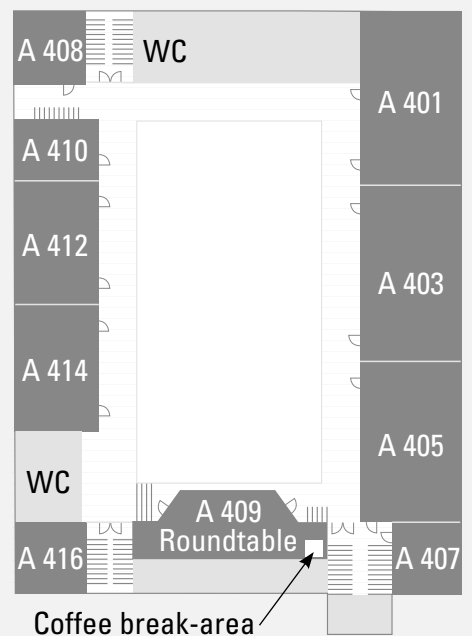
MAP OF DEPARTMENT OF EDUCATION



MAP OF DEPARTMENT OF EDUCATION



BUILDING A 3RD FLOOR

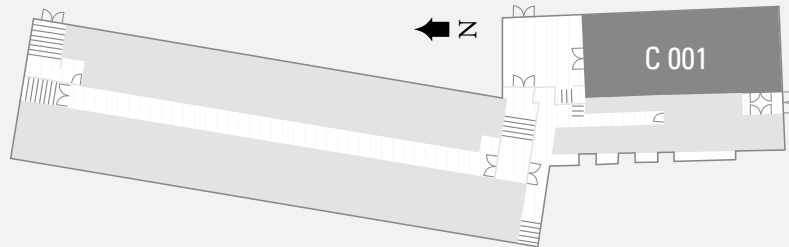


FIRE REGULATIONS

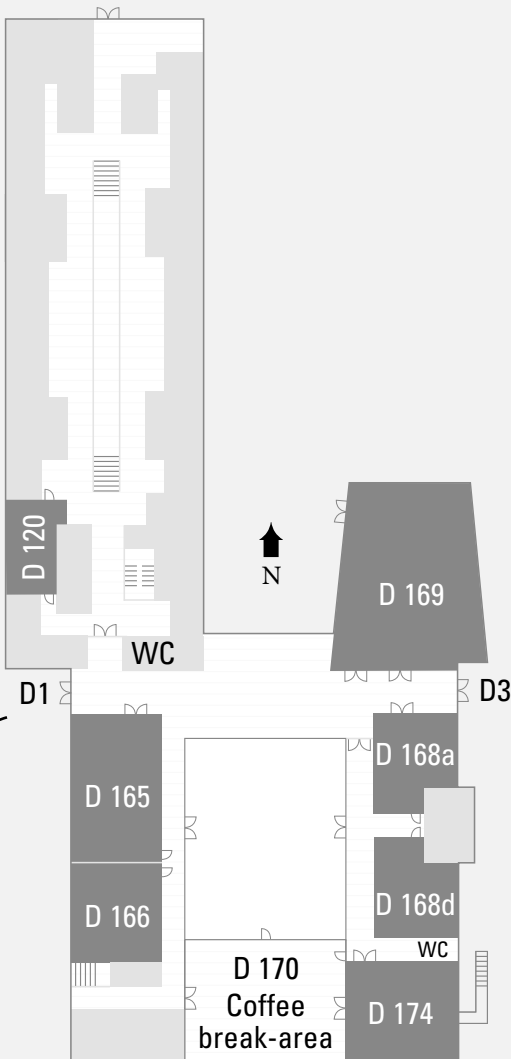
Fire regulations state a max. of 400 persons in A222 where opening and keynotes will take place. When the room is full, delegates will be asked to go to room D169 where there will be a live stream.

MAP OF DEPARTMENT OF EDUCATION

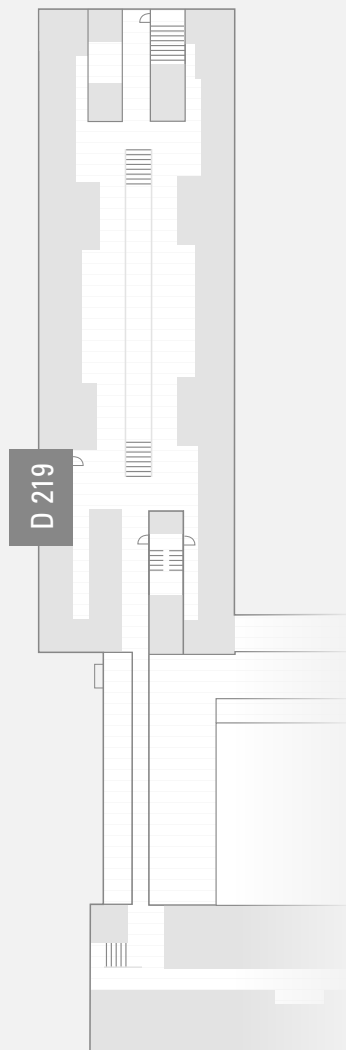
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GROUND FLOOR**



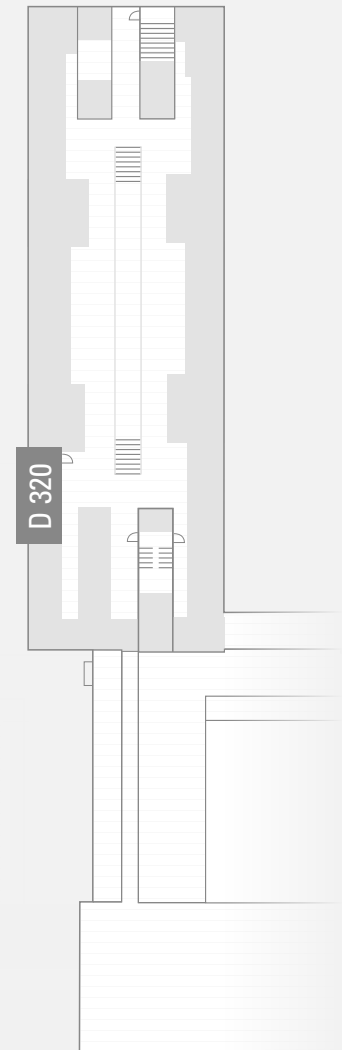
**BUILDING D
GROUND FLOOR**



**BUILDING D
1ST FLOOR**



**BUILDING D
2ND FLOOR**



PRACTICAL INFORMATION

CONGRESS ABSTRACTS

In your congress bag you will find a USB-stick with all abstracts.

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

However, in the abstract book (usb stick) you will find all the authors and in the list of participants you can find e-mail, address etc.

FIRE REGULATIONS

Fire regulations state a max. of 400 persons in A222 where opening and key-notes will take place. When the room is full, delegates will be asked to go to room D169 where there will be a live stream.

INTERNET

Wifi net and password is nera2012

LIABILITY AND INSURANCE

Neither the Organisers (NERA/NFPF) nor the Conference Secretariat will assume any responsibility whatsoever for damage or injury to persons or property during the Congress.

LOCAL TRANSPORTATION

By train (S-tog), The Department of Education (DPU), Aarhus University, Campus Emdrup. Emdrup Station can be reached very easily in less than 15 minutes. Purchase tickets at DSB counters or machines (not on the train).

If you stay at a hotel in city centre, you are within walking distance to one of the following major train stations: Central Station, Vesterport Station, Nørreport Station, or Østerport Station. From any train station (S-tog) in the city centre you can take Line A (direction Farum). Get off at Emdrup Station and you are at the Department of Education (DPU) campus. From here, it is a five minute walk to campus (see map above). You can also reach the university campus **by bus**. Choose one of the following bus lines: 21, 42, 43 or 185.

LUNCH & COFFEE BREAKS

Lunch will be located in building A – the Aula.

Coffee/tea breaks will be located in

- building A – the Aula
- building D – in D170
- building A – 3rd floor

PUBLISHER'S EXHIBITIONS

The stands are located in Building A on the 1st floor.

REGISTRATION DESK – OPENING HOURS DURING THE CONGRESS

Thursday, 8 March 10:00-15:00 hrs.
Friday, 9 March 08:00-15:30 hrs.
Saturday, 10 March 08.00-13:30 hrs.

Registration desk will be located in Building A (in the Aula) on the ground floor.

SOCIAL PROGRAMME

RECEPTION IN CHRISTIANIA, “THE TOWN IN TOWN”, THURSDAY 8 MARCH 2012 AT 19:30

The reception, will take place in Christiania, the most famous of towns in the kingdom of Denmark. The reception takes place in the Grey Hall (den Grå Hal), which you will find easily by entering Christiania from the Refshalevej entrance through the ”Now you are leaving the European Union”-gate.

For those of you who prefer to join up in a NERA group, we shall gather on Christianshavns Torv (metro: Christianshavn), and take off for Christiania and the Grey Hall on foot at 19:15.

Drinks, snacks, speeches, music and culture will be served in pleasant measures. After the reception we encourage you to explore the surrounding restaurants in this very lively part of Copenhagen. Do consider making reservations for the restaurant of your choice (please see below).

When you receive your Congress pack at the Registration desk, there will be a ticket for the reception if you registered for it during the on-line registration.

Café Kejzer	Strandgade 20
Cafe Wilder	Wildersgade 56
Cafe Oven Vande	Overgaden Oven Vandet 44
Sofiekælderen	Overgaden Oven Vandet 32
Cafe Hekla	Prinsessegade 59
Restaurant Ravelinen	Torvegade 79
Restaurant Chr. 4	Strandgade 14
Restaurant Kanalen	Wilders Plads 2
Restaurant Spiseloppen	Bådsmadsstræde 43, Christiania
Frederiks Bastion	Refshalevej 80
Halvandet	Refshalevej 325
Løven + Bastionen	Christianshavns Voldgade 50
Noma	Strandgade 93
Era Ora	Overgaden Neden Vandet 33b
L Altro antiristorante	Torvegade 62
Restaurant Lanovo	Torvegade 49-51
Dondon sushi	Torvegade 45
Sushi Saiko	Torvegade 22
Restaurant Casa Mexico	Torvegade 64
Morgenstedet	Christiania, fabriksområdet 134
Asador	Ovengade Neden Vandet 17
Kontikibar og restaurant Ellen	Takkelloftvej 1

WHEEL BARROW RACE OF THE YEAR, FRIDAY 9 MARCH 2012 AT 17:15 – 18:00

This year we shall launch a special race and we invite you to spend your physical strength, your creativity and intellectual force in applying an everyday life tool to beat your Nordic neighbours. All participating nations will form groups of 6-8 persons each. They will in various not specified ways compete in a race of wheel barrows. There will be big prizes.

CONGRESS DINNER, SATURDAY 10 MARCH 2012 AT 19:30 – 01:00

The Congress dinner and dance will take place at the international Radisson Blu Scandinavia Hotel, Amager Boulevard 70. After the 3-course dinner, there will be music and a bar where you can purchase beverages.

When you receive your Congress pack at the Registration desk, there will be a ticket for the dinner if you have purchased it during the on-line registration. If not, you can still buy a ticket DKK 610 at the Registration desk.



NFPF/NERA'S 40TH CONGRESS: PROGRAMME

Wednesday 7 March 2012	Thursday 8 March 2012	Friday 9 March 2012	Saturday 10 March 2012
		9:00-10:00 (room A222+D169) Keynotespeaker associate professor Ida Wentzel Winther, DPU/AU: Dust mice, ferries and embodied research practice: Configurations of the everyday life.	9:00-10:00 (room A222+D169) Keynotespeaker professor Thomas S. Popkewitz, University of Wisconsin-Madison: The Practice of Everyday Life and the (im) practicality of Research.
Pre-congress at various times, organized by different networks organized by network-coordinators	10:00 Registration	10:00-10:30 Coffee Break	10:00-10:30 Coffee Break
		10:30-12:00 Parallel Session 3	10:30-12:00 Parallel Session 5
	12:00-13:00 Lunch and Coffee	12:00-12.45 Lunch	12:00-13:30 · Lunch · Network Coordinator Meeting (room A104)
		12:45-13:45 Network Meetings	
	13:00-13:30 (room A222+D169) Welcome and opening. A tribute to the 40th Congress		
	13:30-14:30 (room A222+D169) Keynotespeaker professor Hartmut Rosa, Jena University: Leading a Life: The other secret curriculum of our Schools.	14:00-15:00 (room A222+D169) Keynotespeaker professor Meenakshi Thapan, University of Delhi: Waiting for Change: educational outcomes.	13:30-15:00 Parallel Session 6
	14:30-15:00 Coffee Break	15:00-15:30 Coffee Break	15:00-15:30 Coffee break
	15:00-16:30 Parallel Session 1	15:30-17:00 Parallel Session 4	15:30-17:00 Parallel Session 7
	16:45-18:15 Parallel Session 2		
		17:15-18:30 (room A222) Annual Meeting	17:15-17:45 Closing of the Congress
	19:30 Reception arranged by Christiania	18:30-19:15 Wheel Barrow Race	19:30 Congress Dinner and Dance

ROOM AND SESSION OVERVIEW

Room and Session overview	Thursday 8 March, 15:00-16:30	Thursday 8 March, 16:45-18:15	Friday 9 March, 10:30-12:00	Friday 9 March, 15:30-17:00	Saturday 10 March, 10:30-12:00	Saturday 10 March, 13:30-15:00	Saturday 10 March, 15:30-17:00
	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	SESSION 7
1. Adult learning – at work, in education and everyday life	A 401	A 401, Rt A409	A 401	A 401	A 401	A 401, Sy1 D 166	A 401
2. Arts Culture and Education	D 120	D 120	D 120				
3. Early Childhood Research	D 168a	D 168a	D 168a	D 168a, Sy1 D219	D 168a,	D 168a	D 168a
4. Classroom Research and Ethnographic Studies	A 405, SY1 D 166	A 405, SY1 D 166	A 405, Sy2 D166, Sy5 A222	A 405, Sy3 D166	A 405, Sy3 D166	A 405, Rt A409	A 405
5. The Curriculum Research Network	A 412	A 412	A 412	A 412, Sy1 A 408	A 412		Sy2 A212
6. Educational Leadership Network	D 165	D 165	D 165	D 165	D 165, Sy1 D219	D 165, Sy1 D219	Sy2 A407
7. Empirical Research on Value Issues in Education	D 219	D 219	D 219				
8. Gender and Education			Rt A409		A 100a	A 100a	A 100a
9. General Didactics	A 104	A 104	A 104			Sy1 D219	
10. Higher Education	D 174, Sy2 A212	D 174, Sy2 A212	D 174, Sy1 A212	D 174, Sy1 A212	D 174	D 174, A403	D 174, A403
11. Historical Research				A407	A407		
12. Inclusive Education	A 414	A 414,	A 414, A 416, Sy1 A410	Sy2 A222	A 414, A 130	A 414, A 130	A 414
13. ICT & Education					A408		
14. Multi Cultural Educational Research	A 200, A 130	A 200, A 130	A 200	A 200	A 200	A 200	A 200
15. Literacy Research Network	D 168d	D 168d	D 168d	D 168d			
16. The Nordic Society for Philosophy of Education	C 001	C 001	C 001	C 001, A 403, Sy2 A 104	C 001, A 403, Sy1 A104	C 001, Sy1 A104	C 001
17. Physical Education, Sport and Leisure Studies	(not active this conference)						
18. Research on Teacher Education and Beginner Teachers	A303	A303	A303	A303, Sy1 410	A303, Rb A409		
19. School-Home Cooperation				Rt A409	D 168d	D 168d	
20. Teacher's work and life	A 100a, Sy1 D320	A 100a	A 100a	A 100a			
21. Politics of Education and Education Policy Studies	D 169, A403	D 169, A 403	D 169, A 403, Sy2 D 320	D 169, Sy2 D 320	D 169, Sy2 D 320	D 169, Sy1 D 320	D 169, Sy1 D 320
22. Poststructuralist Pedagogical Research	A 210	A 210	A 210	Sy2 A210	sy2 A210, Rb A409	sy1 A210	sy1 A210
23. Social Pedagogy					A 410	A 410	A 410
24. School Development				D 120	D 120	D 120	D 120
Not Assigned to Network (N/A)			Sy1 A 430	Sy 1 A 430		Sy2 A 212, Sy 3 A 303	Sy4 A104

N = Network - Sy = symposium - Rt = Roundtables
All Poster presentations are placed in Session 3 Room X002

OVERVIEW NERA NETWORK AND NETWORK MEETINGS

NETWORK MEETINGS FRIDAY 12:45-13:45	ROOM
1. Adult learning – at work, in education and everyday life	A 401
2. Arts Culture and Education	D 120
3. Early Childhood Research	D 168a
4. Classroom Research and Ethnographic Studies	A 405
5. The Curriculum Research Network	A 412
6. Educational Leadership Network	D 165
7. Empirical Research on Value Issues in Education	D 219
8. Gender and Education	A 408
9. General Didactics	A 104
10. Higher Education	D 174
11. Historical Research	A 407
12. Inclusive Education	A 414
13. ICT & Education.	A 407
14. Multi Cultural Educational Research	A 200
15. Literacy Research Network	A 416
16. The Nordic Society for Philosophy of Education.	C 001
17. Physical Education, Sport and Leisure Studies	
18. Research on Teacher Education and Beginner Teachers	A 303
19. School-Home Cooperation	D 168d
20. Teacher's work and life	A 100a
21. Politics of Education and Education Policy Studies	D 169
22. Poststructuralist Pedagogical Research	A 210
23. Social Pedagogy	A 410
24. School Development	D 120

PS: NERA Network 17. Physical Education, Sport and Leisure Studies – is not active at the moment

PLEASE NOTICE

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

However, in the abstract book (usb stick) you will find all the authors and in the list of participants you can find e-mail, address etc.

SESSIONS PROGRAMME

Thursday 8 March 2012 15:00-16:30 Parallel Session 1			
S1 - Network 1 room A A 401			
	Chair	Andersson, Eva	
513	Exploring the social construction of biographical learning among elite sport coaches.	Christensen, Mette Krogh	Hjortshøj
77	Competence Development among Mentors: Small Everyday Life Activities - Great Learning Opportunities	Kragelund, Linda	Copenhagen
82	Social and healthcare assistants' development of competences in clinical practice	Jensen, Jonna Gintberg	Aarhus N
S1 -Network 2 Room D120			
	Chair	Andersson, Ninnie	
133	Children's encounter with sloyd in preschool	Ahlskog-Björkman, Eva	Vasa
329	Craft plus Activism Equals Craftivism	Koch, Marie	København S
S1 -Network 3 Room D 168a			
	Chair	Reis, Maria	
58	Re-discovering mathematics – enhancing teachers' educational professionalism in pre-school	Björklund, Camilla	Gothenburg
454	Mathematics in children 's block-buildings	Pálsdóttir, Guðbjörg	Reykjavík
13	The development of toddler's mathematical activity in preschool	Reis, Maria	Borås
S1 -Network 4 Room A 405			
	Chair	Ohlsson, Camilla	
138	Keeping the balance between the group and the individual in teaching within school-age educare (fritidshem).	Hansen Orwehag, Monica	Trollhättan
70	Walk-and-talk conversations – children's perspectives of the activity in leisure-time centres	Haglund, Björn	Göteborg
S1 -Network 5 Room A 412			
	Chair	Englund, Tomas	
438	A communicative understanding of educational cosmopolitanism	Wahlström, Ninni	Örebro
257	To live educationally – to develop curriculum in line with cosmopolitan inheritance	Englund, Tomas	Örebro
283	Online Reflections on Pedagogical Tact	Högberg, Sören	Falun
S1 -Network 6 Room D165			
	Chair	Aas, Marit	
353	Educational Leadership in HEIs in Finland – A discourse analytic perspective on the rector's leadership	Tigerstedt, Christa	Esbo
33	The development of mentoring skills for school leaders - an action	Nilsen, Nils Ole	Bodø
221	Competanse development and leadership for learning in the Knowledge Promotion Reform. New challenges to whom?	Ballangrud, Brit	Hønefoss Norway

S1 -Network 7 Room D219			
	Chair	Rönkä, Anna Reetta	
402	The Social Dynamics of School Bullying	Thornberg, Robert	Linköping
429	Bullying in School from the View of Students with Neuropsychiatric Diagnoses	Hellberg, Kristina	Linköping
57	Every Day Life at the Leisure-time Centre	Lindstrom, Lisbeth	Luleå
S1 -Network 9 Room A 104			
	Chair	Aspelin, Jonas	
1	'Haver til Maver'. Evaluation of Nordic outdoor education	Wistoft, Karen	Copenhagen
398	Student's experiences with work place learning in VET	Sandal, Ann Karin	Sogndal
S1 -Network 10 Room D 174			
	Chair	Nordkvelle, Yngve	
19	Malleable or stiff sociology? The state of social inquiry in high-speed society	Vostal, Filip	Bristol
440	University teachers' experiences on employability development in Higher education	Maria Löfgren Martinsson	Lund
497	Students use of feedback in relation to learning objectives and feedback types	Karlsen, Kristine Høeg	Halden
S1 -Network 12 Room A 414			
	Chair	Axelsson, Thom	
229	Inclusive and exclusive perspectives on diagnosed children's self-concepts	Skovlund, Henrik	Emdrup
311	Exploring the borderline between adapted education and special education	Hausstätter, Rune Sarromaa	Lillehammer
S1 - Network 14 Room A 200			
	Chair	Kulbrandstad, Lars Anders	
245	Contribution to change – a study on organisational activities for Romani children and youth in Sweden	Rodell Olgac, Christina	Huddinge
38	Multicultural Kindergartens in rural areas in Norway	Sand, Sigrun	Hamar
493	Teachers teaching diverse learners	Guðjónsdóttir, Hafðís	Reykjavík
S1 Network 14 Room A 130			
	Chair	Paavola, Heini	Helsinki
409	Teaching and learning in the shadow of language policy – the Finnish debate on bilingual education	Slotte-Lüttge, Anna	Vasa
151	Conflicting language ideologies vs. uniform language management. Heritage language education in Swedish schools	Puskás, Tünde	Norrköping
181	Identities of competence: Capitalizing on immigrant students' multi-lingual and –cultural resources for critical/literacy development	Lau, Sunny	Sherbrooke, Quebec
S1 - Network 15 Room D 168d			
	Chair	Holm, Lars	
417	Analyzing multimodal text. Students' use of instructional concepts in group discussion and individual writing	Rødnes, Kari Anne	Oslo
287	Changing learning conditions when early literacy practices go digital	Hultin, Eva	Falun
30	How students choose which texts to use as a knowledge source when solving school assignments	Blikstad-Balas, Marte	Oslo

S1- Network 16 Room C 001			
	Chair	Rømer, Thomas Aastrup	
22	Presence as Silence in the Educational Encounter	Nordström-Lytz, Rita	Vasa
155	About silence – a matter for educational settings	Alerby	Luleå
471	Imagination, silence and the pedagogic event	Silius-Ahonen, Ellinor	Helsingfors
S1- Network 18 Room A 303			
	Chair	Boström, Lena	
281	Promoting student teachers' cognitive and moral competencies: A Liberal Arts approach	Malm, Birgitte	Malmö
303	Professional growth of student teacher through lesson study and reflection	Nakada, Masahiro	Tokyo
S1- Network 20 Room A 100a			
	Chair	Henriksson, Ann-Catherine	
364	Teacher professional development through reflective practice	Kristinsdóttir, Jónína Vala	Reykjavík
472	Professional development for mathematics teachers in lower secondary school in Iceland: Possibilities and restrictions	Gunnarsdóttir, G.H.	Reykjavík
499	Temporal agency as an aspect to teacher change and continuity	Pehkonen, Leila	University of Helsinki
S1- Network 21 Room D 169			
	Chair	Monsen, Lars	
226	European Frameworks of Qualifications – a tool for higher quality by standardization?	Karlsen, Gustav	Trondheim
173	Citizenship Education in the Human/Social Capital Discourse of the OECD	Dadvand	Bilbao
381	Implementation and outcomes of quality assurance: a comparative research of Finland and Iceland	Haapakorpi, Arja	University of Helsinki
S1- Network 21 Room A 403			
	Chair	Román, Henrik	
274	Assessment for Selection in the Scandinavian Education Systems	Tveit, Sverre	Oslo
26	'Sustainable development' and the Politics of Swedish Teacher Education	Sjögren, Hanna	Linköping
290	Independent schools from a local municipality perspective – the Swedish case	Skott, Pia	Uppsala
S1- Network 22 Room A 210			
	Chair	Herbert, Anna	
198	Complementarity and every day language - Teaching concept formation after Bohr and Derrida	Steinnes, Jenny	Lillehammer
431	Lévinas' ethics as philosophy's first question: asymmetry, desubjectification and relation	Ceder, Simon	Malmö
406	Becoming Care Helper	Jensen, Anne Winther	Roskilde
S1-N4 Sy1 Room D 166			
365	EXbus: Exploring Bullying in School (1) (organizer abs)	Søndergaard, Dorte Marie	Frederiksberg
501	Classroom culture, anxiety and bullying	Henningsen, Inge	Copenhagen
158	Traces of bullying	Mathiassen, Charlotte	Copenhagen
542	(Be)longing – bullying seen as longing for belonging	Rabøl Hansen, Helle	Copenhagen NV
	Discussant	Gulløv, Eva	

S1-N10 Sy2 Room A 212			
473	Higher Education Internationalized: globalization, marketization and new forms of citizenship 1 (organizer abs)	Nielsen, Gritt	Copenhagen
163	Qualifications frameworks as respond to conflicting imaginaries of globalization within the Bologna process	Saruw, Laura Louise	Copenhagen
314	'Go Global, Stay Local': education reform and changing conceptions of citizenship in Singapore.	Christensen, Søren	København NV
S1-N20 Sy1 Room D 320			
147	Learning within the school-based parts of teacher education. Practical knowing, apprenticeship and mentoring (organizer abs)	Hultman, Glenn	Linköping
95	Supervisors practical knowing as a base for mentoring	Lindqvist, Per	Kalmar
148	The assessment of student teachers' vocational knowledge: A design experiment	Hegender, Henrik	Kalmar
116	Mentoring in practice. Progress in becoming a teacher during the practical period of teacher education."	Wedin, Ann-Sofi	Linköping

Thursday 8 March 2012
16:45-18:15 Parallel Session 2

S2 -Network 1 room A 401

	Chair	Jensen , Jonna Gintberg	
299	Learning about the pedagogical role of the nurse: Students learning in clinical settings.	Halse, Kirsten	Oslo
433	How to study the linkage between patient-education and changes in conduct of everyday life	Hybholt, Lisbeth	Copenhagen NV.
292	Identity work in family life - parenting as learning practices	Assarsson Aarsand, Liselott	Trondheim

S2 -Network 2 Room D120

	Chair	Ahlskog-Björkman, Eva	
106	Lessons from the bottom of the U: arts-based learning processes in pedagogists' training	Chemi, Tatiana	Esbjerg
464	Imagination in knowledge transformation through drama	Silius-Ahonen, Ellinor	Helsingfors
469	Assessment of dance knowledge	Andersson, Ninnie	Piteå

S2 -Network 3 Room D 168a

	Chair	Bäckman, Kerstin	
168	Exploring the pedagogic relation: Supporting 6 year olds to make sense of physical motion	Åkerblom, Annika	Lund
56	Preschools as learning environment for young children as competent participants in negotiations	Alvestad, TA	Gothenburg
180	Teaching and Learning Geometry in Preschool	Bäckman, Kerstin	Gävle

S2 -Network 4 Room A 405

	Chair	Haglund, Björn	
322	Teachers supporting academic language in multilingual classroom interaction	Slotte-Lüttge, Anna	Vasa
32	Discussions around texts in ninth grade Norwegian language classrooms	Andersson, Emilia	Oslo
153	From communicating learning goals to enacting the object of learning. Teachers designing for student learning.	F. Sädbom, Rebecka	Jönköping

S2 -Network 5 Room A 412

	Chair	Wermke, Wieland	
522	(Re)forming teachers education in Sweden -initiatives and legitimation"	Andersson, Stina	Uppsala
210	Contextualising teachers' professional autonomy in time and space	Wermke, Wieland	Stockholm
465	Qualitative and mixed methods in educational evaluations	Daividsdottir, Sigurlina	Reykjavik

S2 -Network 6 Room D165

	Chair	Wolff, Lili-Ann	
201	What is distributed and what is done? - Teacher team leadership in Swedish schools	Liljenberg, Mette	Göteborg
225	School Leadership - A Practice between Art and Science? Track: Educational Leadership	Irgens, Eirik J.	Trondheim
79	Searching for my Leadership Profile	Halvorsen, Kjell Atle	Trondheim

S2 -Network 7 Room D219			
	Chair	Thornberg, Robert	
421	The Adolescent's Experience of Loneliness and it's Associations on the Closing Down of Schools	Rönkä, Anna Reetta	Oulu
233	Deliberative Communication as a Model for Teaching: Causal Effects and Causal Mechanisms (Scandinavian language)	Andersson, Klas	Gothenburg
S2 -Network 9 Room A 104			
	Chair	Claesson, Silwa	
422	To break and enter the hard core of society	Nordmark, Jonas	Norrköping
11	Danish students' learning styles compared with their teachers' in upper secondary school – a mismatched combination?	Boström, Lena	Härnösand
488	History students thinking aloud while answering questions	Rosenlund, David	Malmö
S2 -Network 10 Room D 174			
	Chair	Maria Löfgren Martinsson	
15	Joint learning by joint writing between higher Education and working life	Ora-Hyytiäinen, Elina	Lohja
336	Digital Storytelling – between the subjective and objective dimensions of "Bildung"	Nordkvelle, Yngve	Lillehammer
S2 -Network 12 Room A 414			
	Chair	Skovlund, Henrik	
269	The preschool of diversity	Elvarsdottir, Sigrun Arna	Árdalstangen
149	Inclusion in kindergarten in a time of societal change	Arnesen, Anne-Lise	Halden
399	Transition to Upper Secondary School – Stories from students' with experiences from the individual program	Andersson, Helena	Malmö
S2- Network 14 Room A 200			
	Chair	Horst, Christian	
379	Becoming Multilingual – Bridges and Barriers to Change in a Monolingual High School	Smyth, Geraldine	Glasgow
131	Case Studies in Diverse School Settings in Four Countries: The case of Austurbæjarskóli."	Ragnarsdóttir, Hanna	Reykjavik
304	Case Studies in Diverse School Settings in Four Countries: An Inclusive Secondary School in Canada	Gagne, Antoinette	Toronto
99	Cultural diversity and the day-care center – a Norwegian case study	Lauritsen, Kirsten	Levanger
S2- Network 14 Room A130			
	Chair	Lau, Sunny	Sherbrooke, Quebec
390	Third Space. An actionable concept in Education?	Storfors, Tom	Eskilstuna,
218	The Necessity of the Third – Toward a Polycultural Education	Månsson, Niclas	Eskilstuna
52	The Culture of the Other: Intercultural Education and the Reproduction of a Colonial Imaginary	Aman, Robert	Linköping
S2- Network 15 Room D 168d			
	Chair	Laursen, Helle Pia	
220	Boys writing texts in grade three - focus on genre expertise in narrative and descriptive texts	Andersson, Katharina	Vasa
408	Language testing as a literacy artifact	Holm, Lars	Copenhagen
276	The predictive value of preschool language assessment. Longitudinal study from preschool to adulthood.	Bjornsdottir, Amalia	Reykjavik

S2- Network 16 Room C 001			
	Chair	Strand, Torill	
31	Habermas and 'Bildung'	Sørensen, Asger	Copenhagen
126	Axel Honneth's idea of a drawn-out process of Education	Hanhela, Teemu	Oulu
334	From Ethical to Moral: Gadamerian and Habermasian Perspectives to Contemporary Moral Education	Leiviskä, Anniina	University of Helsinki
S2- Network 18 Room A 303			
	Chair	Malm, Birgitte	
105	Analyzing the Quality of Classroom Discourse with Dialogic Inquiry Tool	Reznitskaya, Alina	Montclair
503	Quality in education – Students' experience of their study and their study habits	Johansen, Kristel Bye Johansen	Trondheim
504	The time they spend on academic work and their academic benefit from lectures versus self-study	Johansen, Kristel Bye Johansen	Trondheim
S2- Network 20 Room A 100a			
	Chair	Pehkonen, Leila	
476	Swedish Teachers' Discussions on Assessment During Periods of Reform	Wettergren, Sanna	Stockholm
320	Teacher's choice of working methods in science education in Swedish-medium primary schools in Finland	Henriksson, Ann-Catherine	Pargas
124	You want me to do what? Teachers' Translation of Democratic Initiatives	Brezicha, Kristina	Lulea
S2- Network 21 Room D 169			
	Chair	Jóhannsdóttir	Reykjavik
76	The legacy from Dewey - democracy as "awy of life" in Norwegian schools	Monsen, Lars	Lillehammer
47	Discourses on Research-based Teacher Education: Interpretations from Pedagogy and Subject Didactics in Norway	Haugen, Cecilie	Trondheim
496	Systematic quality work - the way to good education?	Bergh, Andreas	Örebro
S2- Network 21 Room A 403			
	Chair	Tveit, Sverre	
407	School system repercussions in teacher approaches to assessment – comparing Sweden and Germany 1990-2008	Román, Henrik	Uppsala
450	Structure of Teaching profession and politics of recognition in Finland and Scotland	Pietka, Emilia	Glasgow
383	Intersections of class, ethnicity and gender in the swedish health care program	Bredlöv, Eleonor	Hägersten
S2- Network 22 Room A 210			
	Chair	Bergstedt, Bosse	
8	With the gaze on the child: About differences in preschool as a discursive practice	Palla, Linda	Kristianstad
520	Constructions of Social and Emotional Abilities in Textbooks	Hultin, Eva	Falun
S2-N4 Sy1 Room D 166			
365	EXbus: Exploring Bullying in School (2) (organizer abs)	Søndergaard, Dorte Marie	Frederiksberg
419	Context-sensitive analysis of the impact of children's individual characteristics and upbringing in relation to bullying	Silberschmidt Viala, Eva	Copenhagen
368	What is Bullying? Analytic Approaches to Relational Practices and Social Processes in Schoolclasses with Bullying	Søndergaard, Dorte Marie	Frederiksberg
562	The Dispositifs of Bullying	Laustsen, Carsten Bagge	Copenhagen
	Discussant	Gullov, Eva	

S2-N10 Sy2 Room A 212			
473	Higher Education Internationalized: globalization, marketization and new forms of citizenship 2 (organizer abs)	Nielsen, Gritt	Copenhagen
171	Imagining Western education: Chinese pre-school teachers on the move	Thøgersen, Stig	Aarhus N
305	Caught between 'internationalization' and immigration: The case of Nepali students in Denmark	Valentin, Karen	Copenhagen NV
264	The Loss of the Globalisation Formula or How to Develop a Performative Understanding of Globalising	Jensen, Katja Brøgger	Copenhagen NV
S 2 A 409 Roundtables Network 1			
191	Working with international students	Ehlers, Søren	Emdrup
484	Adults' mathematics in work	Björklund Boistrup, Lisa	Stockholm

Friday 9 March 2012
10:30-12.00 Parallel Session 3

S3 -Network 1 room A 401

	Chair	Assarsson Aarsand, Liselott	
207	Perceptions of good work in nursing-implications for learning	Christiansen, Bjørg	Oslo
461	New adult education initiatives – in tension between labour market policy and adult education policy	Andersson, Eva	Göteborg
356	Learn about life: Adult students in health and social care encounter with practice	Lagercrantz All, Katarina	Stockholm

S3 -Network 2 Room D120

	Chair	Koch, Marie	
236	The voice of the youth – On reflexivity and bildung in young people's own films	Fritze, Yvonne	Lillehammer
458	The clown wheel on the move – ways of learning with the clown as a tool	Silfver, Birgitta	Stockholm
128	The A.G.E Stairs Survey: breathing for consideration	Zaiyouna, R.	Bilbao

S3 -Network 3 Room D 168a

	Chair	Hall, Linda	
45	A hearing child growing up in a deaf family acquires parallel bimodal bilingualism	Cramér-Wolrath, Emelie	Stockholm
65	Play and dialogical reading	Broström, Stig	Copenhagen
96	Play in a multilingual context	Hall, Linda	Mantorp

S3 -Network 4 Room A 405

	Chair	Andersson, Emilia	
549	Learning to become a talent	Olesen, J	Copenhagen
227	Pupils' responsibility for their own learning – intention and realities	Meland, Aud Torill	Stavanger
489	How do the personnel in after-school centres define and understand their profession? (Scandinavian language)	Foss, Vigdis	Bergen

S3 -Network 5 Room A 412

	Chair	Bergh, Andreas	
187	The conceptual history of the concept 'culture heritage' in Norwegian and Swedish curriculums	Johansson, Lotta	Lund
35	Between Culture and Cultural Heritage. Curriculum Historical Perspectives on Diversity Education in Sweden 1948 – 2008.	Brantefors, Lotta	Uppsala
361	Constructing History Education for Learners in Vocational Education, Teachers transformation of a new history curriculum	Ledman, Kristina	Umeå

S3 -Network 6 Room D165

	Chair	Svedlin, Renata	
371	The school principal - the first among equals?	Sivesind, Kirsten	Oslo
271	The folk high school and perspectives on the role of the leader	Svedlin, Renata	Vasa

S3 -Network 7 Room D219			
	Chair	Andersson, Klas	
235	Accusation during small group discussion in the context of teacher education	Pakkanen, Marjatta	University of Jyväskylä
36	Experimentalism, praxiography, and 'new' educational technologies	Hansbøl, Mikala	Copenhagen
98	ICT and Media Literacy education in primary school, to promote Active Citizenship for democratic society	Oxstrand, Barbro	Torslanda, Gothenburg
S3 -Network 9 Room A 104			
	Chair	Wistoft, Karen	
352	Relational pedagogy – theoretical discourse and didactic implications	Aspelin, Jonas	Malmö
551	School's new curriculum as (hidden) agenda of teacher education reform?	Werler, Tobias	
S3 -Network 10 Room D 174			
	Chair	Ora-Hyytiäinen, Elina	
50	STUDYING AT UNIVERSITIES FOR LIFE AND WORKING LIFE – Counselling supporting students in their study path	Lairio, ML	Jyväskylä
78	Students' sense making when interacting in feedback dialogues.	Steen-Utheim, Anna Therese	Halden
81	Development of a grounded model of types of feedback in higher education	Karlsen, Kristine Høeg	Halden
S3 -Network 12 Room 214			
	Chair	Tetler, Susan	
222	Inclusive classroom practice	Guðjónsdóttir, Hafþís	Reykjavík
154	The Individual Voice on Inclusive Education in an Era of Measurement	Lang, Lena	Malmö
285	Evidence-Informed Special Needs and Inclusive Education	Baltzer, Kirsten	København NV
S3 -Network 12 Room A 414			
	Chair	Bjornsdottir, Amalia	
346	Interactional resources used in resistance- and disciplinary work in training school	Östlund, Daniel	Malmö
351	Construction of differences among students in files from educational psychologists	Hamre, Bjørn	København nv
23	Reflecting values of inclusive education. Lessons learned from national contexts in the South.	Reisenbauer, Simon	Vienna
S3- Network 14 Room A 200			
	Chair	Engen, Thor Ola	
177	Empowering Women in Higher Education: The Case of the International Studies in Education Program	Ragnarsdóttir, Hanna	Reykjavik
80	"We need them": personnel with foreign background in Swedish preschools	Gruber, Sabine	Norrköping
238	Developing intercultural skills of Finnish students for their language practice in Russia	Lestinen, Leena	University of Jyväskylä
S3- Network 15 Room D 168d			
	Chair	Holm, Lars	
286	Upper secondary school teachers, writing and professionalism	Annerberg, Anna	Falun
196	Mother tongue, literature and capabilities of life- teacher narratives	Rejman, Katarina	Borgå
188	Feedback: Why it is important and why it is not enough	Brevik, Lisbeth M	Oslo

S3- Network 16 Room C 001			
	Chair	Frimannsson, Gudmundur Heidar	
48	Education for self-activity – the legacy of the Post-Kantian Idealism for the philosophy of education	Kivelä , Ari	Oulu
69	The Pedagogical Subject and the Radical Imagination	Straume, Ingerid	Nesoddtangen
452	The Implication of Recognition on Educational Practice	Wolff, Lili-Ann	Vasa
S3- Network 18 Room A 303			
	Chair	Jokinen, Hannu	
10	Students study results - a question of styles, strategies, or (mis) match?	Boström, Lena	Härnösand
195	Novice teachers' perceptions about collegial learning in school context	Raus, Rea	Tallinn
41	Diagnostic test in reading comprehension for teacher students	Lalander, Christine	Stockholm
S3- Network 20 Room A 100a			
	Chair	Hultin, Eva	
209	Social networks and professional development for newly educated teachers	Engvik, Gunnar	Trondheim
335	Mobility of Pedagogical Expertise – A Finnish Perspective	Jokinen, Hannu	Jyväskylä
240	“You’re never finished.” Teachers on commitment, professional struggle and positioning during 15 years of change	Frelin, Anneli	Gävle
S3- Network 21 Room D 169			
	Chair	Fejes, Andreas	Linköping
74	School choice and schools' reputations in a Finnish urban school market	Kosunen, Sonja	Paris
347	Corruption, knowledge and learning	O'Dowd	Lund
296	Relation or Evaluation? – Swedish Preschool Teachers Expressions Concerning Quality Work	Tullgren, Charlotte	Kristianstad
S3- Network 21 Room A 403			
	Chair	Bredlöv, Eleonor	
63	The impact of International Knowledge Assessments (OECD & IEA) in terms of national reports	Pettersson, Daniel	Gävle
28	Claims in Educational Research – Conditions for External Project Funding.	Tedenljung, Dan	Eskilstuna
S3- Network 22 Room A 210			
	Chair	Bergstedt, Bosse	
537	Education and postcolonial cosmopolitanism	Anders Olsson	Lund
393	Education and Will to Knowledge – An Archaeology of Empirical Knowledge in Pedagogy	Saari, Antti	Tampere
442	The bench and the button – objects shape the pedagogical praxis and gender in preschool	Paju, Elina	University of Helsinki
S3-N4 Sy2 Room D 166			
373	Exploring bullying, materiality and methodology (organizer abs)	Kofoed, Jette	Copenhagen
530	Meaning making (in) school life	Christoffersen, Ditte Dalum	Roskilde
357	(How) to have an open mind, without having an empty head	Jørgensen, Stine Kaplan	København V
527	A hand doll approach to studying processes of inclusion and exclusion among children in kindergarten	Stender Petersen, Kit	Roskilde
529	When methodologies go on-/offline	Nørgaard, Susanne	København N

S3- N4 Sy4 A222			
118	Children's everyday life on the island Christiansø. An ethnographic film, 2011	Winther, Ida Wentzel	København NV
S3-N10-Sy1 Room A 212			
139	Teachers' use of ICT in higher education: A slow ride into the future 1 (organizer abs)	Habib, Laurence	Oslo
84	Does ICT change teachers' ways of working?	Bøe, Tove	Porsgrunn
140	Perspectives on the participation and involvement of teaching staff in the implementation of e-learning	Sjarbaini, Larissa	Oslo
150	The (in)competence of teachers' use of ICT in higher education	Sjarbaini, Larissa	Oslo
S3-N12-Sy1 Room A 410			
186	A Nordic perspective on children's participation in research, education and everyday life (organizer abs)	Lassen, Liv	Oslo
468	Knowledge related literacy in Special School – a way to expand possibility to interaction and participation	Berthén, Diana	Stockholm
189	How can pupil-teacher dialogues promote pupil's agency in school life?	Lassen, Liv	Oslo
230	Incorporating ethics in method and design in research with children	Skovlund, Henrik	Emdrup
217	"Students' selfreports about planned and spontaneous student-teacher dialogues	Sørensen, Peer Møller	Oslo
S3-N21 Sy2 Room D320			
9	Quality Reform, Pre-School, and the Profession of Pedagogues (1) (organizer abs) (Symposium in Scandinavian language)	Krejsler, John Benedicto	Copenhagen NV
17	Danish pre-school teachers and the challenges of quality reform in transnational perspective	Krejsler, John Benedicto	Copenhagen
73	Navigating between consensus and critique – influence, management and democracy	Schmidt, Camilla	Roskilde
197	Professionalization from inside and outside – with newly qualified pedagogues as an example	Bøje, Jakob Ditlev	Roskilde
S3- N/A Sy1 Room A 130			
466	Researching teachers' professional practice 1 (organizer abs)	Bengtsson, Jan	Gothenburg
467	Teachers' professional practice as a regional life-world	Bengtsson, Jan	Gothenburg
115	Talking about grades. How are grades communicated and understood in a teacher and student interaction?	Rinne, Ilona	Göteborg
97	Teachers' experiences of enjoyment in their work	Bredmar, Anna-Carin	Kalmar
121	Teachers' trustful relations with the students	Lilja, Annika	Göteborg
	Discussant	Ulla Karin Nordäng, Linnæus	
	Discussant	Lindqvist, Per	
S-3 D X 002 Poster Network 1			
350	The role of ICT in adult foreign language learning trajectories	Case, Megan	Falun
S-3 D X 002 Poster Network 3			
182	Children's Participation in Pedagogical Documentation	Elfström Pettersson, Katarina	Norrköping
S-3 D X 002 Poster Network 4			
374	Language alternation in vocational content and language integrated learning (CLIL)	Kontio, Janne	Uppsala
176	Previous research on music and children diagnosed with Asperger syndrom.	Lindblom, Anne	Edsvalla
S-3 D X 002 Poster Network 12			
312	Bilingual students and linguistic vulnerability	Maria Rubin, Maria	Malmö

S-3 D X 002 PosterNetwork 24			
92	The strength of accountability and teachers' organisational citizenship behaviour	Elstad, Eyvind	Oslo
S 3 A 409 Roundtables Network 8			
165	Critical Perspectives on Children, Young People, Welfare and Education with focus on achievement and gender	Silfver, Eva	Umeå
167	Critical Perspectives on Children, Young People, Welfare and Education with focus on participation and gender	Rönnlund, Maria	Umeå
166	Critical Perspectives on Children, Young People, Welfare and Education with focus on inclusion/exclusion and gender	Rosvall, Per-Åke	Borås

Friday 9 March 2012
15:30-17:00 Parallel Session 4

S4 -Network 1 Room A 401

	Chair	Andersson,Eva	
480	Building on Mezirow's theory of transformative learning: Theorizing the Nature of reflection	Mälkki, Kaisu	Helsinki
401	Adult Teachers as Learners – when Classroom Experiences become an Arena of Learning	Lund Larsen, Lea	Copenhagen NV
59	Teachers' storied experiences as resources in professional development	Ottesen, Eli	Oslo

S4 -Network 3 Room D 168a

	Chair	Hall, Linda	
62	Early childhood education. A history of a journal.	Williams, Pia	Gothenburg
270	Pedagogy of Play and Literacy	Einarsdottir, Johanna	Reykjavik
34	Learning to become a first grader: The preschool class as a time of transition	Söderman Lago, Lina	Norrköping

S4 -Network 4 Room A 405

	Chair	Øksnes	
204	Processes of Marginalization Within the Classroom in an Era of School Accountability	Hörmann	Vienna
193	Read less - understand more!	Brevik, Lisbeth M	Oslo
414	Analysis through discussion: collaborative interpretations from ethnographic data in multiply settings	Lahelma, Elina	University of Helsinki
262	The leisure of childhood in after school programs: a nordic model?	Falkner, Carin	Trondheim

S4 -Network 5 Room A 412

	Chair	Ledman, Kristina	
206	Curriculum in relation to society in Finland and Norway	Mølstad, Christina	Oslo
3	To implement a new national curriculum.	Niklasson	Eskilstuna
20	Swedish Religious Education Teachers on their Public Mission	Liljestrand, Johan	Gävle

S4 -Network 6 Room D165

	Chair	Risku, Mika	
340	School Culture and School Achievement	Hansen, Börkur	Reykjavik
109	On the paradox of the lower performing Swedish speaking Finns – an educational leadership perspective”	Uljens, Michael	Vasa

S4 -Network 10 Room D 174

	Chair	Karlsen, Kristine Høeg	
72	Early childhood teacher education: students' knowledge and understandings of early literacy – their trajectories of learning	Gjems, Liv	Tønsberg
248	Teaching gender and sexuality – experiences from student teachers	Zackariasson, Maria	Huddinge
523	The Role of Educational Merits in Academic Promotion	Levander, Sara	Uppsala

S4 -Network 11 Room A 407

	Chair	Persson, Sofia	
146	Education and the State after the Lutheran reformation in Denmark-Norway	Skiningsrud, Tone	Tromsø
6	Upbringing of common people's children in Finland before 20th century, what do statutes tell us?	Granbom-Herranen, Liisa	Perniö as
428	Chalk and computers – teaching aids of everyday school life, 1970-2011	Rosén Rasmussen, Lisa	København NV

S4- Network 14 Room A 200			
	Chair	Lestinen, Leena	
282	Teenagers' perceptions and experiences of belonging to a language minority – in the school context	Holm, Gunilla	
377	Polish secondary school students in Iceland: language and social participation - successes and challenges	Lefever, Samúel	Reykjavík
S4- Network 15 Room D 168d			
	Chair	Ladegaard, Uffe	
125	Studying bilingual students' literacy: a social semiotic perspective	Laurson, Helle Pia	Copenhagen NV
485	Signs of language – multilingual children as users and interpreters of literacy	Daugaard, Line Møller	Risskov
437	A “pluralistic literacy” – is there a need for this didactic concept?	Wahlström, Ninni	Örebro
S4- Network 16 Room C 001			
	Chair	Salmenkivi, Eero	
54	The Erosion of Moral Subject in the Age of Competition	Pulkki, Jani	Tampere
161	Education beyond the order of the madmen. Jaques Rancière on being attentive.	Säfström, Carl Anders	Eskilstuna
344	Educating for a Love's Difference: on democracy, religion, and the conflicted space between us	Bergdahl, Lovisa	Huddinge
S4- Network 16 Room A 403			
	Chair	Kivelä , Ari	
411	The Ontology of Flesh and Its Implications to Ethics and Education	Värri, Veli-Matti	Tampere
498	Nietzsche, History, Life and Education	Seinäälä, Henna	Jyväskylä
441	The concept of moral order and its significance to Rousseau's pedagogical thinking	Kontio, Kimmo	Oulu
S4- Network 18 Room A 303			
	Chair	Eklund, GE	
354	Peer Group Mentoring for Teacher Development: Lessons Learnt in Finland	Jokinen, Hannu	Jyväskylä
237	Pre-School Managers on Evaluation Newly Qualified pre-school Teacher's Competencies for Teacher Registration	Fransson, Göran	Gävle
355	Partnership programs, mentoring and learning communities	Bjarnadóttir, Ragnhildur	Reykjavík
S4- Network 20 Room A 100a			
	Chair	Jokinen, Hannu	
275	“Difficult fathers”; are there specificities in fathers' counterproductive behaviors? Evidences from a multicultural research.	Castelli	Milano
514	Master studies as a part of professional teachers' identity constructions	Sipos Zackrisson, Katarina	Stockholm
536	Teachers' Work: Time and Steering (Scandinavian language)	Liland, Ragnhild	Trondheim
S4- Network 21 Room D 169			
	Chair	Kosunen, Sonja	Paris
51	The confessing society	Fejes, Andreas	Linköping
294	The politics of policy. How should these (not) be approached?	Thorkelsson, Magnus	Hafnarfjörður
343	Judgment or evidence? Knowledge in Swedish schools inspection	Lindgren, Joakim	Umeå

S4 - Network 24 -D120			
	Chair	Kroksmark	
25	Internal Change Agents in Schools. Pedagogical leaders for school development	Blossing, Ulf	Göteborg
64	Creativity, innovation and pedagogical entrepreneurship in schools in Iceland, Norway and Sweden.	Dal, MD	Reykjavik
307	Educational methods and transnational trends	Aas	Åros
S4-N3 Sy1 Room D 219			
211	Assessment, fostering and value education - normative and regulating practices in Swedish multicultural preschool-preschool-class and compulsory-school (organizer abs)	Tallberg Broman, Ingegerd	Malmö
228	Scheduling life. On the school subject Life Competence Education and a childhood at risk.	Löf, Camilla	Malmö
252	Documentation and assessment in Swedish preschools	Vallberg Roth, Ann-Christine	Malmö
256	On fostering in preschool class	Thelander, Maria	Malmö
S4-N4 Sy3 Room D 166			
405	Classroom Video Research – Secondary Analyses of the PISA Material (1) (organizer abs)	Klette, Kirsti	Oslo
396	Looking again: "Barcoding" classroom teaching with different pre-coded instruments	Carlsten, Tone Cecilie	Oslo
119	The impact of social positioning and peer group affiliation on students' oral presentations	Pedersen Dalland, Cecilie	Kongsberg
S4-N5 Sy1 Room A 408			
306	Life Skills – different ways to train the "problematic" children (organizer abs)	Von Brömssen, Kerstin	Göteborg
246	Life skills – across nations?	Skeie, Geir	Stockholm
190	Analysing DISA, a program to promote health.	Gunnarsson, Karin	Stockholm
141	Concepts of Life and Mindfulness in Life Skills education.	Zetterqvist, Kirsten	Stockholm
370	Governmentality; normalising technologies in a new "moral economy"	Von Brömssen, Kerstin	Göteborg
S4-N10 Sy 1 Room A 212			
139	Teachers' use of ICT in higher education: A slow ride into the future 2 (organizer abs)	Habib, Laurence	Oslo
152	Critical success factors in using ICT for educational purposes in higher education.	Sjarbaini, Larissa	Oslo
200	Understanding links between ICTs and teaching practices at university: pedagogical models, professional identity.	Massou, Luc	Metz
S4-N12 Sy2 Room A 222			
215	Symposium: Education for all – a pedagogical challenge (organizer abs)	Barow, Thomas	Borås
420	Education for all – a pedagogical challenge. The Danish perspective.	Tetler, Susan	Copenhagen
378	Education for all – a pedagogical challenge	Ström, Kristina	Vaasa
251	School for all, Norway	Haug, Peder	Volda
512	Swedish contribution to the Network 12: Inclusive Education	Rosenqvist, Jerry	Tomelilla

S4-N16-Sy2 Room A 104			
88	Philosophical Studies of Educational Relations (organizer abs)	Alerby	Luleå
123	Education and Will	Rytzler, Johannes	Eskilstuna
137	Based on a true story: a discussion on testimony and education through Giorgio Agamben's philosophy	Hällander, Marie	Stockholm
213	Touching teaching – on the relation(s) of education	Hjulström, Erik	Huddinge
89	The boundless self in a techno-social world	Hagström, Erica	Sundbyberg
S4-N18 Sy1 A 410			
362	A Practicum Turn in Teacher Education-International Collaboration (organizer abs)	Rorrison, Doreen	Seacliff
179	Border Crossing in Practicum Research Reframing how we talk about practicum learning	Rorrison, Doreen	Seacliff
247	Three perspectives to practicum experiences	Männikkö-Barbutiu, Sirkku	Kista
380	What is practice in teacher education? Conclusions and challenges.	Rorrison, Doreen	Tromso
395	Preservice Teachers' Reflections on Practice in Relation to Theories	Emsheimer, Peter	Stockholm
S4-N21 Sy2 Room D320			
9	Quality Reform, Pre-School, and the Profession of Pedagogues (2) (organizer abs) (Scandinavian language)	Krejsler, John Benedicto	Copenhagen NV
18	Local Struggles about Quality Reform and Early Childhood Education: Empirical findings from two Danish municipalities	Krejsler, John Benedicto	Copenhagen
75	Knowledge in early childhood education	Schmidt, Camilla	Roskilde
55	The enactment of documentation and the translation of the 'professional' nursery teacher	Plum	Copenhagen S
S4-N22 Sy2 Room A 210			
250	The Tacit Turn in Pedagogy 1 (organizer abs)	Bergstedt	Lund
284	Unthematic reality. Why and how focus on latent sense structures of pedagogical situations?	Hackl, Bernd	Graz
293	Exercise as a typical school practice. Why impotentiality matters educationally	Vlieghe, Joris	Leuven
310	The Difference between the Implicit, the Performative, the Mimetic and the Corporeal Dimensions of Pedagogy	Kraus, Anja	Ludwigsburg
S4-N/A Sy1 Room A 130			
466	Researching teachers' professional practice 2 (organizer abs)	Bengtsson, Jan	Gothenburg
481	The role of research in the professional work of teachers	Levinsson, Magnus	Göteborg
455	Pre-school teachers and places for professional practices. Phenomenological perspectives on nature playgrounds in Norwegian Kindergartens.	Joergensen, Kari-Anne	Tønsberg
232	Self-awareness and Self-knowledge in professions	Andrén, Ulla	Göteborg
491	ICTs Effect on Teachers' Practise– expansion or invasion?	Jönsson, Kaj	Göteborg
	Discussant	Ulla Karin Nordäng, Linnæus	
	Discussant	Lindqvist, Per	
S4 A 409 Roundtables Network 19			
134	Who calls it collaboration? A study of home-school relations in everyday life. (Scandinavian language)	Ravn, Birte	Copenhagen NV

**Saturday 10 March 2012
10:30-12:00 Parallel Session 5**

S5 -Network 1 room A 401			
	Chair	Andersson,Eva	
518	The effect of cooperative learning - a follow up study	Wahlgren, Bjarne	København
29	How do class tutors in upper secondary school develop practical knowledge?	Ertsås, Turid Irgens	Levanger
330	Knowledge at play: teachers' and experts' Collaborative work on student writing	Helstad, Kristin	O317 Oslo
S5 -Network 3 Room D 168a			
	Chair	Söderman Lago, Lina	
208	Exploring the concept digital practice in early childhood education	Lafton, Tove	Oslo
157	Cognitive and non-cognitive skill formation and socioeconomic index in Finnish evacuees and non-evacuees during WWII	Törnkvist, Cecilia	Helsingin Yliopisto
394	Voicing children 's experiences of technology in preschool	Nordmark, Linda	S.sunderbyn
S5 -Network 4 Room A 405			
459	The professional identity of recreation personnel in after-school centres: discourses of care, learning and leisure.	Pálsdóttir, Kolbrún	Reykjavik
415	Teachers' and students' active participation in new learning processes	Steen-Olsen	Trondheim
439	Investigating Classroom Interaction in Home Economics Lessons (Scandinavian language)	Tamm, Jaana	Viimsi Vald
S5 -Network 5 Room A 412			
	Chair	Liljestrand, Johan	
432	Terms and concepts of 'energy' and 'energy transfer' in the intended curriculum for compulsory education	Thorolfsson, Meyvant	Reykjavik
145	Comparing the conceptualization of musical learning in the United States and Finland	Kauppinen, Eija	Espoo
S5 -Network 6 Room D165			
	Chair	Svedlin, Renata	
111	(Re)professionalisation of Nordic school leadership challenging academic teacher professionalism	Uljens, Michael	Vasa
449	Sustainable Leadership of the Leader	Wolff, Lili-Ann	Vasa
249	Pedagogical Entrepreneurship as a strategy for inclusion and adapted learning in Norwegian schools.	Tvete, Ingrid	Lillehammer
S5 -Network 8 Room A100a			
	Chair	Carlson, Marie	
435	(Re)production of notions of sexuality in language teaching	Simonsson , Angelica	Göteborg
426	Included in the norm - gender perspectives on government of inclusive education in Denmark	Scott, Katrine	København
37	Discrimination, agency and gendered expectations - Sexual diversity in Finnish vocational and general upper secondary education	Lehtonen, Jukka	University of Helsinki

S5 -Network 10 Room D 174			
	Chair	Wittek, Anne Line	
83	The University's Problem Solving Ability – From a System Theory Perspective	Strandli Portfelt, Ingela	Karlstad
205	Living the everyday life of internationalization- Russian academic teachers experiences of internationalization in higher education	Annerblom, Marie-Louise	Luleå
331	Dreaming within the two-cycle system –increased freedom of choice, career imaginations and educational experience	Jæger, Kirsten	Aalborg
S5 -Network 11 Room A 407			
	Chair	Skiningsrud, Tone	
313	Life-Knowledge and the Construction of Democratic Subjects – A Geneological Analysis	Axelsson, Thom	Malmö
388	Vocational Education & Training (VET) - Revisiting history in search for learnings	Moreno Herrera, Lázaro	Stockholm
239	Standardised testing in comprehensive schools in Nordic Countries – a historical perspective	Andreasen, Karen Egedal	Ålborg
S5 -Network 12 Room A 414			
	Chair	Baltzer, Kirsten	
24	Two Different Theoretical Approaches on how to Understand the Role of SENCOs and Special Teachers	Lindqvist, Gunilla	Falun
202	Complicated learning situations: professional development and practice research	Hedegaard-Sørensen, Lotte	København NV
127	Teachers' professionalism and inclusive education	Gunnthórsdóttir, Hermína	Akureyri
S5 -Network 12 Room A 130			
	Chair	Bjarnason, Dóra Sigríður	Reykjavík
243	Individual support plan and Support conference for making Inclusive education	Korenaga, Kanako	Kochi
298	Accommodating to the needs of children with special needs in the time of economic hardship	Saemundsdóttir, Jonina	Reykjavík
216	Inclusive education in Iceland: Attitudes of parents and teachers	Bjornsdóttir, Amalia	Reykjavík
S5- Network 13 Room A 408			
	Chair	Magnússon, Gunnlaugur	
319	Translation, transduction and transformation as semiotic tools in multimodal figuration. Analysing multimodal figurations of pupils.	Bergström, Helena	Kista
263	Doing the same – but different Experiences of changing educational practices with one-computer-per-student	Wiklund, Matilda	Örebro
323	Young People as Co-Researchers in Developing Digital Media Use in Swedish Public School"	Graviz, Ana	Kista
S5- Network 14 Room A 200			
	Chair	Holm, Gunilla	
241	Young people's life views in a multicultural society in Iceland: Religion and diversity	Gunnarsson, Gunnar J.	Reykjavík
318	Life values and valuation – how young people communicate in a globalized society	Finnbogason, Gunnar	Reykjavík
61	Who is "we" in the classroom of Religious Education?	Kittelman Flensner, Karin	Göteborg

S5- Network 16 Room C 001			
	Chair	Alerby, Eva	
66	John Dewey's philosophy of "thing".	Aastrup Rømer, Thomas	Risskov
279	The ambiguous and intertwined relationship between 'being' and 'becoming' in young children's learning	Westman, Susanne	Luleå
463	Naturalness as an educational value	Froelund, Sune	Copenhagen NV
S5- Network 16 Room A 403			
	Chair	Kontio, Kimmo	
223	Transferring mathematics from and into school: An ideology critique of the use-value of mathematics	Pais	Aalborg
113	Fear and Education – An Existential-Phenomenological Examination	Koskela, Jani	University of Oulu
S5- Network 18 Room A 303			
	Chair	Lalander, Christine	
338	Studying Teaching Materials	Thingholm, Hanne Balsby	Århus N
342	Simulated dilemmas as reflection tool in teacher education	Edman Stålbrandt, Eva	Vasa
4	Students' views of research and science within teacher education in Finland	Eklund, GE	Vasa
S5- Network 19 Room D 168d			
	Chair	Kristoffersson, Margaretha	
68	What about home-school relations? Pupil's perspectives.	Markström, Ann-Marie	Norrköping
5	Home school partnership: a glimpse of Italian reality	Castelli, Stefano	Milano
S5- Network 21 Room D 212			
	Chair	Montelius, Anne	Stockholm
301	Exploring citizenship	Andersen, Mia	Aalborg øst
91	Efficiency and equity of education system and school choice policy: Bridging qualitative and quantitative approaches	Pöder, Kaire	Tallinn
349	"That is a very interesting question" On answerability in Religious Education, Science Education, and Swedish.	Arvola Orlander, AAO	Stockholm
S5- Network 21 Room D 169			
	Chair	Arvola Orlander, AAO	Stockholm
185	Organizing schools as organizations	Montelius, Anne	Stockholm
525	The influence of neoliberalism on the Icelandic preschool system	Dyrfjord, Kristin	Akureyri
372	Adult immigrant DSOL education in Denmark in the wake of a neoliberal education policy	Petersen, Karen Bjerg	Aarhus
S5- Network 23 Room A 410			
	Chair	Paulgaard, Gry	
339	"Natural expectations" – social pedagogy and psycho-social rehabilitation	Langager, Soren	København NV.
517	Discursive positioning and narrative identity construction in elder care	Cedersund, Elisabet	Norrköping
315	Fire setting and primary prevention (Scandinavian language)	Persson, Sofia	Gothenburg
S5 - Network 24 -D120			
	Chair	Blossing, Ulf	
515	Construction of oneself and the Other in an international action research project	Sipos Zackrisson, Katarina	Stockholm
457	School on scientific basis and researching teachers	Krokmark	Jönköping

S5-N4 Sy3 Room D 166			
405	Classroom Video Research – Secondary Analyses of the PISA Material (2) (organizer abs)	Carlsten, Tone Cecilie	Oslo
120	Teachers' use of questions in science classrooms	Andersson, Emilia	Oslo
400	Comparing codebooks: Secondary video analyses of instructional scaffolding in Language Arts classrooms	Carlsten, Tone Cecilie	Oslo
100	Benefits and concerns in using previously gathered video data	Dalland, Cecilie Pedersen	OSLO
S5-N6 Sy1 Room D 219			
102	Transnational Tendencies and Nordic Educational Leadership Development (organizer abs)	Skotte, Pia	Copenhagen Nv
103	Leadership for democracy?	Moos	Copenhagen Nv
375	Independent schools in different Nordic contexts – implications for school leadership	Skott, Pia	Uppsala
528	Delegation and Accountability in Educational Administration: The Cases of Norway and Sweden	Moos	Copenhagen Nv
104	Successful School Principalship	Skedsmo, Guri	Copenhagen Nv
S5-N16 Sy1 Room A 104			
500	Philosophy with Children - How and Why? 1 (organizer abs)	Backman, Ylva	Luleå
502	Why philosophise with children about ethics in school?	Gardeli	
359	The Philosophical Dialogue in Education: Different Methods - Different Goals	Haraldsdóttir, Elsa	Hafnarfjörður
S5-N21 Sy2 Room 320			
9	Quality Reform, Pre-School, and the Profession of Pedagogues (3) (organizer abs) (Scandinavian language)	Krejsler, John Benedicto	Copenhagen NV
107	Changed relationship between day care and home	Ahrenkiel, Annegrethe	Roskilde
521	Sorry but I cannot play now since I am going to a § 4	Petersen, Kirsten Elisa	Aarhus
S5-N22-Sy2 Room A 210			
250	The Tacit Turn in Pedagogy 2 Network 3 Room A303 (organizer abs)	Bergstedt	Lund
337	Desire for knowledge!	Bergstedt	Lund
403	Performativity and knowledge!	Herbert, Anna	Lund
447	Exploring the tacit dimensions of teaching	Schwarz, Eva	Huddinge
S 5 a 409 Roundtables Network 22 & 18			
494	The norm of a non-normative teacher's education! Is that possible or even desirable?	Ohrlander, Kajsa	Stockholm
178	Purposeful Encounters. Preservice teachers enacting their learning.	Rorrison, Doreen	Seacliff

**Saturday 10 March 2012
13:30-15:00 Parallel Session 6**

S6-Network 1 room A 401

	Chair	Helstad, Kristin	
203	Employability and its development-the case of HRD education and development	Löfgren Martinsson, Maria	Lund
404	Careers between the past and the future – A social representation theory approach	Bergmo-Prvulovic', Ingela	Jönköping
532	To be or not to be an employee	Ivarsson, Pia-Maria	Uppsala

S6 -Network 3 Room D 168a

	Chair	Törnkvist, Cecilia	
261	Children's resistance. An important part of everyday life in the institutional settings.	Øksnes	Trondheim
443	"No! I don't want to!" A study of children and resistance in a daycare centre.	Seland, Monica	Trondheim
259	The variation of resistance: Children's NO in institutional settings.	Samuelsson, Marcus	Linköping

S6 -Network 4 Room A 405

	Chair	Steen-Olsen	
159	Ethnographic studies of education inclusion and marginalisation in multi-ethnic, multi-racial suburbs: Teacher and pupil perspectives	Öhrn , Elisabet	Gothenburg
516	How to construct practically oriented learners	Marianne, Dovemark	Gothenburg

S6 -Network 6 Room D165

	Chair	Uljens, Michael	
46	School leadership: How is it understood in an organizational setting?	Colbjørnsen, Tor	Slemmestad
42	School Leadership: Between National Governance and Local Development	Aas	Åros
49	Choices and Priorities in School Leaders' Practice	Vavik, Mette	Oslo

S6 -Network 8 Room A100a

	Chair	Hirsh, Åsa	
453	On Representational Power & Reflexive Resistance – Methodological Issues in Interviews with Turkish Immigrant Women	Carlson, Marie	Göteborg
325	The image in the construction of gendered identity online among tween girls	Hernwall, Patrik	Kista

S6 -Network 10 Room D 174

	Chair	Jæger, Kirsten	
363	What is higher education studies about?	Qvortrup, Ane	Aarhus
258	Provision of Maths Support for Student in Higher Education Institutions	Luchinskaya, Elena	Leeds

S6 -Network 10 A 403

	Chair	Handal, Gunnar	
14	Joint learning by developing evidence-based Practice	Ahonen, Outi	
135	Academic and professional skills – the role of research methods training in professional academic education	Hansen Orwehag, Monica	Trollhättan
260	Competence Development through Project-Based Learning in Higher Education in Sweden and England	Kristiansson, Lilia	Leeds

S6 -Network 12 Room A 414			
	Chair	Gunnthórsdóttir, Hermína	
242	I need more hands, but what I need most is someone to talk to ...	Andresen, Ragnhild	Halden
451	Stragglers in vocational education	Dahl, Ellen Karoline	Tromsø
	Special Needs Education in Small Rural Schools in Norway, Sweden and Finland	Johansen, Jan-Birger	Vaasa
S6 -Network 12 Room A 130			
	Chair	Saemundsdottir, Jonina	Reykjavik
143	Social policy and social capital. Parents and exceptionality. One researcher's journey.	Bjarnason, Dóra Sigríður	Reykjavik
288	Clash of democratic conceptions? The Swedish Independent Schools and Inclusion	Magnússon, Gunnlaugur	Eskilstuna
254	Doing project work in local context to support social mobility in comprehensive school	Andreasen, Karen Egedal	Ålborg
S6- Network 14 Room A 200			
	Chair	Kittelman Flensner, Karin	
93	Pedagogy as a discipline of teacher education	Engen, Thor Ola	Hamar
114	Between Rhetoric and Reality	Skrefsrud, Thor-André	Elverum
94	The multi-faith classroom and teacher education	Lied, Sidsel	Elverum
508	"The idea of unity in diversity has always been strong in Norway"	Kulbrandstad, Lars Anders	Hamar
S6- Network 16 Room C 001			
	Chair	Huggler, Jørgen	
112	Democracy and education for a new era	Strand, Torill	Halden
348	How do children acquire and develop moral knowledge?	Frimannsson, Gudmundur Heidar	Akureyri
413	Everydayness, orality, and learning philosophy – Socrates' and Plato's approach towards philosophical education	Salmenkivi, Eero	University of Helsinki
S6- Network 19 Room D 168d			
	Chair	Markström, Ann-Marie	
16	Evidence based parenting programmes – examining the effectiveness of a large scale implementation.	Cullen, Stephen	Coventry
231	Parental involvement in schools – parents opinions	Jónsdóttir, Kristín	Reykjavík
162	Teachers' perspectives on homework in Swedish elementary school	Gu, Limin	Umeå
S6- Network 21 Room D 169			
	Chair	Petersen, Karen Bjerg	Aarhus
367	The politics of learning outcomes.	Olsson, Ulf	Stockholm
386	Pupils learning outcomes – how does school leadership matter? A policy perspective.	Eide, Helene Marie	Bergen
505	Teachers - professionals or exchangeable labourers. On development of professional status and a new work order	Runesdotter, Caroline	Göteborg

S6- Network 23 Room A 410			
	Chair	Cedersund, Elisabet	
392	Geography of opportunity. Approaching adulthood at the margins of the northern european periphery	Paulgaard, Gry	Tromsø
510	Kvalikombo – competence development and new professional understandings in specialized residential centres for mentally disabled adults	Langager, Søren	København NV
538	Social pedagogy in Danish day-care institutions	Petersen, Kirsten Elisa	Aarhus
332	The importance of social relationships for young people from a public care background	Bryderup, Inge	København NV
S6 - Network 24 -D120			
	Chair	Geppert, Corinna	
291	Shadowing as a tool for research and learning	Wennergren, Ann-Christine	Halmstad
244	Does working with assessing pupils lead a culture where teachers assess their own learning?	Bunting, Mette	Porsgrunn
S6 N1 Sy1 - D 166			
427	Multiple perspective on adult learning (organizers abs)	O'Dowd	Lund
563	The oral interaction between students and teachers – Learning in higher education.	Kindberg, Tina	Lund
564	Developing professional understanding of competence at work	Helmstad, Glen	Lund
S6-N9 Sy1 Room D 219			
219	Teaching and Existence (organizer abs)	Claesson, Silwa	Göteborg
130	Existential aspects of grading	Rinne, Ilona	Göteborg
71	I can!	Nielsen, Cecilia	Trollhättan
122	Working alliances in school	Lilja, Annika	Göteborg
382	A teacher's self-knowledge	Andrén, Ulla	Göteborg
483	Evidence and existence	Levinsson, Magnus	Göteborg
S6 N16 Sy1 Room 104			
500	Philosophy with Children - How and Why? 2 (organizer abs)	Backman, Ylva	Luleå
434	Cultural Integration in Philosophical Dialogue	Gardelli, Teodor	Luleå
495	Citizenship education as philosophy with 6 years olds	Kallesøe, Dorete	Lemvig
490	P4PABI - Philosophy for Persons with Acquired Brain Injuries	Backman, Ylva	Luleå
S6-N21 Sy1 Room 320			
266	Formal and informal citizenship education 1 (organizer abs) (Scandinavian language)	Krejsler, John Benedicto	Copenhagen
412	Symposium Formal and informal citizenship education. Title: ICCS - Main findings	Bruun, Jens	Copenhagen
444	Changing conceptions of citizenship in the competition state	Christensen, Søren	København NV
267	An emerging politics of knowledge: between transnational standards and professional autonomy	Krejsler, John Benedicto	Copenhagen

S6-N22 Sy1 Room A 210			
169	Affectivity and Education 1 (organizer abs)	Staunaes, Dorthe	København NV
534	Schooling desire through politics of intensity. School memories in an affective perspective.	Bjerg, Helle	Copenhagen
170	Awakening nausea and psy-mangerial aftershocks in education	Staunaes, Dorthe	København NV
445	Managing school classes as emotional communities	Knudsen, Hanne	Copenhagen NV
297	Affective rhythms in processes of inclusion and exclusion in education	Kofoed, Jette	Copenhagen
S6-N/A Sy2 Room A 212			
535	When National Policies meet the Local Level: Cross-National Comparisons A Local School Governance Symposium	Paulsen, JM	N
544	Country Report Sweden	Nihlfors, Elisabet	Uppsala
547	Country Report Scotland	Townsend, Tony	Glasgow
543	Country Report Finland	Risku, Mika	Jyväskylä
545	Country Report Denmark	Moos, Leif	Aarhus
548	Country Report Norway	Strand, Mona	
546	Country Report USA	Mountford, M	
S6-N/A Sy3 Room A 303			
561	Towards a new organization of educational research in Sweden (organizer abs)	Hasselgren, B	Gothenburg
559	On the social and intellectual organization of educational research communication in Sweden	Hansen, M/ Lindblad, Sverker	Gothenburg
560	Swedish Educational Research: threats, challenges and strategies	Lundahl, L	Umeå
558	Pedagogisk Forskning i Sverige: A journal mirrors	Hasselgren, B	Gothenburg
S6 A 409 Roundtables Network 4			
224	(Ex)changeable sibling relationships	Gulløv, Eva	NV

**Saturday 10 March 2012
15:30-17:00 Parallel Session 7**

S7 -Network 1 room A 401

	Chair	Ivarsson, Pia-Maria	
478	Lifelong learning in a historical perspective: From utopianism to instrumentality.	O'Dowd	Lund
160	Preventing discriminating attitudes through educational interventions? – A study of two anti-discrimination workshops for security guards	Nordvall, Henrik	Linköping

S7 -Network 3 Room D 168a

	Chair	Tallberg Broman, Ingegerd	
470	The everyday life in the kindergarten: Professional work and the practice of norms and rules.	Skreland, Lisbeth	Bygland
533	"Sitting on a chair" - exclusion and exposure as means to discipline in four Swedish pre-school	Åsa, Bartholdsson	Falun
327	Read-Alouds in Preschool – a Matter of Discipline?	Ohlsson, Camilla	Kristianstad

S7 -Network 4 Room A 405

	Chair	Cekaite, Asta	
234	Children 's use of categorizations in interaction.	Karlsson, MK	Gothenburg
192	Developing testpractices in comprehensive schools – a two year comparative ethnographical study at three danish schools	Andreasen, Karen Egedal	Ålborg
333	Emotion socialization and morality in a primary classroom interactions	Cekaite, Asta	Linköping

S7 -Network 8 Room A100a

	Chair	Kemuma, Joyce	
156	The Individual Education Plan - a gendered assessment practice?	Hirsh, Åsa	Jönköping
300	Multiple margin spaces: Can gender perspective explain the 'withins' and 'withouts' of these black women?	Kemuma, Joyce	Uppsala

S7 -Network 10 Room D 174

	Chair	Haapakorpi, Arja	
389	Struggling with the learning outcomes: Institutional implementation of the Bologna process	Geirsdottir, Guðrún	Reykjavík
391	Supervisees' perspectives on supervision	Emsheimer, Peter	Stockholm
86	Pedagogical horizons for action in supporting students working life orientation in higher education	Skaniakos, Terhi	University of Jyväskylä
302	How do academics and students perceive the relation between ethics and disciplinary knowledge?	Fremstad, Ester	Oslo

S7 -Network 10 Room A 403

	Chair	Ahonen, Outi	
345	Differences across cultures of research supervision	Skodvin, Arne	Oslo
87	Strategies in research supervision as conveyed by supervisors' opening comments to students' texts.	Handal, Gunnar	Oslo

S7 -Network 12 Room A 414

	Chair	Barow, Thomas	
90	Knowing once place: The importance of "place" when choosing higher education from a marginalized periphery"	Widigson, Mats	Göteborg
212	Difference and inclusion in politics and policy	Allan, Julie	Stirling

S7- Network 14 Room A 200			
	Chair	Ragnarsdóttir, Hanna	
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NFPF/NERA'S 40TH CONGRESS: PROGRAMME

Wednesday 7 March 2012	Thursday 8 March 2012	Friday 9 March 2012	Saturday 10 March 2012
		9:00-10:00 (room A222+D169) Keynotespeaker associate professor Ida Wentzel Winther, DPU/AU: Dust mice, ferries and embodied research practice: Configurations of the everyday life.	9:00-10:00 (room A222+D169) Keynotespeaker professor Thomas S. Popkewitz, University of Wisconsin-Madison: The Practice of Everyday Life and the (im) practicality of Research.
Pre-congress at various times, organized by different networks organized by network-coordinators	10:00 Registration	10:00-10:30 Coffee Break	10:00-10:30 Coffee Break
		10:30-12:00 Parallel Session 3	10:30-12:00 Parallel Session 5
	12:00-13:00 Lunch and Coffee	12:00-12:45 Lunch	12:00-13:30 · Lunch · Network Coordinator Meeting (room A104)
		12:45-13:45 Network Meetings	
	13:00-13:30 (room A222+D169) Welcome and opening. A tribute to the 40th Congress		
	13:30-14:30 (room A222+D169) Keynotespeaker professor Hartmut Rosa, Jena University: Leading a Life: The other secret curriculum of our Schools.	14:00-15:00 (room A222+D169) Keynotespeaker professor Meenakshi Thapan, University of Delhi: Waiting for Change: educational outcomes.	13:30-15:00 Parallel Session 6
	14:30-15:00 Coffee Break	15:00-15:30 Coffee Break	15:00-15:30 Coffee break
	15:00-16:30 Parallel Session 1	15:30-17:00 Parallel Session 4	15:30-17:00 Parallel Session 7
	16:45-18:15 Parallel Session 2		
		17:15-18:30 (room A222) Annual Meeting	17:15-17:45 Closing of the Congress
	19:30 Reception arranged by Christiania	18:30-19:15 Wheel Barrow Race	19:30 Congress Dinner and Dance