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School-libraries – Promotors of Literacy in Adult Education in the 19th century. A case study.

Elisabeth Tallaksen Rafste, Associate Professor, dr. polit., Faculty of Humanities and Education, Institute of Education, University of Agder

The research topic I will present and discuss in this paper is in relation to school libraries in vocational Sunday Schools in Norway. What impact can the book collections in the libraries have had for the promotion of literacy of the young adult students? The schools were established for craft apprentices mainly, but also male clerks and servants attended it. It was one of the few possibilities these young men from lower socio-economical classes had to continue further education. How did the book collection motivate the students for reading more and obtaining more knowledge, in both formal and informal relations?

The topic is placed within a socio-cultural framework where the book collection will be analysed as a cultural artefact of its time. The collection will be studied in relation to the student group, the society and the work they were aiming at or were in.

The research is designed around one case school in particular; the vocational Sunday School in Arendal, running from 1835 to 1884. The school library was built up in 1848 as one of the first in the country. The study relies on primary sources, the book catalogue and the school reports of the students’ progress in the subjects taught are the main texts. The book catalogue is analyzed to find out what categories of books the students and the teachers could choose from, both in the formal education and for pleasure in their spare time. This is to find out how the collection may have matched the interests of the young adults as well as their level of reading ability, and thus promoted their literacy. The school report is analyzed to find out what skills in reading, writing and arithmetic the students had when they started school, and how they progressed.

From the research carried out so far, the findings mainly demonstrate a collection of titles fairly well adapted to the student group. Further the collection seems to be characterized by the three main societal ideals of the time: utility, virtue and morality, and it seems to have been used a lot. The collection’s possible influence as promoter of the students’ literacy will be discussed from different angles in the paper.

Apart from Norway we know that the vocational Sunday Schools were established in North America as well as in many European countries, including Denmark and Sweden. Little research has been carried out on these schools in general, and particularly on school’s libraries and their book collections. This paper will hopefully inspire other Nordic researchers to do comparative studies on the topic, and shed light on what the book collections in the school libraries may have meant to promote literacy in young adults; adults who might have seen further education in the tuition-free vocational Schools on Sundays as their chance to get a good job and to take part in the growing democratic society.
The role of popular education in local development work in urban areas

Lisbeth Eriksson
IBL, Linköpings universitet

In this paper I discuss some results from a three-year study on local development and the role of popular education. The methods used were mainly interviews and observations. Those interviewed were popular educators and other local actors. A smaller survey was also used to collect data. This paper problematizes concepts such as local presence, local recognition and local development work. A model is presented, aiming to clarify the various possible approaches for adult education in the local work processes. The results indicate that popular education often just play a marginal role in local development, at least according to other local actors. The popular educators themselves describe several phenomena that hinder the local development work to be successful. One is that local development work can be seen as a strategy to solve local problems that in a wider context can be understood as structural problems such as unemployment. Another problem is that local development is a policy concept and therefore difficult to translate into practical activities. Despite major obstacles the study shows several examples where popular educators are working constructively with local development work in cooperation with other actors. One example is described in the paper. In order to analyse the data theories on active citizenship, local development and integration has been used.
Experiences and learning in two different adult education settings

Calle Carling Pedagogiska Fakulteten Åbo Akademi, Vasa, Finland

The main purpose with this paper is to discuss experiences and their relation to learning and education in a wide and broad perspective. This paper examines two particular drug prevention projects. One project includes former drug abusers and the other comprising a group of former drug abusers and youth workers. These projects were carried out in Gävle, Sweden in the late 1990’s.

The key intention of the initial project was not to educate drug preventers; however, it did end up as educational projects due to the process and development of the initial project. This unexpected outcome of consciousness based on the participants’ own experiences in relational matters was connected to their own individual “life history” as a drug abuser. This resulted in the foundation for prevention work in Gävle in cooperation with a youth organization.

The major aim of this paper is to analyze this unexpected outcome as a learning process in unveiling experiences and making these legitimate and valuable. Further is the aim to pursue the connection between experiences and learning.

A Critical theoretical perspective is used in order to examine experiences in an active citizen perspective both generally and in these two projects in particular. This is done mainly from Pablo Freire, Loris Malaguzzi and Aguste Boal as well as from contemporary Critical theorist perspectived by Giroux, H.A., McLaren, P., Fritzell, C. Taylor, C. and Fraser, N.
Three generations of lifelong learning

Ove Korsgård, Professor

Proposal:
Review the transformation of the concept lifelong learning throughout the last fifty years.

Methodology:
Text analyse of relevant documents produced by UNESCO, the OECD, and the EU.

Findings:
By using the concept generations, three important theoretical and ideological stands will be identified.

Relevance for Nordic Educational research:
Identifying a third generation of lifelong learning can create new ground for research in the Nordic tradition of adult education with its strong tradition for emphasising citizenship.

Abstract:
From 1960s, UNESCO was the leading institution of the first generation of lifelong learning. The fundamental debate was situated within a humanistic tradition arguing that lifelong education would promote a better society and quality of life and allow people to adapt to and control change. The concept was one of personal development; the catchwords became that people were “making themselves” rather than “being made”. Individuals were expected to work towards achieving the central goals of democracy and humanism, and the total development of self, through self-evaluation, self-awareness and self-directed learning. The main object of lifelong education was to help the individual to fully develop and make the most of his or her potential.
What about becoming a professional teacher?
A study on education and experience

Eva Johansson, University West Trollhättan, Sweden

In Sweden, as in the other Nordic countries, teacher education programmes have in recent years become increasingly scientific. The importance of scientific knowledge and understanding has been emphasised and the professional teacher is seen not only as a ‘doer’ but also, and more importantly so, as ‘a reflective practitioner’. In the education of all new teachers - from preschool to upper secondary school – the emphasis is currently on the fact that teaching is to be seen as an outcome of a scientific approach and scientifically-grounded working methods. Simultaneously, the status of workplace-based learning (VFU) has become elevated to form an integral part of the programme of education, on an equal footing with the more theoretical content. In preschool settings, educated teachers work side-by-side with staff who, although they lack any formal education, nevertheless can sometimes have long experience from work in these settings.

My aim here is to present an exploratory study of a recently started teacher education programme in which all of the participants, although they have a long experience from work in pedagogical settings in preschools and recreational centres, have no formal teacher education. It is a characteristic of this educational programme that, to be accepted, students have to work at least 50% of a full-time post in their ordinary workplaces. The aim of the study is twofold. One part is to describe and analyse the students’ experiential knowledge as well as whether, and if so how, that knowledge is transformed in the interaction with theoretical knowledge during the education programme. The other aim is to describe and analyse the process of change in professional identity that takes place in the shift from one profession to another in the same workplace.

In this paper I present the results of an initial discourse analysis of the ways in which prospective teacher students talk about their pedagogical field of action, the ideas they have concerning their forthcoming profession and the forms of experiential knowledge that they possess and express. The analysis was performed on texts and recorded discussions produced during an introductory course the aim of which was to validate the participants’ knowledge using the first year courses studied by students on the university’s regular teacher education programme as a benchmark. The study can be regarded as a longitudinal exploratory case-study and I will, in this presentation, also introduce a number of tentative results relating to the students’ experiential and theoretically-based knowledge at the end of the two initial programme courses. Further, I will also discuss the students’ professional identities and, finally, I will present and explore a research design that is intended to comprise participant observations, interviews and document-analysis, planned for the next three and a half years.
The process of work environment management and profitability, a review

Wijk, Katarina & Nordlöf, Hasse

The process of work environment management in this review relates to discussions about whether work environment management influences profitability for enterprises or not. We also elucidate the concept of “profitability” as used in articles about improving work environment. A systematic review (n=16) was conducted. Texts were included if they problematized work environment management and profitability; incorporated Swedish work conditions; were published in between 1998-2008. Searches were conducted in scientific journals, publication series and in one non-scientific work life trade magazine. The latter in order to include public discussions on this topic. Keywords for the search were; profitability; productivity; effectiveness; work environment; occupational health; work health safety. According to reviewed texts, the concept of profitability (in a work environment management context) is extrapolated as related to sick-leave, improving workplace conditions, economical gain or improved productivity. Profitability in the texts is more often discussed in terms of good health for the individual than in economical terms and that it matters if people are healthy and have attendance at work. This review indicates that profitability (in this context) not solely should be understood as economical. Work environment management doesn’t have to be economically profitable to still be perceived as profitable (paid off). Meaning that an improvement of the work environment is the benefit in itself, regardless the economical outcome. One fourth of the reviewed texts state that profitability can be achieved through an educational process at work, involving learning and education for the staff. Letting the staff be accessory and have a developed staff policy is also of importance. According to reviewed texts, profitability can be achieved by investing in people and the work environment, and that a clearly management as well as an accessory staff boost profitability. According to what this review indicates, it is possible to draw the conclusion that; adult learning at work plays an important role in the efforts for increasing profitability by work environment management.

Keywords: Work environment management, profitability, review, education at work
Students’, in year 5, attitudes to reading

Berit Lundgren

The aim of this presentation is to problematize, from an educational perspective, the result of an inquiry made in two municipalities in Sweden among 1400 students. The aim of that research was to study students’, in year five, attitude to reading. In this study reading is interpreted in a widened reading- perspective, which include for example reading games and films. The study shows that students like to read text like films and videogames, especially boys. It also shows that teacher do not talk with students about their reading experiences, according to students. Students’ reading is important, not only for achieving reading skills, but also for identity creation and understanding of other peoples’ values and norms. In education reading is a part of all subjects and therefore teachers’ comprehension of students’ attitudes to reading are probably of importance for pedagogical reasons.
‘Lived curriculum’ and the spatial organisations of learning
– flexibility and gendered lives within flexible Swedish Municipal Adult Education

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A general background to this article is an interest in the “flexibility” that open, flexible and IT-mediated learning is said to, and eventually does, imply. According to contemporary educational policies, these forms of educational set-ups are re-signifying education as boundless or boundary-crossing and contesting dualities such as private/public. The metaphor, or eventually also the metonym, of flexibility seems to suggest that some important time/space constrains could be conquered and what we traditionally have thought of as ‘places for learning’ thereby become challenged. However, learning still ‘takes place’ somewhere and classrooms, educational institutions, learning/teaching centers and so forth continue to have meaning and importance as places for learning. Additionally, these places will still be of importance for the making-up of modern citizens who will have to make room for their studies in a world of complex living.

The institutional context of the article is Swedish Municipal Adult Education (MAE), and the empirical material draw on literature reviews as well as on observations of three participants organizing and handling flexible coursework in their homes and in the ‘teaching centre’ organised for support. The data also includes narratives of the participants’ curricula and their hopes and plans for the future. The aim of the article is to analyse how the “lived” curricula of the three participants (re-)organise the private/public boundaries of their lives, and what new time/space arrangements are involved in their different places of learning, e.g. at the teaching centre, in their homes or in other places. What, if any, challenges of public/private boundaries are we witnessing and what does flexibility imply in terms of “costs” or constrains, and for whom?

Gender is an important analytical category in the article, and Doreen Massey’s (1994) conceptions of space and place as socially constituted and open to contestation have been of special value, as has been her critical insights in the fallacies in widely spread uses of the concept of space itself (see Massey 1993). With this in mind, our attempt is to bring different conceptualisations of the constituencies of these lived curricula into focus, as they are told and narrated by the participants themselves and as they are accounted for in public discourses and in more general educational policies in Sweden. What are the conceptualisation of flexibility, of space, time and gender in use and what do these uses indicate about the present affairs of public/private boundaries?

Reference:
The Power of Dialogue in Preschools as Learning Organizations

Merete Moe

The *Norwegian Act relating to worker protection and working environment* (2004) focuses on the assumption of *work being good for health*. Research in this field has mainly focused on the number of sick-leave absences from work. My PhD project is concerned with why some employees appear to be stable and long-term-healthy. Johnsson et al (2006) formulated the concept of long-term-healthiness in the early 1990s, defined as employees with fewer than ten days of sick-leave absences during the last two years. I think that instability among the staff is a challenge for organizational learning in preschools. The main research question of my PhD project is: *How do long-term-healthy preschool teachers perceive and experience connections between preschools as learning organizations and wellbeing?*

Important in these discussions are, in my view, learning in teams, powerful visions, and the ability to see your own role in the realization of the visions (Senge 1999). Pleasure in work, openness, and willingness to make changes are also found to be important premises in this respect. The theoretical framework will also be based on Bakhtin’s dialogue, Wittgenstein’s language games, and Foucault’s analyses of power. I think that *open-ended dialogues are powerful and necessary for our interactions and development in a functioning democracy.*

There appear to be few studies on organizational learning in preschools. And a deeper understanding of organizational learning for *personal culture, wellbeing* and a *meaningful job* has seldom been focused. However, The Norwegian Work Research Institute recently conducted a qualitative case study in four preschools (Enehaug, Gampieriene & Grimsmo 2008). They found that *relations* to colleagues and children seem to be the most important factors for the promotion of health and wellbeing, while *stress and intensity* in the job are inhibiting factors. In my pre-project, I collected reflections from the staff in five preschools on their health and on humor and joy, through survey and focus-group interviews. I also asked about their relation to the management, time and stress, working environment and their development as professionals. Based on these data, I drew some preliminary conclusions of what staff in preschools regard as important factors for wellbeing and development. *Humor and joy* were most often mentioned, besides a *meaningful work situation* and the daily *meeting* with the children.

Data will be discussed in relation to theories on learning organizations (Argyris & Schön 1996, Senge 1999), long-term healthiness (Johnsson et al 2006), health and work environment (Karasek & Theorell 1990), positive psychology (Seligman 2007), humor (Svebak 2000, Sobstad 1999) and the pedagogy of relation (Bingham and Sidorkin 2004). I hope that my project can contribute to more reflections and the possibility of sharing new and critical aspects on wellbeing and stability in learning organizations. We need to learn from and with each other through open-ended dialogues.
Narratives as a tool for equal communication in action research

Janne Madsen

Researchers has traditionally been in better positions, been shown more respect and had higher status than the persons been researched. In my action research in schools we have had an ambition of equality. We have a vision of equal respect although we have different areas of expertise. The teachers are experts on teaching, on their pupils, their school culture and their local culture, while I am more knowing when it comes to theory.

The empirical data in this paper is from my phd. project where one of the first major problems we experienced was different understanding of expected status. The teachers and I met each other with different understanding of the relations to be built up between us. The teachers, to put it on the edge, expected me, the researcher, to find out and tell them what was the situation and how to improve it. I, on the other hand, wanted the teachers to act, discuss and reflect to start a process of improvement which would deliver me data to interpret. Soon we understood that we needed a tool supporting equal communication and using narratives was the tool chosen.

The narratives we wrote were analysed by means of activity theory (Engeström xx) and the dilemmas found are the base for actions and changes. In this paper I present an example of a narrative and the analysis agreed on by participating teachers and researcher. This story also affects the theory used in administrating and managing school development projects and then is an example of the teachers participating in constructing theoretical knowledge.
Literacy of young adults from the risk groups: level of literacy and correlation with sociocultural factors

Ene Varik
Ene Mägi

Estonia has been guided by the Lisbon Strategy to research and increase the level of literacy of young adults, reduce school drop-out rate and with that to prepare people for lifelong learning.

The sample of the present study consisted of young adults (n = 336), whose current position in society varies: there are students in an adult gymnasium (N=112) and prisoners (N=113). Both extreme youth groups are characterised by early school leaving and low level of education. The main research questions were: what is reading literacy among 18-25-year-old prisoners and students in an adult gymnasium in Estonia, also what is the correlation between literacy levels and social and personal indicators of the researched groups (educational level, family type)? Two data collection methods were used in the survey: background questionnaire and test with 12 texts of different levels of difficulty for studying adult literacy. The results suggest that a quarter of the students in adult gymnasiums and half of the prisoners show the level of literacy below the functional level. Sociocultural indicators showed differences in an educational level of parents of prisoners and students in adult gymnasium. The results show that functional literacy is closely related to socio-cultural factors as educational experience, parental education, family type.
Can the teachers remain standing on the platform when the train leaves? – About minimum requirements to participation in school development processes

Janne Madsen

To participate in development processes is about learning, in this case about learning in the workplace. This paper is about school development projects with focus on a digital perspective although we also regard pedagogical and relational perspectives. In this project the participants have been organizing courses for teachers and pupils using external lecturers and teachers from the staff.

The enthusiasm, engagement and “the drive” in the project is large, despite the fact that one experiences the daily life in school as complex, demanding and partly obstructing the wishes of development. At the same time some of the teacher are less or are not participating. Some teachers do not actively use the knowledge they are expected to acquire on lectures and seminars, they do not participate in workshops and continue teaching as ever without using digital tools.

Can the management accept teachers in the staff not participating? This is the first question discussed in this paper. The answers tend to lean towards NO, it should not be possible to be a teacher in Norwegian school without using a minimum of digital tools. The next question is then, what are the minimal requirements in each school? and how can the management of the schools and of the development projects support the teachers in learning and developing their teaching? Those we look at as central questions in workplace learning.
Learning through Change

Karin Andersson Örebro universitet

My study is about how they in social care work with changes in the daily work. I will try to understand how the staff, nurse assists, give and take part in change works, as co-worker. That’s means that I make a difference between profession role and co-workership. The Swedish concept “medarbetarskap” is not easy to translate into English, most useful is co-workership. Co-workership includes to take responsibility and take initiative to change and learning but also to contribute to the workplace and the organizations development. The data I have collected during two year are from a home for elderly and consist of observations from different kind of meeting most staff meetings, but I have also interview chief and the staff both individual and groups. My work is in progress. What I up to today have found from my data is that small and what I could call simply routine or work moment take energy from the work whit the elderly. To make new useful routine or improve the using routine takes a lot of time. Booth to make new routine but also to the day they are routine that works. To have working routines, the data show, have influence for the quality booth to the staffs work as well as for the organization. To take or make time for change work during the work time are possible, as I have seen from my data. But how times are making or well spend is challenge as well for the chief as the staff. It is also a challenge to participate in change work for both chief and the staff. One of the chief challenges is to involve and engage the staffs in to the change work. For the co-workers one of theirs challenges are to learn from each other and to problemize why and how they do theirs work.
Literacy among leisure pedagogues and youth leaders in further education

Ellen Silleborg

Pedagogues’ and youth leaders’ self understanding concerning their literacy is: They are in lack of it! This is stated by the local authorities, by the colleges and by themselves. The paper is about apprehensions to leisure pedagogues’ and youth leaders’ literacy. The aim is to describe and challenge this widespread understanding. The research is based on a 3-year project involving 24 leisure pedagogues and youth leaders in further education. My working method is a Marxist-critical approach looking for tensions. This empirical study is combined with others research about leisure pedagogues’ and youth leaders’ education experiences. In the studies tensions between “professional skills”, “documentation requirements”, “writing”, “describing methods”, “expectations” and many others can be found. The discourse relating to pedagogues’ and youth leaders’ literacy is said to be 1) a poor non-academic one, 2) an important and grave one or 3) is the playground for innovative thinking. The final discussion concerns the fact that “the lack of academic literacy” plays the biggest role in further and supplementary education situations for pedagogues and youth leaders, even though it is neither fitting nor proper.
Visually oriented multilingual communication in the classroom

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Sangeeta Bagga-Gupta, Örebro University, Sweden
Arnfinn Muruvik Vonen, University of Oslo, Norway

In settings where all or some participants depend on their sense of vision to communicate, visual orientation is a prerequisite for interaction to take place. Based on an empirical study (Hansen 2005) of three visually oriented classroom settings involving deaf students in higher education, this paper illustrates what characterizes interaction in these settings, with particular attention to processes of “chaining” (Humphries & MacDougall 1999, Bagga-Gupta 2004) between different communicative tools (signed, spoken and written language; interpreter mediation; classroom artifacts…) which constitute complex literacy practices. The paper also discusses the potential of some of these literacy practices for enhancing learning conditions even in classrooms where visual orientation is not strictly necessitated by the presence of sensory limitations.

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Children’s senses of place, place-making and place literacy

Dr. Inger Birkeland and Astri Aasen

The research topic is children’s senses of place and place-making and the importance of fostering place literacy in children. Place literacy is the ability to learn and respond from direct experience of place. The paper presents results from ongoing research based in participative action research methodology on sustainable place planning in Tinn municipality in Norway (www.chora.no). One starting point has been the potential of cultural experiences and cultural expression and creativity for sustainable place planning.

One part project was established together with two kindergardens and four schools guided by this question: What happens if we see children, schools and kindergardens as resources for the local community? The paper will discuss activities at Vesletun kindergarden and their work with “The Water Trail”, which is both the name and the result of their project. Vesletun has used the local community as an arena for learning for a long time, but has not previously given anything back, as they explain it, and the Water Trail is “a gift from the children to place, in respect and gratitude to the forest, the river and the lake for giving us diverse and fascinating experiences, positive interaction, learning, and love of nature” (quote from signpost along the trail).

The theoretical perspectives consist of a critical reconstruction of the relationships between self, society and environment, and the mediating role of place. These perspectives takes outset in that children need wild places for play, exploration and learning, places that become home in an existential sense and which provide nourishment for development of the self, where selfmaking becomes world-making. The paper criticizes social science’s concern with social relationships, not acknowledging the role of ecosocial relationships and the more-than-human world for the development of children’s selves.

The paper argues that place literacy is a critical term that addresses aspects of children’s development and learning that are marginalized in much research on children’s development and learning. Through interaction, play and meaningful activity, place is important for giving children a possibility to discover the life processes in nature and the interrelationships between humans and nature. Place experiences may help make their ecological relationships become visible and accountable. This is important for educational research as it stresses what comes prior to education and learning; The experience of being a child is always being-in-place. Place re-connects what education and society has taken apart in the modern age (nature and culture) and stresses that children’s world takes place on a local scale, not a global scale. The paper will elaborate on place literacy, that children may learn a set of values and a language associated with activities and experiences in place, and we view arts and creative expression and aesthetic experiences as particularly important in place literacy.
Children’s different stages of development in drawing

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Children’s different stages of development in drawing have – since Ricci in the 1800 hundreds – been studied by both educationalists (pedagogues) and art historians. In her first studies (1926), a case study, Helga Eng followed closely her own niece’s development in drawing over a period of several years.

Elsewhere in Europe we know of Lowenfeld, who in 1935 emigrated to America. Here he completed a full study of children’s stages of development in drawing, a study which was first published 1947.

In 2008, more than 60 years after Lowenfeld’s book was first published, this study is still most frequently referred to. Considering the changes of society that have taken place since 1947, there is obviously great need for new research related to children’s stages of development in drawing.

There seems to have been a tradition related to the method used. Both Eng, Kerchensteiner and Lowenfeld proved a spreading of age in each stage of development in drawing. As an example of this Lowenfeld claims that children at the age of 7 to 9 years when drawing express themselves in the schematic stage.

In many connections it is of greater interest to know how children in one and the same age group spread over several stages in drawing. And it is from such results I refer in my own research. Knowledge related to stages of development in drawing is most valuable for all professions such as teachers in prep school and elementary school and psychologists as well as parents with responsibility for children and young people in their childhood including upbringing, personal growth and learning. - In addition it is essential to remember the child itself and the fact that a drawing is more than “just a drawing.” Drawing is a form of communication where the child tells us in pictures of its knowledge, emotions and development.
With or against the flow?  
(Making formal and informal socio-visual drawing processes visible)

A comparative sociocultural analysis of formal exemplary teaching in observation drawing and children’s informal drawing processes working on gaining visual control.  
Two cases from Vega in Northern Norway.

Nina Scott Frisch

The inquiry is a comparison between a case of formal exemplary teaching in observation drawing and a case of informal teaching/learning in drawing working on gaining visual control. The term gaining “visual control” (abbreviated VC) was developed as a functional and goal oriented cross-case concept (Engestrom 2004) to describe the process of mastering a sign or a simile (a graphic look-alike, Darras 2000) of what is visually perceived by being able to control the drawing against a model; the seeing-drawing process.

The boundaries of the formal and informal case (Scribner & Cole 1972, Rogoff 1984), is one exemplary teacher’s observation drawing classes during one academic year at Vega in Northern Norway. For triangulation purposes, his 61 students from 9 – 12 years of age are participants as children working on gaining visual control in the informal case. The boundaries then being the children’s homes and school outside arts and crafts classes at Vega. Observation in class, collection of about 400 formal and informal drawings, semi-structured interviews while videotaping the “re-drawings” of informal VC-drawings, and questionnaires are used as methods to collect data to answer these questions: How does an exemplary teacher teach visual control through observation drawing in a formal context to nine to twelve year old students? How do nine to twelve year old children learn to gain visual control in informal contexts? What are the similarities and differences in working on gaining visual control in these contexts?

The data is analyzed by identifying the comparative dimensions (Warner 1971) drawing goals, drawing strategies, social arrangements, means of assistance, transfers, creativity/recombinations and drawing genre. These categories are found relevant and interesting in both cases according to the sociocultural theoretical point of view used, with the theories and research of Vygotsky (1978, 1995), Bakhtin (1986), Tharp & Gallimore (1988), Greeno (1989), Lave & Wenger (1991), Scribner (1984), Freeman (1980) and Wilson & Wilson (1977, 1982) as major thinking tools. The results are conceptualized in terms such as; checking for visual intersubjectivity, collective drawing, internalized observation and cooperative drawing. A 10% representative selection of the data (drawings, transcribed observations and interviews with video observations of re-drawings) have been peerreviewed, and the participants (the teacher and students/children) have been interviewed on what they regard as similarities and differences. Together with my results, these data sources have then been triangulated to verify the inquiry.

Discussions around comparing, transferability, alienation, internalization, modeling, the drawing crisis, visual literacy and modernism’s theoretical influence in art education is presented. Suggestions in art education content knowledge are made with reference to the comparisons.

Presentation of the digital drawing database is part of the paper, see http://www.scottfrisch.org.
Memorable musical encounters: On strong experiences related to music in school

PhD Johanna Ray

**Background**
An excerpt from a book called *Simon and the oaks*, written by the Swedish novelist Marianne Fredriksson, forms the starting point of my presentation. This excerpt describes how a teenager boy was deeply affected by music when he attended a symphony concert for the very first time. The boy can be said to have had a strong experience of music (in short: SEM). Earlier research within the field of music psychology has clearly shown that such profound experiences can occur in very different contexts and take on many different forms. However, formal teaching situations are hardly mentioned when people are asked to freely describe a strong experience of music that they have had. Does this imply that typical class room settings are inimical to experiences like SEM? A study of mine addressing the possibly occurrence of SEM during music lessons in school and highlighting SEM as a resource for learning will be reported.

**Aims**
The overall aim of my presentation is to deepen the understanding of SEM and to direct attention to the role of school music education in preparing pupils for significant and meaningful experiences like SEM.

**Method**
Extensive interviews were carried out with 28 music teachers. Further, written accounts of pupils as well as curriculum texts were included. Empirical data was content analysed involving, on the one hand, meaning concentration and construction of narratives, and on the other hand, frequency analysis.

**Results/Main Contribution**
The results point towards the fact that the subject of music in school may indeed – under certain circumstances – be capable of generating SEM. Facilitating and prohibiting characteristics are exemplified.

**Conclusions/Implications**
My study supports the assumption that matters concerning how people react to music are too little discussed in music education (at any level). It is my wish to encourage teachers to reflect on their existing views on music education, perhaps by opening up new ways of thinking about how – and why – people engage with music. Further, I hope to inspire teachers to pay more attention to how the classroom setting could become an even better arena for promoting profound experiences in connection with music.
Bullying among young children in kindergarten is a part of everyday life. Bullying can be seen as a category of aggressive behaviour where the purpose is to dominate other. There is an imbalance of power between the participants, and the aggressive acts are repeated over time. It is social in its nature, and takes place among children who are friends. The attacks may be physical, verbal or relational. Physical and verbal forms of bullying such as hitting and name calling are quite often reported as a usual form of bullying in kindergarten. These direct forms are not the only one. Also subtle negative behaviours, such as hurting other children’s social relationships or excluding children from peer activities are widespread. One definition of relational aggression is to harm other through purposeful manipulations and damage of their peer relationship. Power and power-strategies will be used to understand bullying. Display of power in a group is understood as negotiation between the participants, and it can be a complicated strategical situation where strong forces are active. The focus in this paper will be an account of the children’s different interactional styles – called strategies, which will be described and discussed. The research question is: How do preschool-children display their power in a peer group? The interest is to pay intention to the bully and they who are bullied. The empirical data is observation done in one kindergarten during a period of two month. By following four girls in their free-play, I have tried by participating and passive observation to catch their speaking and acting. The goal for this type of research is to achieve insight into human interaction in a specific context. Conclusion: The children are using different strategies in the situations where bullying is taking place. There seems to be a winning and a loosing strategy. The bully has certain verbal and social skills and the other children are more or less without these skills. Research about bullying has in the last decades focused on physical aggression which is more common among boys than girls. In the last years there has been an increasing interest in girls non-physical aggression. Most of this work has focused on older children and less on early childhood period. This study is about relational aggression in early childhood and the aim is to give attention to this theme.
Children as informants in research, ethical challenges

Gøril Figenschou, assistant professor and Phd-student, University college of Finnmark and NTNU, Trondheim

The Convention on the Rights of the Child by UNICEF (1989), are confirmed by all Nordic countries. It claims that all children have the right to participation and have influence on their own lives. This demands a certain view of children that have an impact on the curricula of both kindergartens and schools, and how teachers should behave when working with children. My hypothesis is that children meet expectations from the adults in the kindergarten from different criteria, as gender, age and social background. What are the children’s experiences on these expectations and how does it influence their learning? This has led to the research questions: What is the children’s perceptions of the expectation from the social environment, and how does it influences on their development and learning.

The topic for this paper will be ethical challenges connected with using children as informants in research. In my PhD – project I will use different qualitative methods, as fieldwork, observations and ethnographic interviews\(^1\) (Spradley 1979) combined with use of photos and videos, where children will be the informants. The reasons for this approach, is to get to know the children’s experiences, because that is the key issue of this project.

There are several challenges connected with use of children in research. There are questions about symmetry between researcher and informants, how valid are the information you get from children and how to take care of the children’s rights? There will be question about voluntariness, is it the children’s own free will to join. To discuss these challenges, I will start with looking at what NESH guidelines for ethics in research says about use of children in research.

To elucidate my point of view as researcher, I will use the works of Per – Olav Tiller (2000), and Berit Bae (2005), who both present the view on child and childhood where children are presented as subjects. I will also use Karstein Hundeide (2007), and his social and historical view on childhood.

Kari T. Gamst and Åse Langballe (2004) have developed their own method for interviewing children. Their method is developed for children with special needs, but is discussing ethical challenges in connection with use of children as informants in general. This is an important part for my project. Finally, I will argue for that it is ethical acceptable that child is informant in research projects.

This project will challenge traditional perceptions and attitudes of children and childhood, and will let children participate in a way that are considered difficult in research. I expect that this project will lead to widen up our perspective of the children’s experiences in the kindergarten, but also give us new perspectives on children’s contribution and cooperation. I also expect that the adults, who will participate, will get a wider perspective on their own practice with children.

\(^1\) Or ”Feltsamtale” (Wadel 1991)
Narratives and their impact on self-construction and identity.

Beathe Sætveit, assistant professor, Finnmark University College.

According to Parliamentary Report nr.16 is the amount of children past three years increasing in Norwegian kindergartens, 91% in 2005 (Ministry of Education and Research, Norway 2006-2007). That indicates that a lot of children spend most of their awaken time through the day together with other people than their family. This again indicates that the pre-school teacher’s knowledge, attitude, moral and ethics will have an impact at the children’s development at all levels. I would like to raise storytelling as one of the most important knowledge’s a pre-school teacher should have insight in and practical use of in her daily work. In spring term 2009 I will do my fieldwork in kindergartens in the multicultural Finnmark. I am looking for which kind of stories the employee in the kindergartens tell the children. I will analyse the thematic in the stories versus relevant scientific methods in different subject areas. These analyses again will be discussed with theories about identity, the construction of the ego.

Narrative is the primary form by which human experience is made meaningful. Aristotle was the first, as far as we known, who proclaimed that narrative is mimetic of human action. This is later followed up with Paul Ricoeur’s theories. In his Time and Narrative (vol. I-III 1984-1988) Ricoeur explains how literature has a fundamental quality of instructing us in how life is lived by humans. Examples of narrative include personal and social histories, myths, fairy tales, novels, and the everyday stories we use to explain our own and others actions.

In my paper in Trondheim I will present theories about narratives in proportion to theories about identity. My main focus will be on narrative theories of Aristotle (1997) versus Paul Ricoeur (1992) and sociological interpretation about identity as we find them for instance in theories of Erving Goffman (1992) and Anthony Giddens (1996).

Finally, I hope through my research-work to document the impact storytelling have on children’s self-construction. I consider this to be highly relevant for our education of preschool teachers.
Logics of segregation in early childhood: how spaces of social geography, regional distributions of kindergarten, staff recruitment and preschool educational practice makes the carousel of segregation go round.

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**Spaces of social geography, spaces of educational practice**
The research project *Being and social becoming: cultural life cause and social selection in the kindergarten* is based on former research of the topic and some preliminary observations: It seems as children in cultural privileged districts of a region receive a reinforcement of those privileges during their years of stay in the Danish kindergarten. The same goes for the children attending kindergartens in less cultural privileged districts, as these children also meet reinforcements, but by confirming this relative lack of cultural resources. The first step had become the study of 1500 staff members of kindergarten in a provincial region in Denmark. Could these distributed differences in educational practices be seen as corresponding distribution in the social traits among the staff? I seek answers to this question in the construction and social distribution of the staff’s *habitus*. A questionnaire is the empirical tool to construct the space of social positions, and upon that, the space of educational preferences, the educational ‘taste’, if you will. The project is constructed on the basis of Pierre Bourdieus theoretical toolbox, especially the research work of *Distinction*. Some preliminary findings will be presented during the session.
Literacy-practices in early grades of schooling in Finland -preliminar results of observations in Finnish and Swedish speaking schools

Riitta-Liisa Korkeamäki, University of Oulu & Ria Heilä-Ylikallio, Åbo Akademi University

The aim of the project is to reflect on how the literacy practices in Finnish and Swedish speaking classrooms in early grades of schooling are similar or different. We know very little of the classroom practices in literacy in Finland where the results in later years of school are excellent according to international evaluations (Elley, 1992; PISA, 2000; 2003; 2006). National evaluations in reading and writing achievement show that there are differences between boys and girls as well as between Swedish and Finnish speaking schools. Girls perform better than boys and Finnish speaking schools are slightly better than Swedish speaking schools (Brunell 2004; Huisman & Silverström 2006). The questions arises, are there differences in instructional practices between these schools. If so, what are they?

The research project ‘Reading and Writing in the 21st Century’ brings together researchers with a broad interest in reading and writing development of pupils between the ages of 6-19. The current study is co-operative between the University of Oulu and Åbo Akademi University. Because the school system is parallel in Finnish and Swedish speaking schools it is possible to do depth investigation on literacy practices in classrooms in both languages. The aim of the current study is through empirical research to gain understanding of differences between these two groups in grades 1 and 2. Pre-service teachers from both universities have gathered the data that consists of classroom observations reported in written documents. The methodological approach is ethnographic and we look at the classroom practices through our students’ eyes.

In the presentation we will discuss preliminar results of observations in six Finnish speaking and five Swedish speaking schools. We will look at the results from the perspective of Curriculum framework (National Board of Education, 2004). We are especially interested in investigating whether the multimodality as indicated in the curriculum and defined by Kress (2003) is included in the practices.
Reading books in preschool is taken for granted – but is it true?

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The demands to achieve a good language competence have increased during the last decades. As a consequence many studies have pointed out the importance to stimulate children's language through books, songs, and play with language through rhymes, phonological and onset rimes, as well as the competence to manipulate syllables. Educational researchers and theorists keep emphasizing that authentic discussions about literary texts are highly desirable as a way to help children become members of the reading community.

This study focuses on reading books to children in pre-schools. Language stimulated activities are supposed to belong to the everyday activities in preschool, but what is the reality in preschools? How much reading is there in preschools? When do preschool teachers read? Why do they read? There is no survey about frequency of reading to children in preschool in Sweden, so we do not know how much preschool teacher’s really read for their students. This survey study was intended to find out how much preschool teachers read to the children in preschool, as experienced by university students undertaking teacher education.

158 students have kept records about reading for children in preschool during their six weeks long practicum. They have answered an inquiry to explore how often preschool teacher’s read to all the children as a class, how often they read to children in small groups and how often they read to children individually.

The results indicate that the majority of preschool teachers read to children in their group but that there is a wide range in how much they read. Reading to children is not a daily activity in all preschools, as taken for granted. There are students who do not experience any reading at all during their practicum and other student’s experienced a lot of reading. The results indicate that preschool teachers do not read very often to groups of children or to one child. This could be negative for children who are at risk in their language development.

Another questionnaire was given to preschool teachers to find out what language stimulation activities they emphasized and why certain activities are preferred compared to others.

The teacher’s attitudes, knowledge and interest in reading or doing other language stimulating activities seem to be more important than children’s need of this stimulation.

Relevance for NERA:
The research focus on emergent literacy and if, how much and when during the day preschool teachers read to the children to stimulate the children’s language as well as their interest for books and written language. No survey about reading books in preschool to children has been presented in the Nordic countries. Reading books seems to be taking for granted, but what do we know about how much children is exposed to book reading in preschool and how teachers work to arrange a language stimulating and literate environment? As the congress theme is Literacy as Worldmaking should children’s meeting with books before the formal education be of interest. This study should inspire researchers in the Nordic countries to do a similar survey to find out how much preschool teachers read to children to be able to learn in what way preschool teachers stimulate the children’s language.
In search of cultural diversity in a Swedish pre-school

Anna Olausson

This paper deals with the issue of cultural diversity in Swedish pre-school environments. In the national curriculum it is stated that “pre-school is a social and cultural meeting place which can reinforce … the ability of people to live with and understand values in cultural diversity”. In a pre-school context this is often understood as “working with diversity”. Studies have shown however that although the concept of diversity is being used in discussions and plans about pre-school activities, the uncertainty about its meaning and how to translate it into practice poses problems to the staff, the result of this being rather “swedifying” than diversifying. The expectations on pre-school to “work with diversity” naturally applies to pre-schools in all kinds of housing-areas in our segregated country which motivates me to use the concept of culture in a broad sense, taking into account social categories such as class, gender, sexuality, ethnicity, disability and age.

In order to investigate this area I have carried out a pilot-study in a multi-cultural pre-school. The aim of the study was two-fold; I wanted to explore if the children’s different backgrounds and experiences were visible (played a part) in the activities of the pre-school and if so, in what way. I also wanted to try out a method for observing these processes. In order to collect data I chose to video-tape different types of interaction. My choice of method however proved to be problematic as some of the parents were reluctant to give their permission to the study. This was one of the circumstances that led me to redirect my focus, rephrase my research questions and refine my method.

The pilot-study also made it clear to me that the issue of cultural diversity is a comprehensive and a complex one and in order to clearly define my study object a demarcation had to be made.
Prerequisites and constraints for children’s activities in preschool setting

Sofia Eriksson Bergström, Ph.D Student, Mid Sweden University

“People often seem to think of the environment as something to be acted upon, not something to be interacted with” (Resnick, 1994, s.239). Wertsch (1998) argues that one task for socio cultural analysis is to avoid analytic efforts that seek to account for human action by focusing on the individual agent. One way to avoid this is by taking mediated action as a unit of analysis. Socio-cultural theory and its close relative “activity theory” are linked to the work of Vygotsky and attempt to provide an account of learning and development as mediated processes (Daniels & Cole & Wertsch, 2007). The theoretical framework in this paper consists of two main concepts; activity theory and the theory of affordance.

The main purpose of this study is to analyse how prerequisites for learning are created and an underlying intention is therefore to study how children’s activities are expressed in the practice of preschool. The study is based on video recordings made during one year in five preschools. This paper discusses one of five cases from this study.

Central questions are:
- What affordances exist in the particular preschool?
- In what way are these affordances used by the children?
- In what way does the preschool as an institution affect these activities?

Theoretical framework
The study is based on two theoretical perspectives: a social-cultural framework where the activity theory is prominent and the theory of affordances. As early as the beginning of last century Vygotsky (1978) developed the fundamental idea about mediating tools in the learning process as a criticism of the predominant reflexology. The mediating tools, which can consist both of verbal tools and physical artefacts, result in a possibility to understand the world around and how to face it in different ways. One of the fundamental claims of socio-cultural research as outlined herein is that its proper focus is human action (Wertsch & del Rio& Alvarez, 2002). Human action is also the primarily focus of the action theory. Engeström (1987) developed an activity system which consists of six elements. Subject, object, mediated tools, rules, society and division of labour. This model for an activity system is to be used as a screen to analyze different activities in the recordings.

The second theoretical perspective is the theory of affordance. Gibson, the founder of the theory of affordances, was of the opinion that we missed a concept, which referred both to the environment and the individual (Gibson, 1986). Gibson claims on the one hand that an affordance only can be specified in relation to a specific agent/individual and on the other he means that an affordance offers what it does irrespective of the individual. In my study the strength in using the theory of affordance is that it is built from a relation between the individual and the physical environment. Affordances cut through the dichotomy subjective – objective and are equally dependent on environment and the individual. (Gibson, 1986)

Methodology
Five groups of children were recorded at five occasions during autumn 2006 to spring 2007. A single occasion consisted of two half days and were about 6 hours recording. In the end every group was recorded about 30 hours. The movies are now being processed and categorized through the program Inqscribe (www.inqscribe.com).

Expected findings
The fact that children do use tools is nothing unconventional, but the fact that their learning consists of activities and that these activities contains mediations and negotiations through tools is something I want to understand and will discuss and take into consideration in this paper.
Carnival play: Children’s perceptions of their own play in kindergarten?

Maria Øksnes

With the increased institutionalisation of children’s lives one might get the impression that even their play and leisure activities are subordinated the power and governmentality of adults. Frequently, very strict time schemes control and organize time, children’s activities and day-to-day chores, which in turn discipline and control children’s behaviour, what they should do and where they should be. In short, children seem to become subjects of normalizing policies who claim the right to know what is in children’s interests (cf. Foucault 1999).

The aim of my study is to explore how children defy precise definitions, concluding and normalizing schemata that adults ordain. How do children make and break identity? In what way do they create escape routes outside the official channels, resist, cause trouble and generate disorder and surprise? And how could this be considered part of how children actively create their own meaning of play (cf. James et. al. 1998)?

Based on the ideas of such thinkers as Mikhail M. Bakhtin and Hans-Georg Gadamer I will discuss how children are led into magnetic fields of play and how they in play forget themselves and the prevailing rules and behavioural norms. Carnival play (cf. Bakhtin) appears as a dialogue where children may be children and play is not something we can use, it is rather a relation we enter into where the relation is an end in itself and can not be channelled toward noble educational purposes.

Data will be gathered by the use of observations and conversations with six children at the age of four to five years. My object is to obtain empirically based knowledge on children’s play which shows that children’s play is not only the echoes of others but that it is often a challenge to the authoritative official voices describing “correct” play. Are children able to actively turn things upside down and twist around our habitual ways of looking at play? It is not my intention to present a complete picture of children’s play. Rather, I would like to offer some knowledge that can contribute to a living dialogue and reflection about children’s play as resistance towards fixated and logo-centric thinking and a celebration of what is to come.
Children making sense of transitions

Lina Lago Söderman, PHD student, Pedagogical practices, Linköping University

The aim of the study will be to study children’s transition from preschool-class to the first compulsory school year. Children’s transitions during that period will be studied using ethnographic methods, mainly participant observations and interviews, following a group of children during this transition. Seeing social process as a collective phenomenon it is the child groups managing and meaning making of the transition (Gubrium, Holstein & Buckholdt 1994, Corsaro & Molinari 2005) that is in the centre of my attention. The point of departure is to study how children act and shape their own and each others everyday lives rather than seeing children’s lives as something shaped only by adults (James, Jenks & Prout 1998, Corsaro 2005). A child perspective, in the sense that it is children’s meanings and actions that are studied and interpreted, will be used.

Processes like peer group socialization (Corsaro & Eder 1993, Frønes 1994), how age is used as a social marker (Hockey & James 1993), learning and managing the differences in the visible and hidden curriculum will function as analytic tools when the following questions are asked: How do children understand the transition and what meanings do they give it? Which ideas do children form of the new practice (first grade) and how do they view it compared with the old practice (preschool-class)? What are the activities that are carried through to mark the transition and to socialize the children to pupils? Finally, in all this, who are participating in these processes and how do the children understand and manage them? The questions aim to answer a broader issue of how children do and make sense of the transition between and the practices preschool-class and first grade. To answer this I will study children’s own activities and also their interplay with adults including their understanding of adults socializing activities. I would like to discuss the method and the design of the study in relation to the aim and the preliminary questions.
The aesthetic dimension of children’s experienced world?

Agneta Jonsson & Susanne Thulin, Kristianstad University College Sweden

During preschool history a large number important points of departures regarding children’s learning and development have been brought to attention. In this paper we want to spread some light on two of them. One of these is children’s own experiences and the other is an aesthetic dimension of learning. In this presentation we want describe this topic, to analyse and discuss it. In modern education children’s experiences are considered to be a starting point for their learning and development. A difficulty then is that children arrive to pre-school with different experiences and expectations against which they relate new knowledge of their surrounding world (Pramling Samuelsson & Asplund Carlsson, 2003). Therefore, to take advantage of and make use of each child’s knowledge seems to be a pedagogical consequence in the learning processes. The concept of aesthetics has often got a one-sided interpretation as a methodical support for learning and development about different contents (Pramling et al, 2008). Children have been viewed as creative individuals, who through their own will, actions and practices learn to develop into human beings. At present the Swedish curriculum points out the importance of, as it says: “Creating and communicating by means of different forms of expression…” (Utbildningsdepartementet, 1998 s. 10). The tendency, thus, is to view aesthetic expressions as a method closely related to children’s development and acquisition of knowledge. The purpose of this study is to find out how aesthetics can be seen as one dimension of children’s experienced world. The research question is how children’s experienced world appear in verbal communication and how will those experiences be used in a learning situation. The study took place in a pre-school setting with children 3-5 year of age. The data consist of video observations in situations where teachers and children work with science content or more specifically they investigated; “What is soil?” The data are analyzed qualitatively (see Sinclair (2001) and Hohr and Lorenzer (1975) in Austring (2006)). The outcome of the analysis shows that three categories of children’s experienced world can be discerned, which we like Sinclair label: “Pathfinder”, “Track-Taker” and “Floater” (Sinclair 2001). The outcome also shows that the children’s use of their experiences is related to these three categories. When the children are dealing with the science content in focus another result points out that there are three different ways of acting present: empirical, aesthetic and discursive way. On a general level one conclusion is, that aesthetics is a natural part of children’s experienced world and that it is of importance for children in their meaning making. Strong or weak aesthetics in a learning situation will be further discussed and problemized.

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Pre-school Children encountering mathematics.

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From the Ministry of Education in Sweden there is now some information that indicates that teachers in pre-school will get broadened educational responsibilities. A proposal of a new curriculum for pre-school where mathematics and language are subjects to work with is prepared (Ministry of Education 2008). This is the base for my paper. The aim is to present a “model” to work with learning in pre-schools where the content is focused and a variation in the learning activities is arranged. Children have various ways to learn. This study will try to show various ways to arrange learning activities in pre-schools. The study’s theoretical framework draws upon the Variation Theory (Marton 2005, Runesson 2006) with variation, critical aspects and communication as important tools in learning processes. In this pre-school model of learning activity, play and children’s way to think of mathematics tasks are important issues. Pre-school teachers will challenge children’s learning and based on this follow up and develop the activity with different ways of learning in order to make mathematics visible. There are many research questions connected to this, e.g. what aspects will children discern before they can solve mathematical problems? How can teachers work in order to make different aspects of mathematics visible? You can not know what aspects that occur for the child in advance. You can neither nor know what aspects are going to be critical in order to develop understanding for the child in certain content. The aim of my research is to try to answer such questions. This study includes interviews with children and teachers. The interviews and learning activities are video recorded. The results from teacher interviews so far are that pre-school teacher play and do mathematical activities with the children daily but they are not always aware of the fact that it is mathematics they are doing. By asking yourself how children think, mean and intend you can deepen the child’s perspectives. Challenges, children’s perspectives and variation can be critical conditions for teachers when children are to understand the different aspects of mathematics they encounter. To sum up: Can this model be a tool for teachers in pre-schools developing their professional ability? This paper discusses opportunities, possible problems and consequences with this kind of learning study and mathematics as a subject.
"Literacy practices" in bimodal, bilingual preschools.

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**Early childhood literacy**
The aim of this ongoing study is to describe young children literacy events in bimodal, bilingual preschools. There has been an explosion of interest in literacy research across a wide range of disciplines, but there is a lack of research reporting from preschools where deaf or hard of hearing children are enrolled together with hearing peers, especial in bimodal, bilingual settings.

What literacy events do these children take part in? And how do they participate? (In what manner and by which means)

**The theoretical framework** of this study has a sociocultural approach to literacy emerged from more general sociocultural theory developed from the theories of L. S. Vygotsky. Children literacy learning is a joint construction by the participants in the literacy events. Children are socialised into literacy by their parents, siblings and other people close to them.

**The study has an ethnographic inspired approach.** By using two cameras and external microphones two researcher are observing and video-recording children in their daily interaction and play situations in preschool. Five preschools take part in this project. One of them is a focus preschool, with eight hearing children and eight children who are deaf or hard of hearing.

All children, practice literacy in a number of context and both the hearing and the hearing impaired children are using both languages. The roles and the functions of the two languages, visual and auditory vary across situations and activities.

It is important to get more knowledge about how children who are deaf or hard of hearing get access to literacy. We know that some of these children have problems with their reading and writing at an academic level at school. Traditionally, children who are deaf or hard of hearing have got their education in special preschools and schools for deaf and hard of hearing. Today more often these children are enrolled in local kindergartens.
Life Skills Education in emergencies

Åsa Olsson

In an ongoing PhD-study, Emergency Education provided as humanitarian aid, is studied. Any Emergency Education setting is in the study regarded as part of a socio-political context of the international aid system, rather than as an autonomous operation. This system is seen not only as a donor/receiver relationship for the transfer of funds from rich to poor countries, but as part of a larger process of globalisation and as sets of relationships between societies. This international aid system shapes the discourse on development strategies, and has great conceptual and ideological influence on both aid givers and receivers.

In the study Emergency Education will be examined, with a focus on aims promoting children’s safety and protection by developing children’s Life Skills. Emergency education refers to education in situations where children lack access to their national and community educational system due to complex emergencies or natural disasters. Life skills programmes generally aim at reinforcing children’s abilities to think and behave in a pro-active and constructive way, in relation to others, in every day life and in specific risk situations. The main interest is to study how the concept Life Skills is understood by policymakers and practitioners and what ideas, assumptions and values these understandings are based upon.

The study may be placed in an overall theoretical perspective of social studies of childhood where childhood is regarded as a generational space and as a constant structural feature of all societies. The diversity of childhoods is acknowledged as well as children’s agency in shaping their childhood experiences. A second perspective, Theory of social representations, is added in order to address issues about Life Skills as shared knowledge produced by a group of people, through social interaction and communication.

Empirical data is collected in two parts where one consists of focus group interviews with practitioners in the field of Life Skills Education. For the other part, key policy documents will be collected and analyze, where contents in three areas will be particularly focused upon:

- Risks, dangers and threats to children
- Children, their resources and capacities
- Means, tools and methods for preventing and handling dangers

The paper will present preliminary outcomes from the analysis of key policy documents.
Cognitive extended discourse in multicultural kindergartens.

Chamilla Strædet Kristoffersen, PhD

I intend to do a qualitative survey of language interaction between the kindergarten teacher and multilingual children during circle time. Particularly focusing on attendance to decontextualized topics.

Research indicates that there are great differences concerning the learning benefits between minority language and majority language children at school level. This has lead to an increased focus on kindergarten’s role as a cultural and language learning arena.

The purpose of my project is to gain insight into how circle time can promote communication which is characterised as cognitive extended. The focus is on language interaction between kindergarten teachers and language minority children at tree to four kindergartens. I will conduct video observation of 10–20 circle times where there is used some form of narrative as a starting point for a conversation.

Research questions:
1. What characterises the variation in the kindergarten teacher’s use of language during circle time, in cases where themes in a read book is discussed? How are for example the content in a story made accessible through different ways of explaining or by using different forms of contextual support?
2. Which role does the children’s first language play in such situations?
3. How do the minority children respond in the interaction that takes place?

The project has a socio-cultural approach with a specific focus on Vygotsky’s theory of the relationship between learning and development. Further, Cummins’ theory of the distinction between BICS and CALP has a central place. When language interaction is central in this survey, it is the functional analysis in a pedagogical perspective I aim at and not a linguistic analysis.

On the base of the theoretical approach and the findings related to the research questions I intend to discuss; how the interaction in reading time can contribute to building bridges between a BICS competency which is often mastered in kindergarten and a CALP competency which is expected to be mastered during the last years of primary school.
Children’s usage of ICT in school practice and teachers and librarians conceptions on childhood

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Information and Communication technology (ICT) has swept into modern society and rapidly been brought into use in various areas. In many ways, ICT has become part of children’s everyday lives, in our homes as well as in pre-schools and schools. The debate has often become polarised between those who consider computers to be detrimental to health and learning and those for whom computers can make a key contribution to children’s social and intellectual development. My paper and presentation has focus on what meaning teachers and librarians give to children’s work with ICT in preschool class and grade one. The analysis is based on teachers’ and librarians’ group conversations in focus group and analysed in relation to socio cultural theory. The analysis shows that teachers and librarians give meaning to the use of “the new media” as contradictory to other forms of media as books or to sojourn in the nature. It can be described as; the evil (the new media) vs the good (books and the nature).
Cultures of writing in two Norwegian kindergartens

Marit Holm Hopperstad & Marit Semundseth, DMMH

Research topic/aim
It is stated in the Norwegian Framework Plan for the Content and Tasks of the Kindergarten (R06) that preschool staff should help ensuring children’s familiarity with the symbols of written language. This is a new message for the Norwegian preschool. In our research we study how children might become familiar with letters in the preschool setting and how the kindergarten might work as a context for children’s early writing, aiming to contribute to educational practice. Acknowledging that writing might mean different things for children and that writing and drawing often go hand in hand, we apply the concept of text to study writing cultures in two kindergartens. In this paper we address the following questions: What is the context for making texts in the kindergarten? What kinds of texts do the children make and what seems to inspire them? What seems to be the meaning of making texts? What is the role of writing? We present and discuss examples to illustrate our findings. We also discuss educational implications for preschool settings. The study is part of the larger writing project, initiated by and directed from Sør-Trøndelag University College.

Theoretical framework
We start from the socio cultural assumption that children are meaning making subjects establishing knowledge in the different social contexts in which they participate (Halliday, 1994; Barton, 1994). Research on the close connection between children’s drawing and early writing encourage us to pay attention to the multimodal quality of young children’s early writing (Dyson, 1989; Kress, 1997). We build on Dyson’s (1993) suggestion that children’s texts reflect their multiple social worlds. We also benefit from research on the playful qualities in children’s texts making practices in educational settings (Pahl, 1999; Hopperstad, 2008, Fast, 2008).

Methodology/research design
We conducted qualitative observations over a period of one year, taking field notes and copying finished texts. When visiting the field, we observed all the text making activity that took place during our stay. As researchers we took a withdrawn position. However, we always responded when the children invited us to participate in their activity. Thus, our degree of participation varied according to the situation and the children’s initiatives.

Assumed findings/Relevance for Nordic Educational research
The Framework Plan for the Content and Tasks of Kindergartens, issued in 2006, challenges practitioners to develop a writing supportive context for the children. We hope our findings also might have relevance outside the Norwegian preschool context. It is an aim to establish contact with researchers within the same field to further develop knowledge about the preschool as a context for young children’s early writing.
Looking at Democratic Intention and the Experienced Curriculum: Examples from Swedish and American Schools and Classrooms

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Wade W. Nelson, Winona State University

In the Nordic countries and in most western democracies, including the United States, there is a long and strong tradition of teaching about democracy. The “democratic assignment” for teachers and school leaders in the Swedish schools goes further than teaching about democracy. The Swedish intention is to encourage schools to become democratic organizations with students, teachers, school leaders and others in the school as participating members.

We are interested in the relationship between the intention for and experience of democracy in schools. Our theoretical framework is an historical one emphasizing the importance of participatory democracy in school.

America’s foremost educational philosopher, John Dewey, sees education as a necessity of social life (Dewey, 1996/1916). Most of the education writers who have addressed the broad purposes for schooling have arrived with Dewey at the conclusion that “...democracy is the most important among all the possible philosophical and political sources from which public school purpose can be derived” (Raywid, Tesconi & Warren, 1987, p. 16). We are persuaded that the term democracy – though subject to varied definitions and perceptions – best embodies the collected concepts, beliefs, and values of modern western culture that should comprise the processes and content of compulsory public schooling. We wonder, however, how much of the imperative of schooling for democracy actually resides in the conscious deliberations and intentional activities of educational practitioners. Furthermore, we are interested in the day-to-day experiences of students and teachers in relation to “participatory democracy”.

Our research project is a qualitative inquiry into the perceptions of educators (school leaders, classroom teachers, and students) relative to the ideals of participatory democracy and an ethnographic description of student and teacher class experiences in selected schools and classrooms in the U.S. and Sweden. We use interview methodologies to uncover perceptions and participant observation methods to explore classroom experiences.

Our intention is not to draw general conclusions about or make specific comparisons among schools or school systems in participant countries, but rather to try to better understand the relationship between intention and experience in selected environments. We hope our research will enable educators to look at their own schools in light of the democratic assignment in an effort to improve practices leading to more democratic schools and eventually more democratic, just, and peaceful societies.

We think our research is relevant today because developing the scientific knowledge base of education in the Nordic countries is not a process going on in isolation from researchers from other countries. We have found that the cooperation between one researcher from Sweden and another from the United States can bring improved perspectives and deeper understanding of schools, their purpose, and the experiences those schools provide for all their constituents.
Development of teacher-student relationships: A case study comparing two different situations based on self-determination theory

Kari Fjell & Bodil Stokke Olausussen

**Aim**

Teacher-student relationship is important for motivation and learning in school (Newberry & Davis 2008; Reeve 2006). Visiting different classrooms we often observed time-consuming greeting routines in the morning with the intention to develop relationship. As observers the situations mostly looked chaotic and not suitable for the purpose. We therefore wanted to explore the question: Are greeting routines effective in terms of development of teacher-student relationship or are other learning situations more suitable?

**Theoretical framework**

Self-determination theory (SDT) is the theoretical perspective chosen for our research (Ryan & Deci, 2000). The dialectical framework within SDT (Reeve 2006; Reeve et al. 2008) assumes good relationships as important for development of motivation and interest and communicative practice in school. Students possess psychological needs for relatedness, autonomy and competence which provide a foundation for development of motivation and learning. Autonomy-support seems important for developing a good teacher-student relationship. Researches based on SDT have shown that autonomy-supportive teachers nurture students’ needs through what they say and do in the classrooms.

**Methodology**

An observational case study with video recordings following one teacher in third grad during five teaching sequences was conducted. The teacher was wearing a wireless microphone to capture all communication with the students. The videotapes are analyzed with Videograph, a software which makes it possible to code on a timeline what teachers say and do. Categories of analysis for autonomy- support and control are borrowed from Reeve et al.(2008).

Examples of autonomy-supportive utterances are 1) praise as informational feedback 2) offering encouragements and hints 3) responsiveness to student generated questions. Controlling language is characterized by 1) exhibiting solutions 2) uttering solutions, directives and commands. To supplement our data we have field notes from the teaching sequences and interview with the teacher.

**Findings**

Our preliminary results reveal little autonomy-support during greeting routines in the morning, only responsiveness to student generated questions. Most of the time was used for a ritualized “Good morning” and instruction about grouping characterized by a controlling language. During whole-class instruction and individual guidance the teacher’s autonomy-support was frequernt, despite the fact that this teacher’s motivation style seemed rather controlling with uttering solutions before the students got the opportunity to try. Our conclusion is that this teacher was more autonomy-supportive and was thereby better nurturing good relationships during ordinary teaching than during greeting routines.

**Discussion**

There is a widespread practice among Norwegian teachers that morning greeting routines are important for relationship building, and our teacher was convinced that her use of time was appropriate for her goal. It is also discussed in Norwegian student teachers’ literature (Nordahl, 2002). We argue that critical thinking concerning these routines is necessary. Through analysing what is really going on during different teaching sequences, we can better judge if we reach our intension. A good teacher-student relationship is important for motivation and learning following SDT, and in the end important for reading and writing development as part of our literacy development to shape our life.
Social and behavioural problems; school organisation and classroom management

Rune Hausstätter
Sølvi Mausethagen
Anne Kostøl

Social and behavioural problems are amongst the most serious challenges on the learning environment seen in today’s schools (Ogden, 2001; Sørlie, 2000; Nordahl, 2000; Kjærnslie et al 2004). Social and behavioural problems influence the social environment of the school (Nordahl et al, 2005; Overland, 2007), but as pointed out by Hausstätter and Nordahl (under referee), these problems also influence the individual learning situation for pupils with such challenges. From a pedagogical view, social and behavioural problems can be understood as an individual, pathological problem and/or as a structural, social, provoked problem. Following the work of Nordahl (2002; 2005; 2007), Nordahl et al (2005) and Overland (2007), our main focus in this presentation will be within the structural perspective. Further, the emphasis is placed on the relationship between pupils, the relationship between pupils and the teachers and lastly, on school organisation. The research questions are then as follows: Are there any structural differences between schools with limited and large signs of social and behavioural problems? What are organisational and contextual distinctive features in schools and classrooms with limited signs of social and behavioural problems?

Based on a large survey investigation (Nordahl and Sunnevåg, 2008), six schools are selected and followed over a period of three days. During this period a series of observations and interviews are performed. The relationship between pupils and teachers are investigated through observations based on a scheme for classroom observations that is adapted to the research project. The school as an organisation and also classroom practice are investigated through interviews based on a structured interview guide. The results from these observations and interviews are then compared with data from the large survey investigation.

In the presentation we will present results from this study, and hopefully be able to communicate more precisely about possible differences between schools in relation to social and behavioural problems. Thus, we also aim for sharing distinctive features that may have the potential to provide good learning conditions and good learning environments.
Students’ language use when talking about evolution of life
- negotiations of meaning of key terms and formation of explanation

Clas Olander, University of Gothenburg

Learning science means to be socialised into a practice that have specialised conceptual and practical tools and its own social language. The first and “native” language, from the learner’s perspective is a spontaneous “everyday language”, which grows from everyday experiences. In that respect it is school science that offers students an alternative way of explaining natural phenomena. Differences between students colloquial and school science accounts of phenomena is labelled learning demand. This demand is visible in the use of conceptual tools, their epistemological underpinning and ontological base. The aim is to explore how the establishing of learning demand can be informed by argumentative practise in school biology settings. Therefore data was generated through video taped peer group discussions, these were a regular part of the teaching; for example pair of students talk when they work with a interactive computer-based application. Students attended compulsory school and were all in grade 9, about fifteen years old and altogether 33 students in eleven groups were recorded. The teachers intention was that students should construe explanations using terms like variation, heredity and selection.

The specific research questions are:
- In what ways do students negotiate meaning of key terms?
- In what ways do students construe coherent explanations of evolution of life?

Analysis of group discussions shows that students negotiate meaning while probing key terms’ potential as explanation, although seldom explicitly uttering the actual key terms. There are instances where students discern and negotiate delicate nuances in wording related to understanding variation and its connection to selection. Here exemplified with a discussions about a population of reindeers

A: those reindeers with
B: intermediate length of legs
A: yes
B: have easier to escape and their generations .. no have easier to escape because they then become faster
A: it is rather obvious but ok .. should I write become or are
B: they are(computer activity, group 4)

The students negotiate the importance of distinguishing between the words are and become (turn 54, should I write become or are) which relates to paying attention to the existing (are) variation in the population versus what this variation could lead to (become). The students seem aware that there is a certain way of expressing yourself in school science i.e. a social language.

C: maybe they are also better-looking
B: maybe they are .. write it down
C: they are probably also sexier
B: please be more professional (giggles)
C: (writes) more aesthetically pleasant (computer activity, group 6)

The colloquial words better-looking and sexier are not assumed to be proper enough. Another conclusion is that the two words are too specialised in the students’ opinion if they perceive scientific statements as having a higher degree of generalisation.
Examining the impact of a value based intervention program on teachers’ reasoning for using practical activities in mathematics teaching

Frode Olav Haara & Kari Smith

Many countries recommend the use of practical activities for teaching mathematics in their national curricula. The teacher’s motive(s) for including practical activities in the teaching of mathematics must be seen in light of such a prevailing consensus on how to teach mathematics and as part of the mathematical learning environment. However, several Norwegian studies show that teachers of mathematics do not necessarily acknowledge this consensus, and traditional teaching of mathematics is still the most common practice in the classroom.

Among the factors which make an impact on teachers’ professional knowledge, values and beliefs are recognized as key factors. If teaching practice is to be changed, the teacher’s beliefs, and thereby the teacher’s values, need to change. The current qualitative study sets out to examine the impact of a value- and practical activity based intervention on two elementary school teachers’ beliefs about practical activities in mathematics. The designed intervention was a Value and Knowledge Education (VaKE) (Patry, Weyringer & Weinberger 2007) based in-service course influenced by beliefs about mathematics and teaching of mathematics which the two teachers exposed through interviews prior to the in-service course.

Two teachers participated in a comparative case-study for one year. The analysis is based on data from interviews, observation of mathematics lessons where the teachers’ applied VaKE, and the teachers’ impressions as they watched video recordings of their own teaching in the observed lessons. The teachers’ written logs and answers to open-ended questionnaires and the questions in the case-concluding interviews were used as data producing devices in a triangulation quest for points of refutation and confirmation of suggested hypotheses stemming from the first round of analysis.

In accordance with impressions held by Pehkonen (2003) and Handal and Lauvås (1987) the VaKE-based intervention provided the two teachers with an aspect on mathematics teaching which they had not experienced explicitly before. The interviews prior to the intervention made the teachers aware of their personal inconsistency in terms of teaching according to beliefs. The value based intervention helped them to reformulate their personal vision regarding the role of values in the teaching of mathematics, and provided a possibility to realise their visions of how teaching ought to be. Finally the video-recorded observations reinforced the teachers’ inconsistencies and opened up for suggestions regarding how the VaKE-approach offered an alternative which could help develop a value based vision related to mathematics teaching expressed in a more frequent use of practical activities.

Educational Activities in the Pre-School?

Johan Liljestrand, University of Gävle, Sweden

The aim of this presentation is to compare different situations from the Swedish Pre-School where the pedagogue expect that the kids have a good grasp of the subject. The selection for the study is done by sequences in child-pedagogue groups, where there is a demonstrated difference in knowledge between child and teacher, and where the child is expected to perform a task in a proper manner. By comparing these situations from the 5- and 6-year groups (the latter group is more or less integrated in the Swedish school system) I want to explore whether there is anything like organized teaching in the pre-school, different from or similar to that found in the classroom. My study also seeks to understand interactional patterns that characterize teaching as social action in general. The theoretical point of departure is mainly etnomethodological analysis of videotaped recordings from everyday life in pre-school. One possible conclusion is that 6-year activities becomes very similar to classroom activities by their focus on literal competences with a correct performance. But this pattern is also visible in the former years, specially when dealing with literal activities that conventionally demands a correct performance. The relevance for Scandinavian Educational research is to study educational activities from outside the classroom. The preschool context is also a very important arena for most children in Scandinavia.
Circle time: new way to organize whole class teaching?

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In my PhD study of four Norwegian first grade and four Swedish preschool-class classrooms, I find a frequent use of circle time as a main activity of instructions format conducted by the teacher.

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

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

Considering that the circle time has been a ritually part of the school day – and is the main activity conducted by the teacher and also where school subjects, instructions and frequent use of question and answer sequences is an integral part and despite the arrangement, it will be tempting to define this activity as whole class teaching. To pursue this thought I have recently started a (pre-)follow-up study. In this study, I will compare the use of circle time in first grade and seventh grade to see if there are some similarities, which can be a point of departure in the discussion concerning the interpretations of circle time as a new way to organize whole class teaching. Based on the above-mentioned sub-parts, I will look at what is prominent for the respective grades. In additional, I also want to explore the teacher’s thought by using circle time as an activity in the classroom. Some of the focus I will examine is when teachers planning circle time, is it from a social perspective or from a professional/subject perspective? Another question I will explore is what kind of subject matters is most prominent in circle time?

The study will be empirically oriented, primarily based on observation of circle times and teacher interviews.
Making the transcript pregnant: On the art of transforming profuse information into adequate representations

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In ethnographic and ethno-methodologically inspired research on educational situations, video and video analyses have become more or less a standard technique. In transforming the overwhelmingly rich material into useful transcripts the researcher faces an amount of difficulties. Too meagre transcripts, concentrating on the spoken word makes us run the risk of under analysis. If we make rich transcripts, using CA concepts, describing activity in the room and the screen, including body movements etc. we face the danger of rendering so complicated transcripts that we can only analyze a fraction of the material we have. Different ways of making illustrations combining, word, images, and movements has been tried for quite a while, for example Goodvins’ well known of girls playing hopscotch (Goodwin 2000).

In the last couple of years a growing interest in sequential art (comic strips) as an analytic device has emerged. Sequential art has been described as a tool for instruction (Mallia 2007), for analyzing surgeons work (Mondana 2003), for analyzing architectural work (Ivarsson 2008) and as a tool in science education (Lindwall 2008). It has been suggested that the use of sequential art as a scientific tool implies an earlier start of the analytic process. Analytic points must be present already in the process of planning the strips. I have lately tried using the form of sequential art in my analysis.

In this paper I will discuss analytical strengths and weaknesses’ with this special form of making representations out of transcripts. My empirical material consists of video documentation of small groups sessions were students use computers. I use Transana (a software constructed for transcribing and analyzing video) as main analytical program. The methodological discussion will evolve round two axes. The first involves different technical issues such as the use of different film format and sizes, techniques for de-identification and for capturing and transforming film frames into comic panels. The second axis concerns the sequential art as scientific tools. Pros and cons compared to more traditional forms of transcript use. One question concerns the danger that the special demands of the format getting the upper hand on the content of the material? How free towards the material can I be? What’s the difference between using sequential art for illustrations and as an analytical tool?

When using sequential art representations in lectures and presentations, they have been appreciated for clarity and for the way they help to concentrate movements, speech and time into a dynamic representation. I would say that sequential art unquestionably is a good illustrating technique, but is it also a scientifically acceptable technique as regards to accuracy and honesty?

The paper focuses on a couple of methodological questions and has relevance as the amount of researchers using video recordings for analytical purpose is considerable within educational sciences. Many struggles with how to make good representations and transcripts and the sequential art is an intriguing form, deserving a thorough discussion.


Ivarsson, J. (manuscript). Developing the construction sight. Architectural education and technological change


"De e ju bara finska"
- status differences between languages in children's peer interaction

Anna Slotte-Lüttge
Liselott Forsman
Michaela Pörn
Fritjof Sahlström
Fredrik Rusk
Ida Hummelstedt

The aim of this paper is to discuss how children orient to and take part in the constitution of the differing status between languages in their interaction in a multilingual pre-school setting in Finland. Finland has two national languages, Finnish and Swedish (about 5.5% of the population), both with their own separate education systems. A large part of the surrounding settings where Swedish-medium schools are operating are Finnish or bilingual (Finnish and Swedish) at least to some extent. Today these settings are also becoming more multilingual through an increase in the number of refugees and immigrants. The empirical material consists of micro-longitudinal video recordings from multilingual six- and seven-year-old children’s everyday interaction in and outside a Swedish-medium school, and at home, in an area strongly dominated by Finnish. Most of the children at the school are bilingual in Swedish and Finnish. By using Conversation Analysis (CA) we are closely following how a multilingual pre-school girl, with a different linguistic background than Swedish and Finnish, develops and uses her Finnish competence in interaction with her classmates.

To the participants, the use of English and Finnish differ. English is practiced in activities, where the children in the roles of a “teacher” and a “student” are teaching and learning English as a part of their daily activities. In contrast to English, knowing and using Finnish is expected everyday knowledge. This is seen through crossing, the asking and answering of known-answer questions, and when the children are demonstrating that they master the linguistic norm in the pre-school contexts. Lacking competence is also used as a tool in teasing situations. Both English and Finnish have status, but in different ways. The children’s first languages (e.g. Russian, Kinyarwanda) are practically never heard in the school context.

The results are fruitful for the understanding of the subtle ways children, in multilingual settings, make use of their language competence, their knowledge of their friends’ language competences, and the ways these competences are given status and meaning in interaction.
Participants’ Accounts on School Examinations  

*The meaning of school examinations in relation to the educational experiences and expectations of the pupils*

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There is an immense growth of testing and evaluation in modern school. Following international evaluations and comparisons of school knowledge (OECD: Pisa 2000 and 2003) the current educational policy in Denmark aims at an increase of testing and compulsory examination throughout the whole school system.

Increased testing and more compulsory exams can be seen as equivalent to more centralisation and control. It is also seen as a central symptom of the relations of power and knowledge (Foucault 1974), which exposes changes in the relations between external stakeholders and schools. On the one hand, the stronger external control weakens the internal control of the individual school and teacher as well as the pupils’ possibilities of participation in decision making. On the other hand, the more explicit standards of learning, which might accompany the measurability movement, could be an advantage to pupils from non-academic backgrounds that are not familiar to the more implicit codes of schooling.

It is presumed that increased testing will one way or another influence the school discipline and stratification. By way of differences linked to experience and social background, the pupils are dispositional to decoding the meaning of examination in different ways. Thus meaningfulness is an integrated part of the pupils intuitively understanding the function and value setting of examinations in school.

The paper will discuss findings from an ongoing Danish study that explores the relations between school experience, social background, and pupils’ examination strategies (decoding of meaning). It includes empirical findings from observations of exam regulations and interviews with pupils that have just been to their final exams.
Humming and spontaneous singing in the interactions of children in educational settings

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This paper aims at describing the interactional organisation and interactional functions of humming and spontaneous singing in educational settings. Despite a large and growing body of interaction research both inside and outside educational settings, the phenomenon of everyday humming and spontaneous singing is still an under-studied phenomenon. The few existing published works point out the need for further research rather than conclude established findings. The paper relies on conversation analysis of a collection of data from a large body of video recordings of children ages 6–14 in different settings. The results show that the presence of humming and spontaneous singing is frequent, and found in diverse contexts. It is in the studied data done exclusively by students. Most of the time, humming or spontaneous singing is carried out quietly, in such a way so as to display its deference to other co-occurring interaction. However, there are also situations where the singing is oriented to a larger audience, co-occurring with teaching. At many times, there is a clear thematic relation between the theme of the hummed or sung song, and the situation within in which the humming/singing is situated. Thus, humming and spontaneous singing seem to be a frequent interactional practice of children in educational settings, with a variety of uses.
Classroom Talks and students’ Resistance

Eva Hultin, Ph.D. Örebro University, School of Humanities, Education and Social Sciences

The research topic of this paper is exploring different ways of students’ resistance against participating in classrooms talk in upper secondary school. The theoretical framework of this research project is built up by using two different theoretical traditions in order to establish different perspectives on how conditions of participating in classroom talks are constituted: From curriculum theories, including researchers as Lundgren and Englund, a perspective stressing the institutional setting as constituting conditions for classroom talks and students’ participation is gained. From classroom studies, by researchers as Mehan, Cazden, Nystrand and Dysthe as well as the cultural and linguistic theorist Bakhtin, an interactional perspective focusing how different patterns of interaction in the classroom creates different conditions for students’ participation in classroom communication is picked up. Furthermore a focaudian perspective on power and resistance in classrooms is used.

A combination of ethnographical and curriculum studies approaches is used methodologically in the project. The ethnographic part of the study comprises of videotaped observations of classroom talks in order to study different expressions, strategies and functions of students’ resistance against participating in the classroom talks studied. Furthermore, qualitative interviews with students and teachers were also conducted to get their perspectives of classroom talks and participation. The curriculum part of the study comprised of analyses of curriculum and syllabuses in order to understand how these institutional frames constituted conditions for participation in the classroom talks studied.

The findings concerning students’ resistance against participating in classroom talks show that we can understand different students’ strategies in the classroom as resistance: 1) Being silent as resistance, 2) Making jokes as resistance, 3) Withholding life-world experiences as resistance. Furthermore, it is possible to discern different origins of the resistance: 1) Resistance origins in the institutional conditions of the talks, e.g. prescribed patterns of interaction, view of knowledge etc., and 2) Resistance origins in students’ life worlds, e.g. norms, habits, preferences, etc.

The question of students’ resistance against participating in classroom communications and talks has a clear relevance for Nordic educational research as the ideals and traditions of organising teaching as talks and communication in different ways are deeply rooted in all Nordic countries, as well in other European countries and the United States. The institutional settings of educational communicative practices are also similar which makes the question of students’ resistance against participating relevant in all Nordic countries.
Challenges in analyses of interaction between development of literary and digital literacy

Agnete Bueie (HiBu), Eva Michaelsen (HiO), Ingebjørg Tonne (HiO)

The research topic of our project is development of literary literacy. We study how literary literacy may be enhanced by engaging the pupils in activities connected to digital literacy, more concretely, the activity of literary blogging. The aim of the paper is to single out methodological and theoretical challenges in studying the relation between the literary blog and literary literacy.

The methodological design of the project is a study of pupils’ reading and their production on an internet literary weblog (blog) (in the period 2008-2011). The pupils, some with Norwegian as their first language and some with Norwegian as second language, blog a book review after finishing reading a book. The pupils’ teachers, their classmates and the librarians read the reviews and comment on them (ask questions, state their own opinion, etc.). In the paper, we compare similar – but non-digital – projects on literacy with our own literary blog project with regard to goals, design, methodological challenges and expected outcome of the projects. Relevant works to study are e.g. the literature project Listiga räven described in Alleklev and Lindvall (2003) and Beating the odds: Teaching middle and high school students to read and write well (Langer 2001), which show that schools that succeed in their work on literacy, tend to have teachers that initiate discussions about the texts and motivate the pupils to read by presenting a great amount of books of different kinds.

Our theoretical perspectives on literacies are based on concepts of literacies like those presented in Det flerspråklige mennesket (‘Multilingual Man’) (Wagner et al. 2008). We view digital literacy both as part of literacy in a general sense, and as a tool for enhancing the pupils’ general literacy level, where general literacy is understood as the sum of literacies like functional, cultural and literary literacy (as described in e.g. Literacy - An Introduction to the Ecology of Written Language (Barton 2007).

The expected findings to be discussed in our paper are the spotting, defining and the sorting out of challenges related to literacy projects like that of our own blogging project. Such challenges are for example how one would single out the effects of the digital project on the pupils’ literary literacy, how publishing on the net may be a motivation factor for further reading and writing, what is the effect of literature conversations in class, and, importantly, whether such literature/literacy-projects are well-suited for a multilingual, multicultural class of pupils, i.e. a heterogeneous group of pupils with varying socio-economic backgrounds.

Discussing and bringing up research challenges of such literacy projects is relevant for Nordic educational research in that it may contribute to making literacy projects better suited for describing and potentially changing literacy educational practice, especially those projects address literacy education in groups of pupils with varying linguistic, cultural and socio-economic backgrounds. Our digital project, and elucidating methodological and theoretical issues in such a project, is a way of actively approaching the challenges of enhancing the literacy of pupils of heterogeneous groups.
10th. Grade students: Knowledge and Identity

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The aim of this paper is to discuss how the concepts of knowledge and identity are interrelated in education. The basic research questions are: How do 10th grade students integrate knowledge production and identity construction? What is important to learn in school, and why is this knowledge relevant to the students? The theoretical framework builds upon the notion of “Social Origins of Consciousness”, also referred to as social cultural theory represented by Vygotsky and Mead. The Norwegian researchers Ola Stafseng and Erling Lars Dale claim that educational research has been characterised by a dualistic view on young people and their development. According to them this dualism can be identified as an intellectual aspect associated to the concept of knowledge production, and a psychological aspect associated to the concept of socialisation and identity construction. The idea is that the construction of identity is separated from the production of knowledge, the latter being based on curriculum subjects. Due to this dualistic view presented in Norwegian educational research, I want to discuss how identity construction and knowledge production may intertwine in education, and thus ask for the relevance of this point of view. The discussion will be related to theoretical perspectives as well as empirical data. Methods and design. The paper reports on data from an ongoing project at the University of Oslo called Knowledge production and identity construction – school as part of different growing up environments.” This study named “10th grade students: Knowledge and identity” is part of the project. The informants are students from two lower secondary schools representing different socio-economic areas in Oslo. The data are collected by semi-structured interviews, questionnaires and classroom observations. One expected conclusion is that knowledge as defined in curriculum subjects, seems to be an important tool in shaping “who I am”, and is highly related to the interaction between the student and the teacher. Relevance for Nordic Educational research. In a time where international comparative studies and tests mainly ask for school achievement and measurable results, it seems necessary to discuss other important developmental tasks such as identity construction.
Thirteen-year-olds excluding predators when working with ecological processes on the African savannah

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To be able to take a ‘sustainable society’ as a point of departure, not only in political, commercial and industrial contexts but also in private life, both experts and novices of today need certain ecological knowledge that previously only natural scientists were familiar with. In line with this, teaching and learning about environmental phenomena and ecosystems are typically included in science curricula for students of all ages. The present study investigates an educational situation, when 13-year-olds were using a computer game simulating ecological processes on the African savannah in an educational context. The aim of the study was to analyse, describe, and discuss the activity with respect to (a) what components the students actually included when building an ecological system, (b) what reasons they gave for their decisions, as well as (c) how they interacted with the program and each other.

The study takes an overall sociocultural perspective, which implies regarding human action as framed by cultural artifacts and mediated through psychological and physical tools (according to Goffman, 1981; Vygotsky, 1986; Wertsch, 1998). Theories about interaction in computer and simulation contexts are also referred to. The study includes 6 girls and 14 boys in grade 6, having recently concluded a theme work about Africa. The 20 students were divided into ten sexhomogenous pairs. Each pair was instructed how to deal with the software used (viz. Sim Safari) and worked for about 60 minutes with creating an ecological system on the savannah. All ten session were video and audio recorded.

Preliminary findings show that the students were able to handle the abstractions of the ecological processes on the savannah only to a minor extent. Instead of taking the whole ecological system into consideration, they focused upon the needs of one single species at a time. In this they used their previous knowledge or information in the program when including or excluding certain species. However, when trying to get the food web in balance, decisions were taken because of social, moral and/or ethical aspects rather than because of scientific reasons. Even if the number of students is too small to allow for any statistical conclusions, some gender differences were noticed among these students: the girls included animals because of social aspects, whereas the boys tended to excluded predators because they ate other animals.

Since, there certainly are great similarities and strong relationships between the Nordic cultures, similar ways of reasoning among students may supposedly be found within ‘the Nordic family’ of countries with respect to how the students’ involved their own emotions and ethics in their ecological reasoning. In addition, the concluding discussion about the teachers’ need to support students in expanding their reasoning from an everyday environmental horizon to a more general scientific understanding of ecological systems, applies well to a Nordic perspective.
Preschool children’s interaction with fictive computer games’ characters

Polly Björk-Willén

Children’s computer games are usually based on immediate interaction between child and computer. Often games used in preschool have the nature of “edutainment”, which is a concept that combines entertainment and learning (Konzack, 1999). Social interaction and children’s own aesthetic evaluations within children’s computer gaming in preschool have only been explored at a small extent in earlier studies. The aim of this paper is to highlight such aspects, and show how they relate to children’s computer gaming. These points of view are explored using video data recorded in preschool during activities named “free play”. From detailed analyses of preschoolers interaction with computer games during the “free play”, this paper specifically focus on the children’s interaction with fictive computer games’ characters. Of special interest is how the children studied cooperate in front of the computer, and verbally argue with and discipline the game figures. The underlying study is a part of a larger project that in particular deals with the ways in which children and young people draw on interactional and aesthetic resources in their gaming, and where gaming - as part of children’s informal learning (Gee, 2003) - is also discussed and problematized.
The digitalised classroom – Processes and consequences for interaction and learning.

Siv Kristin Yndestad Borgen

**Research topic/aim:**
The aim of this study is to identify and investigate social interaction and learning activities that occur in classes in high schools where all students are supposed to have their own lap-top. It is also an aim to investigate how activities, interaction and learning possibilities are experienced by the pupils and teachers in these classrooms.

The main research question is:
*What social interaction and learning activities occur in digitalised classrooms where all pupils have their own lap-top?*

From this main research question, four sub-questions are derived to focus the research:
- What sort of interaction takes place between the pupils and between the teachers and the class?
- How do teachers and pupils perceive their possibilities for social interaction in a digitalised classroom? And how is social interaction experienced by the participants?
- What learning activities occur in the digitalised classrooms?
- How do teachers and pupils perceive their learning possibilities in the digital environment? What learning processes do the teachers and pupils experience?

**Theoretical framework:**
My project will have the informants experienced learning processes and opportunities for interaction as its main issue.

A sociocultural/social-constructive approach to knowledge and learning

A significant presupposition within such approaches to learning is that knowledge is constructed through interaction and situated within a social and historical context (Dysthe, 2001). Sociocultural perspectives link interaction, learning and context in a way that creates a relevant and fruitful theoretical framework for my study of social interaction and learning activities in digitalised classrooms.

- learning is situated.
- learning is basically socially founded.
- learning is perceived as participation in praxis communities.
- learning is distributed between humans
- learning is distributed or mediated between human beings through the use of historically developed tools or artefacts
- language and communication consequently has a prominent position within sociocultural approaches to learning.

**Methodology/research design**
“The methods used by qualitative researchers exemplify a common belief that they can provide a deeper understanding of social phenomena than would be obtained from purely quantitative data” (Silverman, 2001, s. 32). The study will be designed as a case study (Yin 1994). In this field study, observation in addition to group- and in-depth interviews with pupils and teachers will be the main means for collection of data for investigation. In addition will relevant local, national and international policy documents be analysed to obtain a solid contextual framework for the study.

**Expected conclusions/findings and Relevance for Nordic Educational research.**
By studying interaction in classrooms we can find new patterns of communication. This expected findings can have influence in what perspective we act in teaching and leading the classrooms. The outcome –learning and knowledge are depended on the input. Interaction in classrooms is of great importance for developing leadership in schools.

- This is a common challenge for the Nordic society.
With the guests’ sharpened eyes

Birte Simonsen
Kristin Skoglund Robstad

The informants in this study are student teachers from different countries, mainly European, who participate in the 30 ECTS-course, NORSEC (Norwegian Society, Education and Culture), which count as a part of their teacher education in their home countries. During the course they spend two weeks in different classrooms, both in primary and secondary school. Like ethnographers in an unknown culture, they are asked both to search for underlying structures, and to study the everyday actions. In addition they are supposed to reflect on differences and similarities according to their home countries. Back in the university, they deliver their experiences in written form. We have analysed these texts, and sorted the content out in categories to get an impression of how these students construct meaning in the Norwegian classrooms. What is their impression of teaching styles, teacher’s role, the relationship between students and teachers, communication, discipline, learning outcomes and the use of technological equipment?

As Repstad (2007) in “Mellom nærhet og distanse”(Between nearness and distance”) points out, that being too close to a field, there is a danger for a sort of blindness. We believe that it is possible through the eyes of these foreign students, to get a fresh insight in our own educational opinions and attitudes. Knowledge of this kind will also be very useful in the future work with Norwegian student teachers.

The political debate in Norway connected to teaching and schools has changed the last years. From an extremely inclusive and social school some decades ago, it seems that the development of national and international tests may bring up more competitive and knowledge centered solutions. Do this shift have a research based fundament? Which changes are necessary, and what should not be changed at all? Perhaps these aspects from outside can contribute to a fruitful discussion.
Pupils’ special places

Annepetra Jenssen

Research topic: What characterises the places pupils consider as their special places?

I have approached the question through observation, questionnaire and interviews of pupils in 8th grade at one school in Trondheim. The observations show that the school ground is open and has limited variation, and most pupils are physically inactive during the brakes. I have looked into different places that are parts of the school ground, and summarize the different spaces and places. The questionnaires show that the pupils enjoy school in spite of the rather inhospitable environment, mainly because of friends. The interviews confirm the importance of friends, and suggest that they prefer odd places as their special places. The pupils’ literacy is to make good choices of places to socialise in an environment that’s rather unwelcoming.

Relph is central in the theoretical framework with his ideas about how we are attached to places because they involve a concentration of our intentions, our attitudes, purposes and experience, and his “the essence of place”. Björklid’s research into the small outdoor rooms that are not given any specific function and Gibson’s “theory of affordances” are used as background. Frônes and Bigelow, Lewko & Tesson and their understanding of social theories are guidelines into the importance of friends.
Participation in action research as a professional development project

Ragne Wangensteen, Margrethe Haug Syversen and Kari Smith,

This presentation reports part of an ongoing project at the Sogn and Fjordane University College. It is funded by the Norwegian Research Council and is connected to the PraksisFoU programme, part of the Knowledge Promotion Reform of 2006.

Research topic/aim
The main aim of the overall project is to develop teachers’ competence in working with digital portfolios as a means for communication and assessment with pupils in transition between lower secondary school to upper secondary school. The current sub-study examines the teachers’ experiences from engaging in action research activities in developing digital portfolios.

The teachers work in practice schools connected to the Teacher Education at the University College. The school leaders are personally engaged with the project which focuses on two new subjects (2006) intended to support pupils in the process of choosing study programmes in secondary school; “Elective Education Programme” in lower secondary, and “In Depth Study Project” in upper secondary school. The project has a research and a developmental function. Teachers develop digital portfolios for documenting learning processes and learning products. An additional function of the portfolio is to serve as a communication tool between pupils, schools, and home, and between the two types of school, lower and upper secondary.

The research part of the study is to examine the developmental processes of the engaged teachers, as well as the form and content of the digital portfolios.

Theoretical framework
The theoretical framework for the development work in schools is based on Action Learning (Bjørnsrud, Tiller, McNiff among others), and socio-cultural theories of learning (Vygotsky, Wenger, Dysthe among others).

Methodology/research design
Open questionnaires have been used to collect information about the views of the involved teachers regarding the possibilities for professional development offered by the current project. All teachers teach one of the two subjects “Elective Education Programme” and “In Depth Study Project”, and they all aim at applying digital portfolios as a meeting place for the student with supporters in their schools.

Expected conclusions/findings
The data collection is still in process and it is too early to estimate the findings. However, from meetings with the teachers and from their presentations during seminars within the framework of the project, it is hypothesised that teachers find the action research activities to be positive, especially in comparison to their previous practice.

Relevance
The drop-out-problem in secondary school is a challenge in several Nordic countries. Students who do not complete vocational upper secondary education is very high, about 30% in Norway, a fact which is of great concern in Norway. Moreover, the high percentage of rechoosing among students in Vocational Educational Programmes proves the need for more knowledge about the transition between lower and upper secondary school, and with a special view on the VET programmes. Our intention is that the current project will contribute with new insights into the educational research in this topic.
A comparative study involving 6 years old children from the Nordic countries about their ideas about the human body (bones and organs).

Gunnhildur Óskarsdóttir

The paper explores preliminary findings of a research carried out by members in the Nordplus netværk Alka-net (http://www.alkanet.dk/) to see what kind of ideas 6 years old children in the Nordic countries have about the human body e.g. structure and location of bones and organs before being taught about it formally at school. The aim is also to see if there is difference between the ideas of children in the different Nordic countries. The aim is also to make a joint project between the countries and to develop in the light of the results a programme for teacher education in the teaching institutions involved in the Nordplus Alka netværk.

A number of studies have been done on the use of drawings to probe children’s ideas about their bodies and have proved to be an important and a valuable way of getting information about children's ideas about various things (Black & Harlen, 1995; Carvalho et al., 2004; Oskarsdottir, 2006; Osborne et al., 1992; Reiss & Tunnicliffe, 1999a, 1999b; Reiss et al., 2002; Tunnicliffe & Reiss, 1998, 1999a).

Twenty 6 years old children from six of Nordic countries were chosen and asked to draw the bones and the organs in the body. Each drawing of the bones was analysed by using scale developed by Reiss and Tunnicliffe’s (1999). The drawings of the organs were analysed by Reiss and Tunnicliffe’s modified scale (Oskarsdottir, 2006).

The results of the study show that there are similarities between the ideas children in the Nordic countries have about the body and these are in tune with results other studies have shown. There are however also some interesting differences in children’s ideas between the countries. The results suggest that the culture in each country, for example, cooking habits, the food we eat, pictures and language expression influences children’s ideas about the structures of both bones and organs.

The study has a multible relevance for Nordic Educational research as the aim is to use the reulsts to develop a programme for teacher education between the institutions involved.
Explaining Danish and Finnish PISA differences by using the flow concept

Frans Ørsted Andersen, DPU /University of Aarhus, Denmark

This PhD-study is providing a deeper understanding of the permanent differences in the Danish and Finnish PISA-results. These differences occur between two closely related Nordic welfare states. Finnish students continue in PISA to get the highest Nordic (and worldwide) scores in e.g. reading, science and math, while equivalent Danish (and Norwegian and Swedish) students score relatively poor. The Finnish school system is by the OECD ranked as world best, having both “high quality and high equity”, in spite of the fact that Denmark (& Norway & Sweden) has the world’s most expensive educational systems.

Could one explanation of the Finnish success be an ability to create more and deeper flow-situations in everyday school life?

The difference between the Danish and Finnish PISA results are made up by the relatively better score by the lowest scoring 25% Finnish students compared to the lowest Danish quartile. Many, both Danish and Finnish students, report “school-flow” in connection with periods of “project or theme work teaching”. But for some children, e.g. the ones with learning difficulties, such complex learning situations can, unless the teachers are extremely aware of it, produce more negative experiences – like feeling over-challenged or socially uncomfortable. This weaker group tend to feel more focused, thus also experiencing more flow, during settings, where the teacher is in clear visible control of the activities. My conclusion is that Finnish schools probably are better at creating flow-situations for the least scoring 25% due to following reasons:

- Maintaining order and structure in the class room in a comforting and confidential way without using boot camp methods
- Classroom-management style of teaching
- Keeping a close personal contact with and providing detailed feedback to each child
- Providing free, healthy meals, fresh air and exercise for all children every day
Reformulating reform: curriculum history revisited

Dr. Philos.. Kirsten Sivesind
Institutt for lærerutdanning og skoleutvikling, UiO

The paper reviews three periods of curriculum reform in Norway over the last 250 years. A particular focus is put on how government interrelates with research efforts and the semantics of schooling. The main claim is that empirical research cannot replace curriculum reform as an institution or a practice. Therefore, all efforts to bring research into reform work necessitate deliberations that are programmatic in character.

The paper examines curriculum reform within a comparative historical perspective, and also forecasts contemporary changes that have been made to earlier models of reform. The origin of government and reform in the traditional Dano-Norwegian curriculum model is contrasted to the Prussian form of curriculum administration as it was invented according to the neo-humanistic ideas of Bildung in the early 19th century.

Founded on pietistic and philanthropic ideas, the Dano-Norwegian form emphasises teacher-student relationships, as well as the importance of tailoring content and methods to the innovative practices of schooling. These rationales underlie both local and regional quests for national curriculum guidelines at the turn of the 20th century that become significant for the next generations of reform. In 2006, however, a new generation of curricula seems to take form emphasising accountability and measurable competencies.

The paper addresses theoretical and methodological issues of reform and curriculum history. A main question is how theoretical fields influence reform work within and across the three periods of curriculum history. Considered a state-administrative accomplishment, curriculum work is analysed in relation to sociological models of bureaucracy. The professional semantic of schooling is called ‘Didaktik’. The comparison between sociological methodologies and the rationales of schooling clarifies the practical character of ‘Didaktik’ and its traditional purpose; to calibrate curriculum reform to the reality of schooling.

Currently, the old model of curriculum reform and the tradition of the ‘Didaktik’ are under pressure. International assessment systems generate new expectations about what knowledge is considered most valuable, and what form of knowledge should be attained. In this situation the Dano-Norwegian model transforms in respects with standardisation globally. Reasons for a renewed interest in scientific reasoning during the 21st century are unclear. One possible cause is the nature of curriculum-administration itself and the decline of institutional boundaries of government and schooling. As a consequence, research has become operational as a decisive force, yet it cannot replace the curriculum.
On the need of citizenship literacy

Tomas Englund

Is there a need to, ought we as educational researchers, more clearly, put the normative question of how to create the preconditions for a political socialization of all citizens implying a citizenship literacy that enable humans / pupils / students to make meaning from communication of different kinds implying a communicative competence in its widest sense: having opportunities to make use of one’s citizenship rights by developing one’s communicative abilities, and being recognized and listened to in different settings. Aiming at citizenship literacy implies a certain civic responsibility on the part of professionals such as teachers and others who are in charge of teaching situations and the leading of communicative interactions. At the societal level it is fundamental that the institutions of society, e.g. schools, create predispositions for public deliberation over important, moral and political questions.

As far as developing a deliberative attitude and competence is concerned, literacy can be seen as a predisposition. The primary understanding of the concept of ‘literacy’ is thus, in modern democratic contexts, not only the ability to read and write. The central idea of a citizenship literacy is that people should have the competence and opportunities to understand and deliberate upon ideas and arguments in communication; a communication which is about sharing as well as contesting different ways of apprehending the world and ideas from different standpoints. With such a starting point, it is important to examine the literacy of children and students from a communicative research approach, that is, literacy as a natural continuation of the communication in which the individual is already involved, and with the potential to widen his or her civic participation in society.

To what extent can these conditions be created through different learning spaces / education and life-long learning in different informal settings and formal institutions - pre-school, primary and secondary school, higher education and adult education - while simultaneously developing a social capital, a reciprocal trust among citizens, which is necessary for a pluralistic and multicultural society to survive and develop? How can the civic, moral and political dimensions of the socialization and its communication processes be undertaken by the curriculum in its widest sense?
Evaluating Designs for Learning – a Framework

Jeppe Bundsgaard, Phd, Associate Professor, Danish School of Education
Thomas Illum Hansen, Phd, Director, LÆREMIDDEL.DK

Research Aim
The aim is to present a framework for evaluating designs for learning, and to provide an exemplar evaluation of the Practice Scaffolding Interactive Platform The Editorial Office.

Theoretical framework
The framework is building on and discussing social semiotics and multimodality theory (Selander 2008; Kress 2003), dialectical and cognitive linguistics (Bang & Døør 2007; Hansen 2006), critical constructive Didaktik (Klafki 1996; Bundsgaard 2005), theories of assessment of competencies (OECD 2004; Rychen & Salganik 2003; Bundsgaard 2007) and didactical analysis (Hansen 2008).

Methodology/research design
The frameworks point of departure is a distinction between 1) potential learning potential, i.e. the affordances and challenges of the design for learning, the 2) actualized learning potential, i.e. the integration of the design for learning in a situation in a given context, and the 3) actual learning, i.e. the participants' development of competencies. Each aspect calls for different research and analytical strategies and methods (from phenomenological analysis, through ethnography to standardized tests).

Relevance for Nordic Educational research
The strength of the framework is the combination of phenomenological and ethnographic analyses with standardized assessment, adding to the analysis of the design of learning-potential an examination of the actual outcome understood as students' competence development. The framework is intended for use in scientific research, but will also be adapted for use in teacher education and teacher practice.

Expected conclusions/findings
The framework is designed as a concept map (Novak & Cañas 2006) with appurtenant deliberations. An exemplar evaluation based on phenomenological and ethnographic analyses and assessment of student learning is performed on a computer based collaboration tool supporting all phases and aspects of the production and publication of a newspaper (The Editorial Office, Bundsgaard 2008).
Socioscientific issues as a possibility in education

Mikael Alexandersson, University of Gothenburg
Jörgen Dimenäs, University of Borås

In Sweden today it is relatively difficult to recruit high school students and university students to education including science topics. An explanation may be that students experience science education as objective without questions of value (Gustafsson, 2007). We can also discuss it as a response on high schools, universities and teachers traditional and non reflective way to structure and arrange education in other forms than in separated topics (Dimenäs, 2007). There has been some attempts and progress made during the last decades. Examples of this are projects were you try to integrate science and technology in society (Stringer, 1992) and more recently, projects which use socioscientific issues (SSI) dealing with ethics in the context of science education (Sadler, Amirshokoohi, Kazempour & Allspaw, 2006). Current examples are genetic engineering and questions about global warming and the greenhouse effect (Hewitt, 2002).

This study in progress is a re-analyze of different teacher perspectives of how they understand the phenomena justice and water and a discussion of what the consequences are in relation to learning and education in general. From the presented results there is also a discussion in the use of socioscientific issues (SSI) dealing with ethics in context of science education as a new agenda for teaching and learning. Fifty eight teachers who sometimes teach about the phenomena justice (33) and water (25) participated in semi structured interviews. They represent preschool teachers (13), primary and secondary school teachers (17), high school teachers (14) and university teachers (14). The result of the study is presented from an inductive re-analyze perspective to explore emergent patterns relative to the questions how different teachers understand justice and how they understand water and justice and water in relation to teaching and learning. The study also focuses on the question if there is a relation between the two phenomena and the possible critical consequences of that for teaching and learning.

Preliminary results from the study show that it is possible to identify how teachers understand the phenomena justice and water. The structure can be described in three dimensions of understanding. You can see towards the phenomena, outwards the phenomena or the phenomena in a mediated way. Spontaneously the teachers also put together and understand justice and water as an ethic problem in an unequal world. Implications of this research for science education is that it can be a dilemma for teachers to choose what and how to teach in those specific topics. Teachers did identify socioscientific issues dealing with ethics in this context of science which could be a new agenda for meaningful teaching and learning and a necessity for learning about sustainability.

References
Improving Principals’ Pedagogical Leadership - a way to meet the demands for accountability?

Monika Törnsén & Helene Ärlestig

Principals in the Nordic countries as well as internationally are challenged to balance a complex reality with many different expectations. The expectations include a leadership which directly or indirectly enhances students’ performance and school results. As pedagogical leaders and heads of schools, principals are expected to meet policy demands for improved school results and to be accountable for students’ and teachers’ performance. However, principals and teachers in the Swedish schools by tradition have a ‘silent agreement’ where the teachers autonomously manage their own performances and classroom activities while principals administer more general issues. At the same time more and more teachers express that they lack professional feedback and conversations with their principals about teaching and learning issues. How current and future principals develop skills to supervise teaching and learning and thereby enhance their possibilities to contribute to improved student outcomes are in the forefront of our research.

This paper reports on the evaluation of a one year long university course in ‘Pedagogical Process Leadership’ in Sweden. A group of 10 experienced principals participated in the course to widen their understanding of supervision (pedagogical leadership). The course uses both current knowledge and provides ideas on how to train and analyze the principals own activities and skills. The focus is how principals can support teachers in their work with students. The principals’ role is seen as important to align the different teachers’ knowledge and skills in relation to the schools teaching and learning program and the school results from earlier years.

10 experienced principals, one male and 9 female participated during a year in a university course aiming to improve their pedagogical leadership, teachers’ performances, and eventually school outcomes. Besides literature readings, seminars and analyses of official data and their own schools documents the principals made classroom visits which they documented. The empirical data for this paper is based on the principals’ activities and reports during the whole course period.

The participating principals who joined the course had all in various ways identified a problem in their roles as pedagogical leaders even if they had many years experience as principals. The findings so far point to individual paths for each principal to expand their own knowledge as pedagogical leaders and supervisors. Using different types of protocols and different focus on what to observe made the principals’ feedback and dialogues with their teachers more concrete, dialogues that contribute to an increased interest on the thinking behind the actions in classrooms. Through training and increased knowledge of the role as a pedagogical leader the supervision of teachers can be improved. The concrete assignments call for various interactions between principals and teachers around the teaching and learning program which thereby can contribute to accountability and increased student outcomes. The knowledge from the course evaluation can provide insights of how to, in a larger scale, prepare principals to support teachers and impact student outcomes.
Communications Role in Swedish National Principal Programs

Helene Ärlestrig

In many western countries there is a focus on how educational leaders can contribute to better school outcomes. Research on successful schools and successful principals implies that principals have an important but often indirect impact on students' outcomes. To be able to balance complexity and align every day work with a focus on outcomes and improvement, leaders' communication plays a vital role. Through communication principals aims and intentions can become visible. Communication is often mentioned as an important aspect in leadership literature. At the same time many meetings and conversations are in practice often matters of routine. Communication is intertwined in other processes and can be hard to distinguish. Earlier research shows that most communication inside schools is directed towards mundane issues and individual students. Principals often overrate their ability to communicate teaching and learning issues.

In Sweden a new national principal program starts during 2008/2009. The new program has an increased focus on results and includes three main courses; exercise of authority and school law, steering towards goals and results, and school leadership. The aim in this paper is to study the syllabus at each university for the new principal program with a focus on how communication is treated. Interviews will be made with the director for each program. What kind of litterateur and training are included in the programs? My main research questions is if it is possible to identify a changed emphasis in how communication are taught since the new leadership role are expected to exercise authority and be focused on school improvement and results to a higher extent compared to earlier programs that focused on democratic processes.
Accounting information systems designed for supporting head teachers using management by objectives in Swedish schools efficiently?

Erik Lindberg

Management by objectives has replaced the older system, i.e. using rules and regulations as the major control device in the educational system in Sweden. One reason for doing this was to decentralize and increase the efficacy. Sweden has in this way created a hierarchy of three levels; put simply one could say a national level which create the national goals and requirements, a local government who receive an amount of money and goals to achieve and a possibility to make local priorities, and the school headmaster level.

The headmaster who is in charge for the implementation of the new management control system experience a new role and their responsibility has increased. The headmaster has become in charge for reaching the goals and for keeping the budget s/he got from the local government. Headmasters are expected to have necessary information to ensure that their organizations are efficient and meet current goals and standards.

The overall aim of an accounting control system is to provide management with support data for utilization of recourses, planning and follow up. It should be designed so the decisions of the head master creates an efficient use of sparse resources and stimulates performance in the school and helps with the work of attaining the organizations goals. This paper raises the question if the new control system has got an accounting information system that is designed for a new situation. The old system supported the headmasters decision-making during management by rules, but has it changed? The new role for a head master creates a demand for an accounting information system that is designed for supporting the use of management by objectives efficiently.

In this paper have two municipals been studied and the local design of the accounting information system has been investigated. Two official accounting systems was studied and to get a better understanding about the intentions behind it and how it was used in practice 14 semi structured interviews was made. One municipality had cost centers and the other one had profit centers, but no one fulfilled the theoretical requirements. The different effects they have on the role of the headmaster is analyzed and the results suggest that it has to be more debate about how the demands of the new role should influence the design of the accounting information system making the management by objective an effective control system.
Internal Capacities for School Improvement – principals’ views in Swedish secondary schools

Conny Björkman

The aim of this paper was to describe and analyse principals’ views of collaboration forms, staff development and leadership, as critical internal capacities for school improvement, in five more successful and four less successful Swedish secondary schools, and compare the qualitative similarities and/or differences in the principals’ views at the level of schools. A successful school is understood to be a school where pupils accomplish both the academic objectives and the social/civic objectives in the National Curriculum. The empirical materials used were collected through semistructured interviews with the ten principals and the two deputy principals, and through general school observations in the nine schools.

The perspective of principals’ views was used as the unit for analysis, in order to reflect the principals’ way of thinking about the internal capacities, as principals’ views were expected to be an important indication of how principals act and interact with teachers in their specific context. To create such a model for analysis meant creating views, generated from empirical text, that deepened the understanding of the meaning of collaboration forms, staff development, and leadership, as critical internal capacities for school improvement. These views were then interpreted with the help of two theoretical concepts; structure and culture. The creation of the model made it possible to analyse and describe the school observations and the principals’ views of the three critical internal capacities, in the same usage. The question of what is decided helped to describe and understand the structure in a school, which in educational sociology is understood as the division of labour. The question of how the decisions are realised helped to describe and understand the culture in a school, the distribution of work. By using the theoretical concepts of structure and culture it was possible to unfold the power relations and the modes of control in the schools, regarding the three internal capacities for school improvement.

One part of the result was the constructed view types for collaboration forms, staff development and leadership. It was possible to construct three qualitatively different view types: A principal distributed and team-based/involving view type, a principal distributed and teacher-based/traditional view type, and a politically distributed and principal-based view type. The last view type only appears in relation to staff development. When connecting the principals’ views of the three internal capacities in the different schools to the different view types, the results show that the ‘team-based/involving’ view type dominates in all of the more successful schools, as well as in one of the less successful schools. In two of the less successful schools the ‘team-based/involving’ view type has become a vision for the principals to strive for in relation to the experienced reality of the ‘teacher-based/traditional’ view type. The remaining less successful school is dominated by the ‘teacher-based/traditional’ view type. Principals’ views of external collaboration forms, the connections with the world outside the schoolhouse, are interesting, as all schools no matter the level of success, are ‘teacher-based/traditional’.
School leadership matters
Improving digital literacy in basic education

Carl F. Dons, Associate professor HiST

In the paper session I will discuss some problems connected to digital literacy in basic education. Dealing with experiences and studies in secondary school, I want to focus on the role of the school leader, trying to answer the question: How to understand School leadership when it comes to improving digital literacy in basic education? Digital literacy has a great focus in White papers from many of the countries connected to OECD. According European Commissioner for Education Digital literacy is fast becoming a prerequisite for creativity, innovation and entrepreneurship and without it citizens can neither participate fully in society nor acquire the skill and knowledge necessary to live in 21st century.

Studies from basic education in the Nordic countries show that ICT still has not been given a key position in pupil-learning processes in school. On the other hand, a number of studies show that the pupils’ use of ICT at home is on the rise, both in scope and complexity. One important dimension in this complexity is that technology is making inroads into culture and ICT is increasingly converging with many other media. This opens new avenues for public participation and culture-producing activities. These new avenues are also closely connected to the application of new forms of knowledge and skills. How to deal with those new forms of knowledge and skills in school is a matter of School leadership. Active participation in computer games and internet-based arenas such as "My Space", "Facebook" and "YouTube" represent additions to the socialization of children and young people where they participate in a number of collective practices in which personal voices and expressions are combined with problem resolution and knowledge sharing. We can look at these collective practices as part of a techno-cultural education process. In a society where technology increasingly contributes to complexity and information diversity, the role of school as a contributor in a democratic education process is challenged. This shaping process is also connected to the fact that being a fellow citizen means being able to produce utterances on a digital public stage. This is a challenge for Communication rich leadership where the school leader is responsible for exchange between different parties within the school. The school leader is also responsible for the open communication between the school and it’s surrounding. It is the meetings between humans that make development based on reflections possible. School leadership could be understood both as transformative and distributed. I will conclude my presentation by summarizing some findings from the field where its argued that School leadership in the school challenged as a contributor in a democratic education process, need to be understood as transformative. On the other hand, there are also arguments pointing on that when it comes to the application of new forms of digital knowledge and skills, School leadership need to be understood as distributed.
Democratic leadership in multicultural schools

Gunn Vedøy

The paper explores how democratic leadership can be understood and are practiced in multicultural schools, and is built upon data from my doctoral thesis (Vedøy 2008). The theoretical framework consists of approaches connected to democratic leadership (Woods 2005) and democratic education (Howe 1997, Biesta 2006, Kalantzis and Cope 1999).

In a preliminary interview study the formal leadership teams in eight schools were interviewed in groups and individually. The schools were all lighthouse schools for the Norwegian National Centre for Multicultural Education. Two of these schools were asked to participate in a case study. In the case study additional data were produced. I observed classroom practices, shadowed formal leaders and conducted group interviews with contact teachers, bilingual teachers, and minority students and their parents.

The two schools were analyzed and discussed prototypically through the lenses of Kalantzis and Cope (1999) who argue that basic skills, like reading, writing and calculation ought to be focused in order to give all students opportunities to social mobility in society. In order to reach this goal the majority’s culture and the pedagogy have to be explicit. Explicitness of the culture of schooling does not mean an objective of assimilation; on the contrary, diversity and multiculturalism are stressed as important values. The methods used in schools should ensure that all students are trained in cultural and linguistic diversity. Still supplementary teaching in Norwegian as a second language (NSL), first language tuition and bilingual content instruction are important. And finally it is stressed that the teachers’ role as authorities and professional educators in schools are important.

The findings show that traditions and Norwegian values like equality and harmony are challenged in a multicultural school, and can not be taken for granted. In multicultural schools the ethical rationality has to be explicit and negotiable. This creates a need for many and varying arenas for dialogue. A normative answer to this challenge addresses what can be regarded as meaningful and valuable for each single student. At the same time it demands that students reach the “democratic threshold”, which qualifies for active citizenship.

Howe, K.R. 1997: *Understanding equal educational opportunity. Social justice, democracy and schooling*, New York, Teachers College
Vedøy, G. 2008: “En elev er en elev”, “barn er barn” og “folk er folk”. Ledelse i flerkulturelle skoler, Universitetet i Oslo, UniPub
Innovative work in schools: The function and distribution of leadership

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Leadership is currently seen as crucial in schools’ capacity building, as a warranty for educational quality and reform work, and as a guarantee or prerequisite for school development (Leithwood & Riehl, 2003; Mulford & Johns, 2004; Møller & Fuglestad, 2006). Leadership is often understood in terms of sets of standards and competencies for the formal leaders in schools, what Gronn (2003, p. 7) calls “designer-leadership”. Lately, this view has been contested and a view of leadership as distributed has been advanced (Gronn, 2002; Harris, 2005; Spillane, 2006).

The paper aims to investigate leadership as an aspect of socially distributed and artefactmediated innovative learning processes. Cultural Historical Activity Theory (CHAT) is used to analyse the functions and the distribution of leadership. This theory regards innovative work as processes of shared object construction, mobilisation of necessary and complementary cultural recourses in process of mutual learning (Miettinen, 2006). Innovative work within and between activity systems bring forth questions about authority and influence (Blackler & Crump, 2000; Engeström, 2000). While power in organisation is commonly seen as vested in positions and individuals, in this paper I discuss how leadership emerges and contributes to change as an outcome of the dynamic interplay between actors and tools.

The empirical study is from an ongoing project in a municipality that aims to strengthen adapted education through the use of ICTs. The project receives funding from the Government’s program “From words into practice” that is intended to facilitate innovative work and reform capacity in schools. In this paper, transcripts of audio-recorded data from project group meetings in two schools (elementary and lower secondary) are analysed. Special attention is paid to issues of power and authority as the project group members work to transform, expand or sustain objects of inquiry. In the literature, there is a lack of studies in Educational Leadership that use CHAT. My research shows that CHAT holds a great promise for better understanding of issues of leadership in innovative work in schools.

Reference List:
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Information sharing between school leaders and teachers – a contribution to the social construction of the school leader position.

Hege Myhre
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The subject of my PhD work is the social construction of the school leader role in primary and secondary schools in Norway. Within three case schools I have explored which expectations teachers have from their school leaders, and how these expectations via interaction between teachers and leaders contribute to the social construction of the school leadership position. The backdrop of my investigation is a supposition of an increased cross pressure for school leaders, related to a development in direction of the so called New Public Management. Related to these ideological changes, the expectations directed to school leaders from actors outside each school have changed over the last few years.

One of the biggest challenges for today’s school leaders seems to be how much and in which ways they should give the teachers information. There are many contradictory expectations to the way information is given from the leader, among the teachers, and it seems like it is very difficult for a school leader to give information in a way which is totally acceptable among the teachers. It seems to be a nearly impossible balance between too much or too little information. How teachers expect to have information, is connected to many aspects in the school reality; the power struggle, school development and cooperation as just a few. In my research project I have found many dilemmas connected to the ways which school leaders give information, and I try to analyse how we can interpret these dilemmas. There seems to be much indistinctness and misunderstandings between school leaders and teachers of what motives lay behind the way information should be given. How much and what sort of information the head teacher gives the teachers, in connected to the legitimacy the leader has among the teachers. It is also connected to the comprehension that the school leader have of the teacher’s role and his/her own role and functions.

One important aspect of this theme is the complexity which characterize today’s school system and the society around schools. Parallel to the increased complexity, the school leader role has to change, but an important question is to what degree do the teachers take the complexity into consideration?

In my research project I have observed and conducted interviews with teachers and school leaders at three compulsory Norwegian schools. The presentation will contain parts of this material.
Value conflicts on a privatized school market:
the relation between deliberation, ownership and competition

Anders Fredriksson, Department of Politics, University of Gothenburg
Hanna Kjellgen, University West
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Over the last few decades, deliberation and privatization have become increasingly common traits of the Swedish compulsory school system. On a philosophical level the ambition has been to increase individual freedom; politically the changes have been seen as necessary reforms in order to maintain acceptance for public administration. Different local authorities have implemented the reforms in varying ways, which has created a system of local school markets with different levels of privatization.

However, the relationship between deliberation and privatization is not theoretically or empirically clear. From a democratic point of view, it has been argued that deliberation is something very different and perhaps the antithesis of privatization. It has, on the other hand, been shown that privatization might increase deliberation under certain circumstances. In a comparative study in the USA, Minstrom (2003) founds indications that privatization does increase the use of deliberation. He claims that privatization can "create spaces where deliberative democracy might be encouraged". In this article we test if this claim is supported by data from other school systems, in this case the Swedish school system.

The theoretical framework of this article is democratic theory, particularly deliberative democratic theory. The empirical analyses are based on survey data collected in the research project ‘Value Conflicts in Primary Education’. A randomized sample of Swedish teachers in social studies have been asked how they would handle certain value conflicts – i.e. conflicts where two or more values cannot be maximized on the same time. The result implies that the more competitive a school system is, the more likely is the teacher to use deliberative strategies when handling a value conflict.

In this article it is argued that there are two related but not identical phenomena which are traits of the privatized school system: competition between schools regardless of ownership and the ownership per se. These traits must analytically be kept apart.

The aim of the article is therefore twofold: to test the findings of Minstrom in a Nordic context, and to test whether competition or ownership (or both) effects deliberation. We show that the argument of Minstrom is partly true in Sweden. The level of competition does have an impact on the use of deliberation, while the status of ownership has no impact.
Classroom discussion and democratic participation

Johan Liljestrand, University of Gävle, Sweden

In the Swedish community-oriented education controversial subjects (political issues and issues on different views of life) are often treated through teacher-led discussions. In this presentation, I want to discuss how various forms of discussion in the classroom can be related to participation in democratic society and the conversations and debates going on there. Do classroom discussions contribute to active participation in a democratic and pluralistic society? The theoretical point of departure is mainly etnomethodological analysis of videotaped recordings from everyday life in classrooms. One conclusion is that the teacher is handling a complex situation, where student autonomy can both be seen as an important aspect of participating in a discussion, and at the same time becomes a risky project when it concerns the students ability to participate through qualified argumentation. The relevance for Scandinavian Educational research is to relate official goals of schools as being an arena for educating democratic citizens, to classroom processes where the aim is to discuss controversial issues.
The teachers’ justification of “best interest of the child” vs lojality to the colleagues

Frøydis Oma Ohnstad & Gunnel Colnerud

ABSTRACT. A recent study (Ohnstad, 2008) deals with Norwegian teachers’ "lived" professional ethics, what kind of dilemmas they identify, the way they report to cope with their experienced ethical dilemmas, and how they justify and argue for the chosen solutions. Very little research has been done concerning teachers’ justification and judgment in ethical dilemmas.

This paper will discuss the teachers’ justification of ethical dilemmas especially to the loyalty of the child, and analyses different values and conflicting interests as part of teachers’ ethical decisions. Ohnstad examines the teachers justifications connected to different theoretical frameworks - both norms as warrants as pointed out by Toulmin in “The Uses of Arguments” (Toulmin, 2003) and in “Reasons in Ethics” (Toulmin, 1970) and how professionals may use their discretionary power (Grimen & Molander, 2008). Discretion can be viewed as practical reasoning with weak warrants.

The study, which is presented, shows that “the best interest of the child” is the teachers’ main justification. In spite of how the teachers openly express loyalty to he child, their solutions illuminate how loyalty to colleagues more often is given priority.

References:
Ethical considerations in ethnographically oriented studies
- on ethics and credibility

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In ethnographically oriented studies a dominant assumption is that the study object takes shape between researcher and informants. By being there, in the field, researcher and informants get to know each other, both formally as when the researcher interviews an informant and informally as when having a chat in the coffee-room. In Alfred Schütz’ words, ethnographically oriented studies imply a researcher who is both an actor and an observer. In this paper, we inquire into possible meanings of this assumption. Our point of departure is the ethical guidelines used in Sweden to direct research within the humanities and the social sciences. We argue that ethnographically oriented studies within a qualitative research tradition put demands on the researcher to consider ethical guidelines as related to the theoretical assumptions a study builds on. Our point is that ethical considerations are intertwined with the interplay between researcher and participants and consequently, have implication for the credibility of the study.
Schoolchildren’s constructions of bullying causes

Robert Thornberg

The aim of this study is to explore how schoolchildren themselves explain why bullying takes place at school.

The theoretical framework in this study is drawn from the interactionist tradition as well as the new sociology of childhood. Meanings are social products that are constructed and maintained in and through the defining activities of people as they interact. People define who others are and their motives as they interact with them. They attribute identities to others, and these identities become important for how they act in relation to them. By active participation in social interactions, children develop and co-construct morality of social life as social and personal constructions. They do not passively and simply internalise society and culture, but actively interpret and construct meanings and act upon their constructed meanings. Children are seen as active in the construction and determination of their own lives.

Individual qualitative interviews were conducted with 56 schoolchildren, recruited from five elementary schools in Sweden. Grounded theory methods were used to analyze data.

According to the findings, the schoolchildren appear to use at least seven constructions of bullying causes to explain bullying: (a) bullying as a reaction to deviance, (b) bullying as the work of a disturbed bully, (c) bullying as social positioning, (d) bullying as an amusing game, (e) bullying as a revengeful action, (f) bullying as a thoughtless happening, and (g) bullying as social contamination. The findings are discussed in relation to research and theoretical concepts such as social misfit, labelling, blaming the victim, moral disengagement, definition of situation, and social interaction, as well as to values education.

This research project is highly relevant for Nordic Educational research by conducting bullying research with an aim and with methods, which are atypical in international bullying research.
The Good Teacher and its Shadow - on Teacher Ideals as Conditions for Classroom Talks

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The research topic of this paper is exploring different teachers ideals and how the constitute different conditions for students’ participating in class room talks. The theoretical framework is built up through different traditions. Firstly, teachers’ ideals are understood as creating certain teachers’ and students subject positions from a foucaudian perspective. Teachers’ and students’ ideals are also understood as something that creates its own shadow, in other words at the same time as the enable certain action and ways of participating in the classroom, they also hinders other ways of acting and participating. Secondly, schools communicative practices where classroom talks take place in are understood as institutional settings from a curriculum theoretical perspective where researchers as Lundgren and Englund are included. Thirdly, classroom talks and communication are understood as comprising interactional patterns, a perspective built up from the findings of classrooms researchers such as Dysthe, Nystrand, Cazden, Mehan as well as from the cultural and linguistic theorist Bakhtin.

A combination of ethnographical and text analytical approaches is used methodologically in the project. The ethnographic part of the study comprises of videotaped observations of classroom talks in order to study how a teaching practices practises and their imbedded interactional patterns generates certain communicative norms and ideals for teachers and students. The curriculum part of the study comprises of analyses of curriculum and syllabuses in order to understand how these institutional frames constitute conditions for participation in the classroom talks studied.

The findings of the research show four different teachers’ ideals connected to different ways of organising classroom talks, which in turn bring four different students’ ideals: 1) The Good Teacher as a moderator for a The Teaching Examination, 2) The Good Teacher as a moderator of a Text Oriented Talk, 3) The Good Teacher as a moderator of a Culturally Oriented Talk, and 4) The Good Teacher as a moderator of an Informal Book Talk.

In the paper a discussion is carried out how these teachers ideals not only creates students’ ideal, but also their shadows that enable certain ways of participating but at the same time hinders other ways of participating. These teachers’ and students’ ideals, generated from school practices, are also compared with ideals for teachers generated from pedagogical research, especially the Good Teacher as a deliberative Teacher and the Good Teacher as a Dialogic Teacher.

The question of how ideals, teachers and students, are generated in classroom practices and how the enable respectively hinders ways of participation has a clear relevance for Nordic and international educational research as the ideals found in this study could be understood as expressions of teaching traditions that are deeply rooted in all Nordic countries.
Colleagues’ misconduct as ethical dilemmas

Professor Gunnel Colnerud, Linköping University, Sweden

This paper presents selected results from a longitudinal study, which is a comparison between two studies of teacher’s ethical dilemmas. The original study was executed in Swedish compulsory school the first part of the 90’s (Colnerud, 1995). The follow up study is a replication of the original one performed in 2008. The complete longitudinal study compares teachers’ reported critical incidents of their experienced ethical dilemmas. The present paper deals with the particular ethical conflicts concerning colleagues’ ethical misconduct - an interest shared by researchers in the Nordic countries.

Theoretical background
The theoretical background is based on sociology of education and applied ethics. Teaching can be described as a profession with inherent contradictions. Teachers are supposed to make school valuable to students and yet ignore, when practice is inappropriate or harmful to students. Norms of collegial loyalty keep them from defending pupils against colleagues’ misconduct. The problems of loyalty have got attention in moral philosophy by the increased interest in professional ethics, since professions, like teaching, often face contradictory goals. Teachers have little support in objecting against wrongdoings inside the institution. However, they feel responsible to protect students from harm.

Procedures
The empirical method used to collect data in both studies is "critical incidents". Teachers from three of the schools being involved in the original study were asked to respond to one single question, which is identical to the original study: Briefly describe a situation or a kind of situation when you find it difficult to know what is the right or wrong thing to do in relation to a student, parent or colleague from a moral/ethical point of view.

The original study was based upon 223 critical incident reports. The follow up study is based on 110 reports. This is regarded as enough to compare the outcome between the two studies.

Findings
The analyses resulted in a significant increase if the number of reported conflicts concerning colleagues’ ethical misconduct compared to the original study. This can be seen in contrast to the findings of the previous dominant category, which concerned protection of students vs parents. The content analysis of the ethical dilemmas concerning colleagues result in four subcategories: Colleagues who treat students in a harmful way, colleagues who don’t do their work very well, colleagues who slander students, and the difficulty to stand up for students who are in conflict with colleagues. It seems as if nothing have become easier, when it comes to teachers’ ambiguity in relation to the conflict between protecting the students and collegial loyalty. The institution reinforces teachers to be restrictive in order to remain strong. Consequently a single teacher, who protects a student not only breaks the loyalty to the profession but also to the institution. Thus, to make it legitimate and possible to act in favour for the student, when it is doubtless morally defendable, demands some support from the institution.
Possibilities and obstacles for children's participation in everyday school life

Helene Elvstrand

The aim of this paper is to investigate possibilities and obstacles for children’s participation in everyday school life.

The Swedish political intention of school democracy and pupil participation reflects the international movement of children’s rights and the United Nations of the Convention on the Rights of the Child. Participation is in itself an essential right of democracy. The new sociology of childhood is used as a main theoretical framework in this study.

Fieldwork was conducted in two classes in Grade 4 with following-up interviews and field visits in the same classes but in Grade 5. Forty-two pupils and eight teachers participated. Observations and informal conversations were conducted and documented by field notes. Individual qualitative interviews with 20 pupils were conducted. In these interviews the researcher gave children paper, crayons and pencils, and asked them to draw a picture from the theme, “A day in my school”. When they had finished their drawing, the researcher invited the children to talk about their drawing. Furthermore the children also were invited to write in reflection books about things they decided themselves concerning their school life. The qualitative analysis of the fieldwork data was accomplished by procedures influenced by the Grounded Theory.

The findings report possibilities and obstacles for children’s participation in everyday school life. The findings will be discussed in relation to the new sociology of childhood as well as to the international political movement of children’s rights.

The study has relevance for Nordic Educational research by generating empirical knowledge regarding issues of democracy and participation in education.
Young online ethics

Lotta Eek-Karlsson
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During the last decades the digital area has emerged and changed the conditions for communication – especially among young people. This paper raises the question of whether the new way of interaction affects the young’s view upon ethical and moral issues. Our main aim is to investigate if there is a difference between young people’s ethical and moral thoughts concerning the way they interact online and offline. Is it e.g. easier/more ok to participate in bullying and other kinds of harassment online compared to offline? Is it considered more effective to give support and encouragement online than offline?

With the ambition to find an answer to questions like this, an extensive investigation was carried out in a medium sized municipality in Sweden. A web based questionnaire was in spring 2008 distributed to all pupils in fifth and eighth grade in compulsory school, as well as to all pupils in second grade in upper secondary school. More than 1700 answers provide an extensive base of information, containing quantitative as well as qualitative data. The data were analysed within a framework based on socialization theories.

The results so far show that online interaction is a very common and important way to create an intersubjective communication. The young informants also express quite a different picture on how they treat each other regarding ethical and moral standpoints, compared to the picture frequently given in today’s media. Results also point out that those pupils to a great extent use the new digital arena to express support and encouragement, and only to a much lower degree use it for the purpose of harassment. The online digital arena of Internet and mobile phones is often described by the pupils as effective and important when interacting with others, but the same ethical and moral codes seem to be present.

The result gives a somewhat new picture of the ways young people think and act online. New questions then arise to the researchers. What does this way of thinking mean to the adult world? It’s important that all kinds of pedagogues deal with questions concerning young people’s construction of knowledge and their creation of meaning.
Values education as an empirical field of research

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Values education could be seen as an international established concept and currently used in educational research (Halstead 1996; Haydon 2004) – however, it’s not uncontroversial (Campbell 2003). The paper analyzes and discusses different standpoints and delimitations concerning values education.

For instance, in Sweden ‘pedagogik’ as a scientific discipline and field of research in university has existed in Sweden for hundred years. During the last decades there has been an increasing trend of more delimited and specific concepts in this large educational area: ‘vårdpedagogik, idrottspedagogik, högskolepedagogik’ etc. Moreover, recently in a Swedish national context the denomination ‘värdepedagogik’ has been brought to the fore in some publications (Colnerud & Thornberg 2003; Thornberg 2006).

The theoretical frame is a liberal democratic point of view based on ideas of fundamental, democratic values, that is, ideas and a tradition that more or less inform all Nordic curricula. However, if comparing the Nordic core curricula you find Communitarian as well as Liberal Universalistic approaches (Orlenius 2005; Orlenius & Bigsten 2006). The paper scrutinizes and illuminates these kinds of similarities and differences between curricula in Nordic countries and what this could mean for empirical educational research. It also discusses values education to other closely connected concepts as citizenship and moral education (Halstead & Pike 2006).

The aim of this paper is to open up a discussion if and why it could be fruitful to use values education/’värdepedagogik’ as a denomination of a field of research. How does it contribute to understanding of educational research? What challenges and possibilities does it offer? What kind of alternatives exist? What kind of research issues does this concept include? The paper argues for establishing values education/’värdepedagogik’ as a field of research but also raises some critical questions.

References
Boys as readers, writers and underachievers.

Harald Lauglo
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In North American, Western European and Australasian countries there has been recent years much concern in academic work and policy debate about boys and underachievement in school (Ailwood 2003; Myers 2000; Younger & Warrington 2006; Sadker & Silber 2007; Martino et al. 2004).

In the Nordic context there are also many books, reports and articles (Öhrn 2002; Bredesen 2004; Björnsson 2006; Nordahl 2008; Arnesen, Lahelma & Öhrn 2008). In Norway reports from the PISA and the evaluating of the 1987 school reform, have analyzed the gender differences (Kjærnsli et al. 2007; Haug 2004) and the focus in the gender equity debate has shifted from equal opportunities for girls in 1970s to underachievement for boys since the 1990s.

Many young men resist school through disengagement and disruptiveness, acting up in the classroom in order to show their masculinity. Now Norwegian secondary school girls have better marks than boys in all subjects except physical education (Hægeland & Kirkebøen 2007; Utdanningsdirektoratet 2008). In a Norwegian study Nordahl (2008) asserts that the achievement advantage of girls in secondary school has decreased from 1997 to 2006. This proposal is not an attack on the legitimate equity for girls in school. But I think in this situation it is important to have more focus at boys to establish equity in school and get the boys to achieve better.

I have done a study of 300 students in 2 secondary schools in Trondheim. The research concerned educational ambitions, attitudes to school and the students’ competence in literacy. In the Norwegian “LK 2006 Curriculum” so called basic skills are important in every school subjects. I have data about how they like these activities and the extent to which they achieve in these activities. I also have the possibility to correlate these data with the students’ marks.

My presentation will have these foci: How boys and girls give attention to school work, ambitions to do well at school and boys and girls as readers and writers. I shall devote most time to the last theme; and I want to concentrate my analysis on the boys.

The findings are mostly based on questionnaires to students in grade 8, 9 and 10 but my study also include observations in the classrooms and interviews with teachers.
Children’s Conceptions of Play and Learning from a Gender Perspective

Anette Sandberg, PhD. Associate Professor & Tuula Vuorinen, M.A.

The purpose of this study is to describe and analyze children’s conceptions of play and learning from a gender perspective. The study is based on interviews with 86 children in the ages between 3 and 12 years. Viewing gender through children’s perspectives is about giving the children the opportunity to share their experiences of everyday life and therefore also to make a valuable contribution to research. Bringing forth children’s perspective may challenge our way of thinking of children’s play and learning and therefore also force us to reflect upon our priorities as well as our way of organizing activities. The results show that stereotypes become visible in the children descriptions of play but far from all children include themselves in the separate collectives that boys and girls can be constructed as. Furthermore, children frequently connect learning to action where they learn to control both their social and physical environment. It is essential for children to learn social rules of conduct to gain access to the, by the children, highly appreciated joint play with other children and this regardless of whether you are a boy or a girl.
Gender sensitive pedagogy in Sweden
Preschool pedagogue’s perspective

Ingrid Karlson, ph.d, Linkopings university & Maria Simonsson, ph.d, Linkoping university

This paper addresses the in Sweden quite new phenomena "gender sensitive pedagogy" which can mainly be found in preschool. The study leans on feminist theory, specifically theory on the construction of gender in educational settings and sociological theory of childhood. Pedagogues in preschool and advisory "gender pedagogues" have been interviewed of their opinions on gender sensitive pedagogy, what it might be, what problems it would solve and how to learn to create this "gender sensitive pedagogy". This study is a part of a three-step research project of gender sensitive pedagogy in Sweden. The first study was directed towards in Sweden very popular and very much used books concerning how to work with this kind of pedagogy, the second was aiming to find preschool workgroups views on the matter and the last one studied "advisory gender pedagogues" that are teachers or preschool teachers that have got an additional training to help preschool and schools to work for equality and to apply gender sensitive pedagogy in their work.

We have conducted focus group interviews. Four were carried out with preschool work groups and two with advisory teams. Three cities in mid Sweden have been the locations for the studies.

The findings show that the pedagogues regard gender sensitive pedagogy as something that affect all levels of the preschool institutions for example organisation, interaction, activities and offers to the children. A lot of reflection and training for the preschool themes are required, aiming to construct "know how" in relation to “gender sensitive pedagogy”. Parents should also be involved in the upbringing of equal and gender sensitive new citizens according to the pedagogues’.
The wall and the cracks. Language and gender in teacher education

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This study is a part of the project *Language matters: language use, power and gender in teacher education*. The aim is to explore how the formation of gender in different parts of teacher education include, exclude and/or open up for a diversity concerning “doing gender”. The focus is on breakings against traditional gender norms; against common expectations of how things usually are or should be.

The questions in the study are related to language use from a gender perspective. How is language used when talking to or about girls/boys, women/men at the campus education respectively the school practise education: What new ways to be girl/woman and boy/man are to be seen? How are “breaks” against traditional gender norms expressed among the students and how are they expressed in the groups of children that the students meet during their school practise education?

Walkerdine (1990) designates these breaks “cracks in the wall”. To understand what is happening in this kind of processes it is needed to visualize “the wall”, the norm. What kind of positions (Walkerdine 1989, Davies 1989, 2003) are possible to enter and still be regarded as “normal” girls/women and boys/men? In the complex of meanings that express what is acceptable, it is still possible to act against the social order and thereby contribute to the construction of possible gender positions.

In the process of gender formation language is crucial. Expectations of gender correct behavior and qualities are constructed in acts of language, verbal and non verbal, and is the base for the individuals conception of the world. I hereby refer to Mead (1976) and his analyses of acts that are built on visual gestures, both vocal and non vocal.

Tools that are used to understand the formation of gender are derived from concepts within the “doing gender” approach. "Doing gender" is to act in any situation in a way that will be seen as either consistent with one’s gender or as breaking against the norm. Doing gender is something we continuously are involved in without reflecting (West & Zimmerman 1991). By complex patterns of acceptance and resistence children take to their gender (Bjerrum Nielsen & Davies 1997).

In a qualitative study with a pedagogic ethnographic approach (Qvarsell 1994, Odelfors 1996), data has been collected by tape recorder and video camera at the teacher education within areas directed towards preschool and younger pupils. The investigation has been carried out both at the theoretical and the practical parts of the education. In the analyses from the preschools, as well as from the seminars, traditional ways of expressing gender are found, but also expressions that reflect a diversity of doing gender. The different norms and ways of breakings against them, that are expressed by adults and by children, will be discussed in the paper.

The analyses point at a need for new demands of gender consciousness among teachers and, accordingly, in teacher education.
Taking roles in a network. A case study.

Catarina Arvidson

Research topic: School improvement and leadership from a gender perspective.

This paper presents a study of Swedish gender pedagogues. They are all tutors for teachers in schools and preschools who during 2008 are involved in a school-improvement project concerning gender and equality. The gender pedagogues also work in different school-forms and positions. These gender pedagogues meet regularly in what they call a network.

The aim of the study was to describe and understand this network of gender pedagogues. Questions asked have been: What happens when they meet? What issues are discussed? Why just these issues? The methodology chosen is an intrinsic case study (Stake, 1995). Data were collected by participant observation during one day. A digital recorder and field notes were used for documentation.

Bernstein’s concepts “Classification and framing” (1977) were employed in the analysis of data. Completing such an analyse, and to emphasize a gender perspective, Connell’s (1987) theory of gender and power was used.

The result illustrates that different roles are taken in this network meeting. For example, being the one to initiate discussions to higher theoretical levels or being supportive to individuals in difficult job situations. This role taking seems to be depending on the legitimacy given and taken in the work as Gender pedagogue or professional position.
Gender and agency: memories and experiences of being a schoolgirl

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My presentation is based on my ongoing research “Learning to be female citizen – memories and reflections on transition”. The aim of this research is to analyze how women (born in the early 1960ies) locate themselves and understand their histories in the light of educational transitions, and how they memorize and reflect the process of “learning to become a female citizen”. In this study the locality and context is one selective school for girls in a small city in Eastern Finland. The historical and social background and context of my study is the transition from the system of selective school to co-educational comprehensive school.

Methods of life historical interviews are used for analysing how women outline their life and experiences from school. The interest is in how cultural, material and social resources have enabled them to enact agency and take subject positions. Through interviews I analyse what the individual resources and collective resources have been and are in relation to the educational choices and to the construction of femininity.
School Projects on Gender Sensitive Education in Japan and the Philippines. Questions of Relevance for Nordic Educational Science?

Susanne Kreitz-Sandberg
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Gender and education is a global topic and questions about equality in school are vital in school systems all over the world. The study on gender and especially gender sensitive education in countries other than our own can contribute to an informed understanding about specifics, similarities and common claims. Expectedly different cultural contexts can provide an excellent research ground for the study of patterns, mechanism and norms according to gender in education.

The aim of this presentation is to discuss how international studies on gender in education can contribute to Nordic discourses on gender and education and the development of studies on equality in education. I will introduce a study on school projects in Japan and the Philippines and discuss the following questions.

- How do gender studies in different Asian nations present possibilities and hindrances of gender sensitive education at school?
- How do teachers address gender matters at school according to these sources?
- In which way are schools being described as gendered institutions?

The study on gender and education in the two Asian countries was rooted within social science research on Japan the area in which I did my research for about a decade. The theoretical background was studies on gender within Japanese sociology of education. By including findings from the Philippines I aimed at opening the perspective on Japan by contributing information from another Asian reality.

The study builds on a secondary analysis of evaluation and field studies on gender sensitive school projects. Interest in other parts of the world does not necessarily mean that we have to conduct our own field studies in foreign countries. Much information is available if we have access to local studies.

The results show that gender is a relevant issue of study in Japanese and Philippine primary education. The projects are concerned about gender consciousness of teachers and students. Gender stereotypes for example in study materials are analysed. Possibilities of crossing gender roles are to some extent encouraged. Teachers also discuss their responsibility in relation to the students’ family context. In Japan standardisation of gender roles is one of the problems being tackled. The results from the Philippines show that more attention must be paid to the intersection of gender and class.

The discussion I want to initiate is if, and in which way, international studies on gender and education can stimulate discussions on a gender perspective and equality in education in Nordic countries.
The Norwegian Educational Debate in the 1950s. Still relevant?
Viewpoints on the school’s objective and content.

Lars Gunnar Briseid, University of Agder

The official debate about the school’s objective and content in the 1950s contained many of the same themes recognizable in today’s Norwegian educational debate: We might here mention the discussion about the school’s objective, the problem of differentiation, the school’s function as educator, the level of the pupil’s knowledge, and the school’s role in relation to society. Even if the themes to a large extent are the same, in many respects the debate is different. This presentation aims to provide an overview of the different positions regarding the school’s objective and content in the 1950s until the Curriculum of 1959, and the following Curriculum in Primary Education (the Experimental Plan) of 1960.

A survey of this debate shows that many of the viewpoints from the 50s still have a surprising actuality today. The discussion of that time can be categorized into three main positions: the social, the psychological and the cultural viewpoint. In some respects it might seem artificial to draw lines between these categories. The different positions are to such a large extent interwoven that we might question if it is possible to view them as independent categories. Instead they must be looked upon as a totality in a relationship of tensions, where the emphasis between them varies. It is the variation in this hierarchy between the different viewpoints that is interesting to bring forth, and which is the basis for this research.

Even if this presentation to a large extent depends on primary sources, I’ve also had considerable use of central studies that in different ways throw light on the questions put. These studies have functioned as a reference for my own work. The primary source material has nonetheless served as preparatory work towards the Education Act and the Curriculum, and written experience and comments about the actual themes in contemporary publication. Later presentations of that period’s Educational debate from an intellectual historical perspective have also been consulted, and finally: representations of a more general character regarding contemporary culture and society.

The work illustrates how the different views on the school’s objects and contents had both political and educational motivations. A balancing of social, cultural and economical differences, as well as the fostering of democratic and community oriented citizens, were central non-party aims then. The political disagreement was more in evidence when it came to the understanding of what these values implied, as to the content and the type of organization the school ought to have in order for the objectives to be realised. The pedagogical argumentations were linked to both the pedagogical-psychological viewpoints and the school as an educator of general “Bildung”. There existed a tension between a reform-pedagogical orientation, where the child and its psychological growth and development was placed in the centre, and between those that had as their central aim to conduct children and youths into scientific based subjects and cultural shared values represented in society.

Today’s debate develops along other lines. The Pisa-investigation (2006), organized by the OECD (the Organisation for Economic Co-operation and Development), sets the premises for the educational debate in Norway and the other Nordic countries today. The demand to increase the level of knowledge is to a large extent motivated by socio-economical arguments. Perhaps we have something to learn from the ideas of the 1950s?
Seeing-as in school context

Silwa Claesson

The overall aim of this paper is to expose teachers lived experience. The specific aim is to describe a certain aspect; seeing-as which has to do with a lived agreement between teachers and their pupils inside or outside their classrooms. This means that seeing-as has to do with what teachers and pupils can create together and with their imagination. This empirical study is carried out in the spirit of life-world phenomenology. An important standpoint for the study is that things, natural as well as cultural, always show themselves to each of us as something; they are not neutral.
The classroom - a network of semiotic signs and resources

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This paper discusses the classroom as a “network of semiotic signs and resources” and tries to answer the question: What can one gain from analyzing the classroom with its interaction between student and teachers in terms of semiotic signs?

First I draw the basic lines of my research and its conceptual framework. My research interest is in communication between students and teachers in educational situations, and I focus upon aspects of communication that are not only restricted to verbal language but also body language, silence, the surrounding environment and its material world etc.

I discuss how communication in classrooms can be analyzed and understood with the help of semiotics, and in particular with Charles Goodwin’s (2000) conception of “multiple semiotic resources” as “a common process for the social production of meaning and action”. This conception is, so I argue, coherent with a “meadian” intersubjective perspective on human communication (Moira von Wright 2000) where focus lays on the ‘in between’ rather than on individual minds. So understood, the classroom is a network of communication consisting of a multiplicity of semiotic signs and resources.

I then discuss empirical examples from my classroom observations (videotapes) in order to problematize what can be seen and understood with this particular research perspective: Can the concepts “social semiotic resources” keep the researchers attention on that which goes on ‘in-between’?

Key words:
semiotic signs, semiotic resources, communication, classroom, Charles Goodwin
A phenomenological approach to the understanding of the “one-world” perspective on the relationship between educational research and practice

Magnus Levinsson

The call for a transformation of both educational research and practice, in order to establish teaching as a “research-based” or “evidence-based” profession, is emerging around the globe. On one hand research should become practical and produce more usable knowledge, and on the other hand practice must be redefined in research terms and teachers must look beyond their practice for evidence. The aim of this transformation presupposes a “one-world” perspective on research and practice. That is, research and practice can and should be brought together into a coherent whole, where the findings of research are easily feed into practice and where the problems and questions of practice are the centre of attention of research. Firstly, this paper reveals that the “one-world” perspective is evident in several different domains related to education. Secondly, this paper addresses the “one-world” perspective from a phenomenological perspective and argues that this perspective on educational research and practice is very doubtful and problematical. Drawing on the theoretical framework of Martin Heidegger, which claims that human beings lives in many worlds, mutually defined by and ordered to human possibilities and concerns, this paper states that the “one-world” perspective fails to recognize that: a) different human activities uncover and understands things differently, giving rise to different socio-historically situated worlds, such as ”the worlds of researchers” or “the worlds of teachers”; b) different worlds are not unrelated worlds, they might even overlap. Relating the ”the worlds of researchers” to “the worlds of teachers” means dealing with some kind of distance, but this distance is a prerequisite for opening up new spaces of meaning. Thirdly, this paper discusses alternatives to the “one-world” perspective and to the call for the transformation of both educational research and practice.
In this paper I want to highlight an issue of teacher education. How do we encourage students to observe and reflect on their mentors’ teaching, and how should we discuss and follow up on the different teaching methods they encounter?

At University West we have started a small survey where students have made observations and interviews with their mentors during practice periods, focusing on how the mentor meets the needs of the whole group and each individual in the educational situation. Our empirical work derives from the responses of students who are in their third or fifth term. After analysis of the students’ observations we posed the question; what did the students choose to see, what did they see, and what can they actually see their mentors’ actions?

Our theoretical foundation derives from a socio-cultural perspective, where knowledge is created and maintained by the interaction that takes place in cultural and historical contexts. Learning and socialization can be seen as interactive processes where individuals’ actions are crucial in determining what happens in the process and where the individual is seen as an active, learning, subject. In order to understand the interactive nature of such a process, our aim has been to describe and analyze communication that takes place in a social context. As a method, we have used interviews with teachers and the observation of teachers’ interaction with children / pupils in teaching situations.

An initial analysis of the data has been undertaken both with students and within the research group. In our analyses we have seen that the students’ foci differ in their descriptions. Thus I would also like to discuss our results and, in particular, highlight the question of whether we may be so focused on teaching the students the importance of stimulating the individual so that we forget to teach about the possibility of using the group as a tool in educational activities.
The awareness of language use in understanding.

Annika Åkerblom  
Elsie Anderberg  
Christer Alvegård  
Lennart Svensson

The aim of this paper is to examine the role of children’s awareness of language use and understanding. Preschool and elementary school children were asked two questions that presented a problem that could be described in Newtonian physics and basic astronomy. The children were encouraged to reflect on their own language use when expressing their conceptions of a physical phenomenon.

The paper concerns learning from a phenomenographic perspective, with a focus on the interplay between language use and meaning making. Children (40) in preschool and elementary school (six and ten years old respectively) participated in an empirical, qualitative study, were a dialogue format, developed within the intentional-expressive approach was used.

The aim of the study was to examine the role played by awareness of the interplay between language use and meaning making in learning.

Dialogue transcripts where the children expressed awareness of their own language and knowing, was selected from the empirical material, and contextual analysis was used to delimit qualities of awareness. The qualities of awareness were grouped in six different categories; ranging from what is commonly described as language awareness, to awareness of the role of language in understanding.

In research about language and literacy, language awareness is described as something that allows a child to distance from language and attend to language forms in and for themselves, in order to be able to elaborate with it. Awareness of the role of language in learning is in this paper, suggested to be a way to elaborate with changed understanding, as in learning. From the research reported in this paper a widened definition of language awareness is suggested, in which awareness of the interplay between language use and understanding is taken into consideration. The results are discussed regarding practical implications.

The paper is also a contribution to research about deep learning and about the didactic consequences of considering how language is used when children make meaning about physical phenomena.
Formative assessment in the subject In – Depth Study Project in Upper Secondary School in Norway

Ann Karin Sandal

Research topic and theoretical framework
The aim of this paper is to examine assessment practice in the subject In- depth Study in upper secondary school, vocational education. The current study examines assessment practices in the In- depth Study Project, and how formative assessment influences students’ beliefs, motivation and plans for further education. Some schools use digital portfolios and the study examines to what extent assessment through digital portfolios enhances consciousness about further education and supports the learning process and processes of decision making.

This subject is new in the Norwegian upper secondary school, and it is one of several actions taken by the educational authorities to prevent drop out, which is a significant problem in the vocational programmes. Through In- depth Study Project the students will achieve experiences with different vocational programmes from working on different tasks, methods and learning strategies from vocational programmes, and they will also stay at different workplaces for shorter periods of time. These experiences are meant to help students reflect on their own learning, motivation and to help them decide what options to choose for further education.

However, guidelines for teachers do not discuss how the aims of the subject fit the assessment form (grading). The research question is therefore In what way does digital portfolio assessment in the In- depth Study Project support the learning process and the processes of decision making? And To what extent is assessment adapted to the aims of the course?

Methodology
A qualitative study of digital portfolios from 36 students participating were analysed, and a random selection of six students were interviewed. The digital portfolios were analysed according to concepts of dialogue and communication, and content in the dialogue according to the practical tasks the students was working on. The interviews focused on the students’ experiences using digital portfolio, their motivation and metacognitive skills.

Theoretical and educational significance
The project aims to identify the impact of teachers’ supportive assessment and how students experience assessment for learning. The use of criteria for self-assessment is important to understand if and how In-depth Study Project supports the learning process and the processes of decision making. Assessment for learning by using digital portfolios allows for different sources of evidence, and it is likely to stimulate reflection and the application of a variety of learning strategies.

Findings
Analysis of the digital portfolio shows that the students present their practical products in various ways. The assessment focuses on the students achievement according to their ability, and the teachers’ supportive attitude is seen very clearly in the way they comment on the students work. Both teachers and students use the digital portfolio as a tool for communication and dialogue about the tasks and learning process, and not for summative assessment purpose. The study will be continued, and will focus especially on the different dialogues between students and teachers, to identify the assessment practice and how assessment for learning supports learning processes and processes of decision making.
Developing a practice of supervision as a collective learning process

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The point of departure of the paper is a university pedagogical course established with the purpose of strengthening the university teachers’ competence regarding the supervision of students working on their master’s thesis. The purpose of the course is furthermore to ensure the improvement of the framework surrounding the supervision process, both as regards the students and the teachers; to de-privatize the problems encountered by the individual teacher during the supervision; to ensure that students would be able to graduate within the timeframe of the education (the institutional economic perspective), and in general enhance the quality of the supervision. The participants of the course range from young associate professors with few experiences in supervision to professors with more than 25 years’ experience.

One of the observations during the course is that it opens up the possibility of creating a transformation in the sense that it may change from being a top-down project (instigated by the Faculty) and develop into being a bottom-up project. It may hold the potential for developing collective learning processes assuming that good structures and frameworks can be created, as well as the facilitation of the collective reflective process of supervision. In a broader perspective it may have the potential of creating pedagogical change and innovation in an organizational perspective and could thus be an opportunity to benefit from diversity and the inherent professional involvement.
Trust and Teaching

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Education is an intersubjective practice in the meaning that it can’t be performed by itself, it is a mutual relation between at least two subjects, someone educating and someone being educated. In spite of the fact that the relation is mutual, it is not symmetrical. The person being educated trusts the educator, and from this trust emanates a responsibility that the learners will learn what they need. If trust is lacking, education ceases to exist as a meaningful activity (Bengtsson, 2006). To create a trustful relation between the teacher and pupil is an aspect of teachers’ work that is implicit and rarely articulated. It’s hard to describe what it is, but you notice immediately if it lacks.

The aim of my study is to describe the trustful relations between teacher and pupil, and to discuss its meaning for pupils’ life in school and for pupils’ ways of learning. I also want to point at an important aspect of the teaching profession that need to be noticed, discussed and researched. This is a matter for teachers and teacher education not only in Sweden, but also in the other Northern countries.

In my ongoing study I use field research. From a lifeworld phenomenological perspective the pedagogical research means that the person being observed, as well as the researcher is inseparably attached to their lifeworlds. The start is the world or the horizon of the researcher, but through meetings with other people the researcher confronts with other worlds that are enacted in front of him or her (Bengtsson, 2005). In my attempt to find aspects of trust I have seen teaching with different purposes, what they have in common is that they are about different kinds of trust.

The intention of my possible presentation in March is to present parts of my findings compared to theories about trust (for example Lögstrup and Giddens) and to compare the trustful teacher with van Manens tactfull teacher (1991) and Laursens authentic teacher (2004).

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Media Literacy in Upper Secondary Vocational Education

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In recent years, the political agendas of social participation in all the Nordic countries require that citizens have an adequate ability to use and interpret the media. Media education researchers and experts talk about critical media literacy. In Finland future strategies of vocational education, as well as other levels of education, have piled high expectations for student’s media skills, but how can these expectations be met? How could media education be a true part of a vocational education?

Media Culture is central in today’s children's and young people’s learning and living environment. The better our youth are in possession of the concepts and the practical information of the interpretation of media messages (content level) as well as that of the production (technical level), the better they are able to be in charge of their own lives. My theoretical base comes from Paulo Freire’s Pedagogy of the Oppressed: In modern society, the media literacy intervention and the inability to use the media as part of their own awareness-building undermines the individual’s ability to evaluate our society critically and is comparable to traditional illiteracy. In my ongoing study I’m looking for tools for the vocational education to respond to the growing challenges of media-illiteracy and to the inequality that today’s Finnish education system faces.

My study consists of two action based media educational experiments in the Education Centre of Western Uusimaa in the department of Metalwork and Machinery. These educational experiments will be carried out during 2008-2009. Much of the department’s plater-welder students are young, who’s learning abilities are well under the medium. They are more likely to interrupt their studies and their engagement to learning demands strong pedagogical skills from their teachers. In my experiments I want to concentrate especially to young people who are more likely to marginalize in ratio to media skills, as well as otherwise. My first action based educational experiment concentrated on media production and expression in which the students produced music videos of welding. The second educational experiment will take place during Spring 2009 with the same student group and concentrates in finding ways to interpret different media messages.

My intention is to present these educational experiments as well as the preliminary results of them. Hopefully I would be also able to present ideas on how media education could be included in vocational education. I would like to find out how media education is taken into consideration in vocational education in other Nordic countries. I also would like to stimulate discussion of media education as a learning engaging factor.
Literacy and Standards – The New Language of Didaktik?

Tobias Werler

The advent of “national standards” of education challenged the German and Scandinavian tradition of General Didactics (Allgemeine Didaktik). One of the major Didaktik-tasks has been to guide teachers work in the wake of Bildung. But the tradition of Allgemeine Didaktik seems to be challenged by the verifiable model of canon based and competency orientated educational standards. The new language of the educational standards does not only allow for output steering, it sets up a normative framework for conceptualizing performance based instruction. Beyond that it opens up for strategies of system-monitoring and school evaluation. What gets lost by use of this new language seems to be intellectual and arbitrarily gravity to develop an integral framework for autonomy and self-activity of the student – on the national as well as on the classroom level.

This paper will confront the languages of literacy (NRc 2001, OECD 1989, McLeod, Stake, Schapelle, Mellissinos & Gierl 1996) and classically framed concepts of Didaktik (Klafki etc.). The discursive analysis (Conceptual History – Koselleck 2002) of both concepts will demonstrate that the first mentioned concept will deepen heterogeneity and is far from its own entitlement to create equity and justice. The analysis of Didaktik-concepts will show that the representatives of subject matter didactics do not refer to it. Likewise, it seems to be that empirically based teaching and learning research as overtaken Didaktik. Finally, the paper will discuss in how far Allgemeine Didaktik can capture lost ground by applying “opportunity to learn standards (Ravitch 1995) to be prepared for the coming of the post-standardized school.
Imagination and Reading for Enjoyment: On students’ space for creative action in the classroom.

Anna-Lova Olsson & Moira von Wright, Örebro University

Reading for enjoyment in school can be an act of subjective pleasure and thrill for the individual reader or listener, yet it also has an intersubjective dimension which is of educational importance. When students engage in communication with the surrounding, for instance verbalizing the reading experience in discussions or writings, its meaning is altered in ways which may be of fundamental importance for the development of the self/identity of the student (M. von Wright 2000). Classroom discussions and paper writing are the most common ways of dealing with the reading experiences, but they tend to rely on didactic traditions and habits that seldom challenge the students – or teachers- but rather keep the classroom in a safe order (see e.g. E. Hultin 2006; G. Molloy 2003).

The paper deals with the educational role of ‘reading for enjoyment’, and it focuses on the possibility for student’s to freely play with their imaginations and to share them through creative action in the classroom.

The aim of the paper is to outline a basis for a coming study on the subject. True ‘reading for enjoyment’, so we argue, comprises of several dimensions such as the subjective imaginative play with roles and identities and the intersubjective creative action where these may be verbalized and “tried” and their meaning confronted. This, in turn, raises several questions about school practice: Can students claim space within the narrow genres of the classrooms in secondary school? Is it reasonable to think that this is a wider question of human flourishing, or is it foremost just a practical question of didactic arrangements?
Writing chemistry as a mean to become scientific literate

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The aim of this paper is to discuss some early findings in a three-year comparative study, funded by the Swedish Research Council, where the practice of teaching chemistry in Finno-Swedish and Swedish classroom are to be analysed. The underpinning idea of the research project is that we need to know more about the possible differences in the teaching practices in order to get a better understanding of why Finnish students perform significantly better in the internationals PISA studies as compared to what for example Swedish students do. This presentation is based upon video-recorded observations made in four Finland-Swedish classrooms. The analysis is conducted within a cultural historical perspective using activity theoretical concepts of object of activities and goals for actions as analytical tools.

One of the preliminary findings where the Finno-Swedish teaching practice seems to differ in a rather dramatic way, as compared to Swedish teaching practices, is related to teachers’ use of the blackboard (or overhead projector). The teachers in the Finno-Swedish classrooms guide the students to write – in full sentences – the essence of the chemistry content that they want students to know by modelling the text on the blackboard/on the overhead. This is also what they expect the students to write in their booklets. The teachers also follow-up the students’ texts, however how and to what extent teachers do this varies from one classroom to another. What does this type of modelling imply for students’ chemistry learning? What are the consequences of these kinds of routines in terms of making the core content available for all students?
Research on educational assessment – a Nordic review

Eva Forsberg, Uppsala university
Viveca Lindberg, Stockholm university

This paper presents the preliminary review findings of research on educational assessment / assessment of students’ knowing in the Nordic countries. One of the objectives of the research inventory is to map the Nordic countries’ assessment culture/s as it presents itself in research discourses. Another is to identify how the relation between policy, research and practice is displayed. The search covers the ten-year-period from 1996-2006 and is based on the (Anglo-American) international research databases accessible via Internet, national research databases and/or homepages of universities. The keywords assessment respective evaluation have been used, combined with school forms and various actors. They have also been combined with the names of each of the Nordic Countries. Further, the snowball method has been used – i.e. when a researcher within the area has been identified, his/her name has been used in combination with the keywords. For the first step in the process of analysis, we have focused on questions like what level of education is being addressed? What are the main issues of research? What methods have been used? What are the major findings? Are there major national research interests? If so, what are the similarities and differences between the Nordic countries? A general finding is that research related to international measurement is represented in all Nordic countries; in Iceland this is the only research found. In Sweden, this kind of research dominates the field. Other common results are that more researchers seem to pay attention to assessment in higher education than to assessment related to comprehensive and upper secondary school, and assessment and grading (for summative purposes) seems to be of greater interest than does assessment for formative purposes. In each country (except for Iceland) there also seems to be an interest for current and historical assessment systems. On a general level, our results indicate that what is given attention to in research are issues addressed in policy and administration. Each of these themes will be further elaborated in the paper although the main focus is on educational assessment in comprehensive and upper secondary school.
What do students learn from peer tutors facilitating their learning in counseling skills?

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Being a professional child welfare worker involves learning counseling skills. While teachers traditionally conduct this curriculum, the ‘quality reform’ in higher education in Norway restructured this teaching model by focusing more on the responsibility of students for their own learning and that of others. This paper examines a peer tutoring program that is being valued in two directions – examining what student tutors learned from the experience and examining what first year students learned from their student tutors. This paper focuses specifically on the quality of the first year students learning experiences. Peer tutoring as a collaborative project within a socio-cultural perspective is the theoretical framework of the study. Methodology used is participative action research in the field of learning and practical pedagogy. Statistical analysis based on questionnaire filled in by first year students reveal tendencies towards feeling more safe and being more active when learning in the presence of students tutors compared to learning in the presence of teachers.

Key words: peer tutoring, socio-cultural perspectives, collaborative, dialogical learning, counseling skills, participative action research
The Problem of Projects:
Understanding the theoretical underpinnings of Project-led PBL

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In the field of media practice education ‘project-based learning’ is utilised as a major pedagogic paradigm, with little critical questioning of ‘what it is we do when we do this thing called a project’ (Hodgson and Cicmil 2006) as part of an assessable programme of study. The use of ‘projects’ as a framework for practice-based teaching is embedded into our curriculum and has a long tradition in the discipline. It is almost unquestioned, unnoticed, and often misunderstood. Even though undergraduates are likely to have limited or underdeveloped skills in team working, running meetings, reporting, monitoring, scheduling, leadership, and managing conflict resolution; we expect them to be able to deliver complex, risk-laden projects and wonder why they struggle with the task. Our focus as tutors is usually on the final output of the project, the film or media artefact. The critical and creative processes involved in producing this artefact are for the most part sidelined. Yet it seems clear that if ‘performance is only to be valued through the material outcomes that it yields, [all it will reveal] is a warped and partial valuing of the students’ educational efforts’ (Barnett 2007). If this question of product over process is to be properly addressed, then we should ask ourselves quite what it is we expect students to do and what assumptions we make about how they will do it. Using problem-based learning as a framework for reconceptualising what it is ‘to do a project’ this research paper aims to provide a philosophical underpinning for media practice-based learning and teaching. In the formulation of the emergent 'Constellation 3: Project-led Problem-based Learning' (PL-PBL) model the definition of a ‘project’ avoids a narrow technical rationalist view and instead present offers a an approach typified by 'Agile' project management methodologies. Following a two stage process model 'Agile' methods can be utilised to construct learning spaces that promote productive encounters with troublesome or disjunctive ideas. The first stage of the process: ‘innovation’ is exploratory in nature and involves students in encounters with problem scenarios in a way that encourages them to engage with and manage their own learning. This activity is then fixed through the use of a project plan, treatment or proposal. A ‘boundary object’ following Lave and Wenger's development of the concept of 'communities of practice'. The second: 'implementation' stage then seeks to deliver a media artefact or service to a real or simulated client or business sponsor. The drawing together of 'project management', PBL and the notion of ‘communities of practice’ prefaces an ontological shift in our conceptualisation of media practice education. It offers a language that will enable the celebration of best practice and the placing of media literacy at the centre of the curriculum. As the paper explores themes emergent from this ontological pedagogy, particular consideration will be given to 'problem topologies' as way of conceptualising creative problem solving.

Keywords:
Problem-based Project-based Learning, Project, Management, Agile, Communities, Practice, Media, Problem, Solving, Creative, Creativity, Ontology, Ontological, Pedagogy.
Student assessment and quality assurance in Nordic higher education:
Does educational research add to our understanding of new conditions for
student assessment?

Åsa Lindberg-Sand, Viveca Lindberg

When a new generation of outcome-based quality assurance systems are introduced in higher education (HE), student assessment is brought to the fore in a broader perspective. A new political and administrative interest in how the results of teachers’ grading of their students can be used for quality assurance purposes is growing. But the traditions of grading in European HE differ considerably between nations (Karran, 2005). The relation between student assessment, grading and educational quality is a complex matter. One question is what we do know about grading practices in the Nordic HE, within different disciplinary fields and institutions. This presentation starts out in the results from a literature review of research on student assessment in Denmark, Finland, Norway and Sweden and relates the emerging picture to the recent changes of grading systems and quality assurance practices - in this last part with a main focus on Sweden. Our question to the review is: Does educational research add to our understanding of new conditions for student assessment?

During the last decade conditions for grading in the Nordic countries are changing. Swedish HE-student assessment was earlier only regulated on the level of course/module. Grading scales varied both between and within institutions. Grading scales with few steps (2-5) were used. Danish and Norwegian HE had different assessment traditions with grading scales with 13 steps or more, whereas Finland used a grading scale from 1-3. All four countries took the Bologna process as a possibility to change their grading systems. Norway and Denmark ended up with national seven step grading scales inspired by the grading translation recommended in the European Credit Transfer System (ECTS). But the Danish and Norwegian scales are differently constructed and difficult to compare (Dahl, Lien & Lindberg-Sand, in press). Finland has changed to a scale 0-5 with each university giving their interpretation of how the grading scale translates into the ECTS. Swedish HE kept the decentralised authority concerning the choice of grading scales and ended up with an increased variation, since several institutions adopted seven-step grading scales. The main tendency, though, is towards centralisation and coordination. Arguments put forward to sustain the changes are transparency and comparability, but increasingly the quest for accountability and quality assurance is used as a motive. In Sweden a plan for a national quality assurance system based on the estimated quality of student assessment practices is presently developed at the Ministry level. The purpose is to utilize the new system for the allocation of resources to HE institutions. If the plan will be carried through as rapidly as aforementioned, the call for in-depth understanding of the relation between student assessment and quality assurance certainly increases. Our preliminary results show that the changes of grading practices and the new conditions for student assessment seem not to be underpinned by or even mirrored in any substantial amount of published educational research.
KeVer eJournal as a mirror of the KeVer network

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In order to develop Finnish universities of applied sciences (UAS), the Ministry of Education finances networks which co-operate at the national level and focus on unifying resources and implementing new practices. KeVer is one of these networks. Its focus is to combine researchers and developers in the UAS sector and between UASs and universities, UASs and the world of work.

Since 2002, KeVer has published an electronic journal four times annually. The journal handles current themes of Finnish UASs. The sections of the journal are: editorial, articles (4 - 8), refereed articles (1-3), book reviews, research groups, and news. The journal has about 500-800 readers/journal. It focuses on information dissemination, cultural development, creation of coherence and empowerment.

KeVer was analyzed by using the social network analysis method (SNA) in 2007. Also viewpoints, opinions and self reflections of actors in the network were gathered simultaneously. Empirically, we studied our case from three different viewpoints. Firstly, a network analysis of the members; secondly the self evaluation questions; thirdly we conducted thematic interviews of key actors. As Nahapiet and Ghoshal state, all new resources, including knowledge, are created through two generic processes: combination and exchange. (Moran, Ghoshal 1996, Nahapiet, Ghoshal 1998, Schumpeter 1934). Networks play a particularly important role in diffusion and adoption of innovations (Rogers 1995). The social network reflects the ability of community and its members to participate, co-operate, organize and interact in order to resolve problems they face in common (Stone, Hughes 2002).

Most of the members value the KeVer network as giving information and development of know-how. However, the network is not a marketing channel, neither do the members seek problem solving. Some members seek empowerment and partners to support their everyday work. Mostly the members considered their role related to learning and information acquisition. The main activity is to take part in the seminars and conferences as a traditional academic function. Electronic networking in KeVer’s online journal is also quite common.

The topic of the study is to analyse the content of the KeVer eJournal from different perspectives and compare the results to the KeVer network analysis. How does the eJournal represent the results of the network analysis? The study also concentrates on the changes during the publishing period. The methodology is quantitative content analysis.

The conclusions
(1) The authors and quantitative content or the eJournal: changes in the number and organisation of the authors and number of articles
(2) The changes in themes of the articles
(3) What is the equivalence between the network analyse and this eJournal analysis.

The study focuses also on sharing knowledge about development of Finnish UASs. The KeVer eJournal consists of current discussion topics of Finnish education and it has developed the education system of Finnish UASs. The archive of the eJournal shows the history of UASs as institutions and actors in the Finnish society.
Does the gender count in working life?
The female and male higher education graduates’ placement in working life in Finland

Päivi Vuorinen

Description of the paper:
The Finnish dual higher education system consists of two complementary sectors: universities and polytechnics (universities of applied science). The paper discusses Finnish higher education graduates transition to the labour market in the context of dual higher education system and three years after graduation.

Teichler (1999) has summed up the major criteria of successful employment of new graduates: 1) fluent transition to working life, 2) low unemployment rate, 3) low percentage of non-regular and precarious employment, and 4) high correspondence between graduates’ degree and their employment. In addition, the theoretical background of paper is laid on consequences of globalization and increased international competition to working life reflected especially in high-tech workplaces with strong gender division of labour and as a requirement of intense commitment to work (Børve 2007; Sassen 2000). Moreover, concepts of gender contract (Hirdman 1990) and the model of weak male breadwinning in Finnish welfare state (Julkunen 2005) are used as theoretical foundation.

The aim of the study is to investigate 1) how the female and male graduates of the two sectors of higher education (polytechnics and universities) had been employed, 2) how well the employment women and men had found corresponded to their degree.

Methodology:
The data consists of the results of a questionnaire survey carried out in year 2005 in the study field of business and administration (polytechnic graduates: n=542; university graduates: n=528) and technology (polytechnic graduates: n=508; university graduates n=576) The graduates represent the random sample of Finnish polytechnic and university graduates of the study fields in question. The data was analyzed by ordinary statistical methods.

Conclusions:
Comparing with general unemployment rate, the graduates had been very successful in finding employment. 4 % of those with polytechnic degree and 2 % of those with university degree were unemployed while general rate of unemployment at the same time was 8.4 %. Of the male graduates, 92 % were in paid work while 87 % of female graduates were wage earners. The great majority of graduates had permanent employment. Male graduates had permanent employment more often than female graduates. In the proportion of those who had found a job corresponding to their degree there were differences by gender according to graduates degree as well. Female bachelors of engineering had particularly faced more problems in finding adequate employment than their male colleagues. Regardless of gender, the graduates’ success in finding employment depends on the higher education sector they have graduated and on their degree.
Strategic Regional Networks of the Higher Education

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This paper presents a framework, which can be used to study the regional dimension of the institutional performance. Strategic management defines strategic objectives, which take into account the education policy and the regional demand for labour. The evaluation of the external impact means that there must be a general conceptual framework to describe and evaluate the engagement of the institution with the region. The framework to evaluate the external impact of the institution should include the elements of strategic management, social responsibility and quality assurance.

In this study we use two theoretical concepts in order to deal with the regional dimension of the networks as part of the strategic planning: The strategic planning concept of Kaplan and Norton (1992) and the Global Reporting Initiative (2006). The internal strategic planning can be extended to take into account the networked external partners in addition to internal stakeholders. Networks are important elements of human capital when the purpose is to increase impact on the region (Coleman 1988). These capital creation processes can be taken into account in the strategic planning.

The GRI’s framework provides an useful protocol for sustainability reporting containing guidance on how social responsibility could be produced, including a set of core and discretionary indicators. The empirical part is based on the empirical study of the Turku University of Applied Sciences (TUAS) where the collaboration with partners in social networks has implications for the perspectives of strategic planning. The strategy process of a HEI supports regional development.

Cooperation with the partners and stakeholders are seen as one of the focal areas in the in the overall strategic plan of TUAS. Additionally, the institution has a social responsibility theme of focusing its activities to meet the needs of the region and the strategic plans are implemented using the BSC approach and the management information system tailored to the TUAS (Kettunen & Kantola 2005). The external impact is described in the societal and customer perspectives of the BSC and the measures with target values are annually set to promote the external impact (Kettunen & Luoto 2008, 278). The institution has cooperation with many outstanding global and local partners.

This article is organised as follows. First we introduce strategic planning BSC approach in the chapter two. Then Global Responsibility Reporting (GRI) framework of Higher education institution (HEI) is introduced. In section the empirical example of strategies network of Turku University of Applied Sciences (TUAS) combined with Quality assurance dimensions of networking are analysed. Finally, the results of the study are summarised and discussed in the concluding section.
The undergraduate thesis in academic professional education (teachers, nurses and social workers); A study of supervisors’ and examiners’ perspectives.

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The relation between general academic knowledge and specific professional competence could be described as a central issue in all academic professional education. In all of these different educational programs, in Sweden as well as in other countries, a final undergraduate thesis or degree project is included as the single most distinctive expression of scientific or academic achievement. One of the main reasons for this is that the writing of the thesis is intended to enhance the student’s professional ability to take a critical stance and to identify, analyze and solve professional problems via the application of research-based knowledge to issues encountered in everyday practice.

This paper explores the similarities and differences between three academic professions, teaching, nursing and social work, and their educational programs in relation to the framing and the explicit requirements for the thesis in each of these three domains. Data in the study consists, largely, of each respective program’s regulatory documents and thesis guidelines.

This study will form the background to a subsequent main study of supervisors’ and examiners’ understanding of the significance of the undergraduate thesis as a tool of enhancing the academic knowledge of students, as well as in terms of its “usefulness” in relation to their professional work as a teachers, nurses and social workers. The underlying assumption is that the explicit or implicit views of the supervisor will, in this respect, influence her/his way of guiding the student through the thesis work and thereby also the learning outcome for the individual student. This study will be based on interviews with supervisors from the three respective programs.
Imitatio or plagiarism?
A critique of assumptions behind plagiarism detection services.

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This paper gives a critique of the construction of students as plagiarists based on results from the use of plagiarism detection services. Student plagiarism is generally considered to be increasing partly because of students’ use of the Internet and practices such as “copy and paste”. Many schools and institutes of higher education make use of text comparison services to detect plagiarism, deter unauthorized use of other people’s texts and detect deception when students hand in graded assignments. Lately such services have also been used by publishers to detect plagiarism and self-plagiarism among authors of academic books and articles (Mounir & Garner, 2007).

From a socio cultural perspective artefacts can be considered to have an important impact on how and what we learn. The impact on learning from artefacts can be considered to further but also hinder that students reach desired learning outcomes (Säljö, 2005). Plagiarism detection services are sometimes presented as a technical fix for one problem, plagiarism. Lately limitations of such services have been discussed. Hayes and Introna (2005) have cautioned that wrongly implemented text comparison services may construct students as “plagiarists”.

Material for this study has been collected from a database with student papers at a Swedish university college. A third of these papers have been processed in a plagiarism detection service for text comparison. Student papers have been coded according to the percentage of textual overlaps for the whole text and percentage of overlaps with other texts for the sections marked as suspicious. 62.9 percent of 240 student texts had an overlap of 5 percent or less with other texts including correctly quoted passages. Plagiarism has lately become a concern also for Nordic educational institutions and implementation of plagiarism detection services has become a concern. In discussion about overlaps, small overlaps are generally considered to be a sign of honesty while larger overlaps are considered as severe transgressions unless accompanied by quotation marks and proper attributions. Such assumptions are sometimes nourished by a colour coding that indicates texts that can be assumed to be in the clear.

Drawing on a socio cultural perspective and informed by genre theory this paper argues that results from text processing may point to another issue, the requirement that students manage to join the target discourse. Textual overlaps may be a sign of patchwork writing and novice attempts to join a disciplinary discourse rather than attempts at deception. Small overlaps may also indicate that students fail to join the discourse community. Fear of plagiarism may leave us insensitive to such signals from plagiarism detections services.


Destination university

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During the last decades governments have tried to offer diversified higher education by creating a so-called binary system of higher education, where non-university institutions exist parallel to universities offering relatively short professional education (Scott, 1995). The mission of the non-university institutions has been teaching and research if any has been of applied nature. Still, non-university institutions tend to become more like the traditional universities than initially intended. This tendency is referred to as academic drift and institutional drift when referring to institutions (Neave, 1979; Kyvik, 2004; Jónasson, 2004a). Another type of academic drift is system drift and this refers to when a system changes from being quite different from the universities to a system that is closer to the university than it was before (Kyvik, 2004; Jónasson, 2004a).

Research results from a Nordic comparative study where I explored the development of Nordic higher education systems show that academic drift occurred in all countries both at system and institutional level. However, the drift was at different phases in the countries. The development of Icelandic higher education differs from the development of the other Nordic countries as occupational and professional education is either located within upper secondary education or within universities. A binary system has not been established formally, i.e. legally. The other Nordic countries either currently have a binary system or have had it in the past (Jóhannsdóttir, 2006).

In this paper the results of a study carried out 2007-2008 are introduced. The apparent lack of an Icelandic binary system was explored more closely and the main question was whether a binary system might be expected in the future? Scott’s typology of the organization of higher education was used to analyze documents related to the development of Icelandic higher education. I presume that Scott’s typology runs on two plans: 1) Formal plan, referring to formal characteristics of a system such as legalizations, regulations and the localization of vocational education within formal frameworks, 2) Informal plan, referring to more informal characteristics of the systems. The informal plan spans cultural characteristics and educational-political differences between the countries.

The main results showed that according to the formal plan of Scott’s typology a formal legal binary system has not and does not exist in Iceland. There are secondary schools and universities. It was first in 1997 that common legislation on universities was passed and eight institutions got university status. All eight institutions adhered to the legal framework but every institution also had its own law and regulations.

When analyzing the Icelandic development according to the informal plan of Scott’s typology a development of upper secondary education was detected. It took place during the sixties, the eighties, the nineties and the first decade of the 21 century. During these periods some schools or study programs related to upper secondary education moved closer to the university but within the legal framework of secondary education.

I presume that even if it is highly preferable to establish a binary system in Iceland it will not happen; the route goes to the universities.
Writing a thesis in maritime higher education: Supervisors’ and students’ experiences of difficulties

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Inger Eriksson, Stockholm University, Dept. of Didactic Science & Early Childhood Education

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In this paper we present and discuss what students and their supervisors experience as problematic for students in a specific maritime vocational higher education programme (VHE) in relation to finalizing their thesis and thereby graduate. Due to the low percentage of students that graduate from this maritime AVE-programme, a R&D-project, *Sjökaptener i hamn*, was designed, based on interviews with local employers, former and current students and teachers of the programme. This paper is based on data from interviews from a pilot study and during the first project year. Supervising teachers within the maritime AVE-programme, as well as with current and drop-out students were interviewed. Of the latter, eleven students, with only their thesis left undone, were offered participation in the project.

The phenomenographic analysis of interview-data (from the pilot project and early in the project), here presented, show that students and teachers/supervisors, when entering the project, share conceptions of problems as being related to students’ lack of motivation, laziness, needing pushing and pulling or making up their minds. Based on socio-cultural theories of learning and new literacy studies on literacy competence as situational and context-related, our issue is to explore both teachers’ and students’ conceptions of thesis-writing over time, the situational factors contributing to students failing in this part of their studies, and what kind of supervising actions that may contribute to making maritime AVE-thesis writing transparent and to scaffolding students’ work.
Argumentation in oral examination. Assessment of students’ judgement.

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In the general, qualitative, non-subject specific description of the assessment valuation criteria for higher education in Norway, judgement has a central place. The examination candidates have to show excellent judgement to get the highest mark A, sound judgement to get the next highest mark B, reasonable judgement to get C, and so on. One main measure of candidates’ judgement is their use of argumentation. The subject of this research project is “Argumentation in oral examination”, and the research question is “What sorts of argumentation does the conversational part of oral examination leave room for, and what cognitive skills become open for assessment through this argumentation?” Eight oral examinations in practical educational studies has been recorded and analyzed with focus on the candidates’ argumentation and how it is influenced by the frames and structures which are special for the oral form of examination. The project is part of a superior project about assessment in higher education, and the project presentation will conclude in a discussion of advantages and disadvantages by choosing the oral form of examination as tool for assessment of students’ judgement in practical educational studies.

(Presentation in Norwegian)
Expanding teacher awareness of student academic literacies

Helena Frisell
Diana Berthén
Siv Asarnoj

Most universities in Sweden have met the widening group of students by organizing reading and writing centres (språkverkstäder) of various kinds to enhance academic literacy competencies. An overview of the home pages from these university reading and writing centres shows that most of the work consists of individualized and de-contextualized support to the students or of lectures about generic writing competencies.

We at the reading and writing centre at the University of Stockholm, LUST, have over the years, however, developed a more contextualized way of working, built upon the idea that literacies are situated. This has led us to working within courses and with the student – the course – the teacher. At this particular NERA seminar we want to show samples from our work with the teacher trainers, i.e. our colleagues - how our contacts with the teacher trainers have changed and developed and how our seminars with the teacher trainers can be conducted. We also wish to raise and discuss questions about teacher participation and about consequences of this work and implications for future possibilities for student success.
Discussions for cooperation
– from an occupation-specific education to an academic profession-related one.

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The notion of academic professional competence is the focus of this future study. The purpose of the work is to analyse how the actors; teachers and students within two post-graduate educational programmes perceive the transformation of learning vocational skills to learning academic competence in professional skills. Results from previous studies (Geijer & Olstedt, 2007) show that designs for learning academic thinking in professional skills can make use of professional dialogues using focus-groups over time. The method of Focus group interviews proved of importance for the arena of competence. The informants understood their competence as discursive consciousness from the perspectives in the dialogue. We found that the focus group interviews over time resulted in competence learning. We argue that competence learning generates understanding of competence to a level of critical thinking. This understanding of competence within dialogue in the focus group arena enhances the learning transformation of competence in academic skills.

The aim of this work is to enhance the design of learning transformation of competence into academic professional skills. When integrating specific competences into an academic holistic understanding the teachers and students express their discursive consciousness as critical incidents for the students’ outcome of generics and employability.

The theoretical framework consists of social constructionism in relation to adult learning using the ideas of Giddens 2007, Mezirow (2000) and Wertsch (1998). Questions raised are: What kind of leadership and academic didactics will develop that impact student learning, improvement of programmes of didactics and teachers work for excellence in HE. What kind of discursive consciousness of learning/leadership would teachers approach to motivate students acting for integration of academic competence in professional skills.

Key words:
learning designs, leadership, educational science, academic didactics/ academic professional competence
Language use and normativity: metaphors teacher educators live by

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The project Language matters: language use, power and gender in teacher education, financed by the Swedish Research Council, focuses language, language use, and the ways in which language matters in teacher education. This contribution presents some preliminary results from one of the substudies, analyzing teacher educators’ language use in lectures from the perspective of what it tells us about the amount and kind of normativity at work. The empirical material used consists of three introductory lectures given in the “new” Swedish teacher education, fetched from areas with different historical traditions: from the general educational field, the nursing and health profile and the younger children/preschool profile.

The analysis of the lectures is inspired by research on the function of metaphors in language (Lakoff & Jonsson 1980). Two kinds of metaphors are focused: structural metaphors and spatial metaphors. These metaphors say something about values and norms that are deeply embedded in our culture. (To give an example: “up” as a spatial metaphor stands for something more valuable than “down”) Meaning units in the lectures concerning a) the teacher profession b) knowledge and learning were examined for metaphors of this kind. The analysis focuses the way in which the use of metaphors shed light on the values and norms at work. Finally the question of difference or similarity in this respect between the three lectures is addressed.

The preliminary results point out that the lecture held in the course within the general field, standing for an academic tradition, has the lowest degree of normativity. The two others show more normativity. You are constantly reminded of “how to be and how to do” and what’s “better” - i.e., there is a quite strong connection to the practical exercise of a profession.
Language use and normativity.
An analysis of lectures and seminars within teacher education

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The project *Language matters: language use, power and gender in teacher education*, financed by the Swedish Research Council, focusses language, language use, and the ways in which language matters in teacher education. Three substudies tackle this problem in different ways and with different accents.

This contribution presents some preliminary results from one of the substudies, analyzing teacher educators’ language use in lectures and seminars from the perspective of what it tells us about the amount and kind of normativity at work.

The central empirical material consists of introductory lectures given in the “new” Swedish teacher education which, in principle, is common to all kinds of future teachers. But the lectures are fetched from areas with different historical traditions: from the general educational field, the nursing and health profile and the younger children/preschool profile.

Are there differences between them as to the degree and kind of normativity and values?

In addition, introductory seminars from a course preparing for work with younger children are studied. Analytical instruments are fetched from the social semiotic and critical discourse analysis traditions (Halliday 1978; Fairclough 1992, Fairclough 2003) and from research on the oral-written literacy distinction (Goody 1968, Ong 1982, Goody 1987).

The approach is above all inspired by the British linguist and discourse analyst Norman Fairclough (1992, 2003). This means a perspective where spoken and written texts are seen as parts of social events which are both shaped by and shaping more durable social structures and practices. Further, language use is understood as social action, as a part of social practices, and as always including three types of meaning: action, representation and “identification” (Fairclough 2003). Within this framework, two of the three main types of meaning held forth in Fairclough 2003 are examined: action and identification. The emphasis is on ways of acting verbally that imply or clearly show a normative-dimension, and tentative conclusions in terms of degree and kind of normativity and values, and of “practical” versus academic culture – i.e., cultures with deep historical roots - are given.
Language and gender norms in teacher education

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As one of several presentations from the project Language matters: language use, power and gender in teacher education, this contribution will focus on gender norms. With knowledge of men’s and women’s traditional positions in society in a historical view, the project’s particular focus is on breakings against traditional gender norms. The aim in this part is to explore how the formation of gender in different parts of teacher education include, exclude and/or open up for a diversity concerning “doing gender”.

The questions in the study are related to language use from a gender perspective. How is language used when talking to or about girls/boys, women/men at the campus education respectively the school practise education: What new ways to be girl/woman and boy/man are to be seen? How are “breaks” against traditional gender norms expressed among the students and how are they expressed in the groups of children that the students meet during their school practise education?

Walkerdine (1990) designates these breaks “cracks in the wall”. To understand what is happening in this kind of processes it is needed to visualize “the wall”, the norm. What kind of positions (Walkerdine 1989, Davies 1989, 2003) are possible to enter and still be regarded as “normal” girls/women and boys/men? In the complex of meanings that express what is acceptable, it is still possible to act against the social order and thereby contribute to the construction of possible gender positions.

In the process of gender formation language is crucial. Expectations of gender correct behavior and qualities are constructed in acts of language, verbal and non verbal, and is the base for the individuals conception of the world. I hereby refer to Mead (1976) and his analyses of acts that are built on visual gestures, both vocal and non vocal.

Tools that are used to understand the formation of gender are derived from concepts within the “doing gender” approach.”Doing gender” is to act in any situation in a way that will be seen as either consistent with one’s gender or as breaking against the norm. Doing gender is something we continuously are involved in without reflecting (West & Zimmerman 1991).

In a qualitative study with a pedagogic ethnographic approach (Qvarsell 1994, Odelfors 1996), data has been collected by tape recorder and video camera at the teacher education within areas directed towards preschool and younger pupils. The investigation has been carried out both at the theoretical and the practical parts of the education.

In the analyses from the preschools, as well as from the seminars, traditional ways of expressing gender are found, but also expressions that reflect a diversity of doing gender. The different norms and ways of breakings against them, that are expressed by adults and by children, will be discussed in the paper.

The analyses point at a need for new demands of gender consciousness among teachers and, accordingly, in teacher education.
Through the looking-glass:
Memory culture and literacy in medieval and modem learning

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In this paper the focus is on learning processes in medieval and modem written culture, with various forms of multimodalliteracy supporting cultural learning. My stress is on memotechniques and supportive functions that are vital to learning processes in general, both ancient, medieval and modem. Thus, acrophony in the world's writing systems provides one key issue, which is first documented by hieroglyphic writing and still in use today, and the deployment of oral formulae, viz. alliterative word pairs in Old Germanic legal texts, poetry, and other genres is addressed.

Literature
Time, talk and narrative.
The silent voice of gender in the history of teacher education

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As one of several presentations from the research project *Language matters: language use, power and gender in teacher education*, this contribution explores values and norms in teacher education, with a particular focus on how normativity is embedded in curriculum documents over time and how power and gender historically have been enacted through various communicative tools. Teacher education is a complex phenomenon. It embodies several traditions, rooted at different institutions and having developed separate educational cultures and vocabularies over time. In the project, we focus upon three predominantly female teacher-training traditions: teachers of textile craft, nursing teachers and pre-school teachers. Their histories mirror tensions between public and private as far as school and society are concerned, as well as tensions between academic values and practical knowledge. All the same, they share the task of educating future educators. In the paper, a discussion is introduced on the particularities of this common task as far as power, gender and language use are concerned. Teachers’ narratives and ways of doing gender today can be seen as fabricated of tools that once was; tools of communicative action, agency, conceptions, normativity and material objects. The paper inquires into some of these historical voices.
Bridging the gap between vocational and general education in upper secondary school.

Nina Volckmar

Research topic/aim: In Norway throughout the post war period there has been an educational political aim to build bridge and exceed the gap between vocational training and general education. Step by step the gap has decreased. This paper is about the local process of the amalgamation of three different and separately administrated vocational schools at Brundalen in Trondheim into today’s large, comprehensive Brundalen Upper Secondary School with seven different study programs. I will follow the process from the early 1970s until today. Further I will focus at the school’s struggle for creating a joint identity after the merging process through its work on the new school banner and a new school logo.

Theoretical framework: The local history of the development at Brundalen Upper Secondary School will be analyzed in relation to the national educational political development at the upper secondary level. At this point I have not found a relevant theoretical framework for my analysis, and I am not sure adding a theoretical framework is necessary in this study.

Methodology/research design: This is a historical empirical study, depending on public documents, local historical documents, pictures of school banners and interviews.

Expected conclusions/findings: The aim of the study is to show how a local school community implement and even go beyond or exceed the national educational policy towards a unified comprehensive Upper Secondary School.

Relevance for Nordic Educational Research: In an European and international context the Nordic countries differ in avoiding early tracking of the students in vocational and general educational tracks. This characteristic element in the Scandinavian school model should be illuminated to serve as model for international educational policy.
School Narratives – An Interview Study across Generations

Lene Tanggaard og Klaus Nielsen

This is a presentation reporting from an interview study of school narratives in the Danish “Folkeskole” (primary and secondary school) from 1930 until present times. The aim of the study is to move behind educational theories by studying the historically, socially and culturally changing conditions for learning and school life as they are retold in interviews as personal narratives of school. Five generations of former school pupils in respectively their teens, their thirties, their fifties, their seventies and their eighties/nineties have been interviewed.

Within each group, three persons have participated in the study. However, six pupils in the teen group have been interviewed, and the total number of interviews conducted is accordingly 19. This presentation will centre on themes such as the changing nature of discipline in school, changing images of the good teacher and social reproduction of gender and inequality within school.
Excellence through Special Education?
Exploring differences between the Finnish and Norwegian Compulsory School

Rune Hausstätter
Marjatta Takala

Finland and Norway are closely connected geographically and culturally. Both countries are also representatives for the Nordic welfare system; hence the school systems are in general also relatively alike. However, in spite of these similarities, there are some cultural and political differences with respect to the educational field in general and the special-needs area in particular. As presented by Hausstätter and Takala (2008), there are remarkable differences in the special-teacher training between these two countries, and this contrast can be linked to different political and ideological views on special education in general. Kivirauma and Ruoho (2007) have focused on the Finnish special educational system in explaining the successes of the Finnish school in the PISA test. Kivirauma and Ruoho (2007) have especially emphasised the role of part-time special education in their explanation of the Finnish school phenomenon. In Norway, the part-time special educational system is used extensively, yet the PISA results in Norway are clearly inferior to those of the Finnish. From a comparative perspective, the differences between Finland and Norway are, therefore, compelling and call for further study in order to see clearly if, and in which way, special education can contribute to excellence in schools. Even though there are huge differences – statistically, conceptually and ideologically – between Finland and Norway in their understanding of special education, there is a clear increase in the number of students in special education in both countries. A comparison between Norway and Finland shows that there are clear differences between these countries in relation to, for instance, early intervention, the focus on learning-problem areas and inclusion. These issues raise a series of questions about the relationship between academic results, special education and inclusion. According to Barton and Slee (1999), they are not compatible. However, as this paper argues, the inclusive measurement of the “right to learn and participate” challenges our understanding of inclusion as a theoretical framework (Jahnukainen 2001). The PISA results clearly prove that the Finnish schools are performing admirably well, and, according to Kivirauma and Ruoho (2007), the part-time special educational system in Finland is one important factor for this performance. This part of Finnish special education is, in other words, making the Finnish school more inclusive. The relatively weak results seen in the Norwegian PISA test, especially the large standard deviation, could mean that the Norwegian school, in spite of its strong focus on inclusion, is not very inclusive.
A research of on planning and evaluation system of educational policy in Sweden

Kanako Korenaga

In this research, the plan and the evaluation of the educational policy in Sweden are examined. Especially, the discussion at the central government level related to the special needs education is analyzed. First, it was "Integrationsutredningen" convened in 1978. It was a committee that symbolizes the discussion in the 1970's and the first half of the 1980's. Second, the committee that symbolizes the discussion in the latter half of the 1980's and the first half of the 1990's examines the discussion on "Särskolekommittéen" convened in 1989. Third, the committee that symbolizes the discussion in the latter half of the 1990's and the 2000's examines the discussion on "Carlbeckkommittén" convened in 2002.
Social behavior and psychosocial health in primary school.
Tracking children from grade 1 to grade 7.

Per Egil Mjaavatn

Literacy may also be social literacy - the ability to read another person in a specific situation. Behavior may be regarded as an individual's observable response in a given situation with respect to a given target. Icek Ajzen proposed in 1985 his Theory of Planned behavior. Among many others he shows how behavior is linked to social competence. Social competence is a positive resource children may benefit from in difficult circumstances. Prosocial behavior strengthen positive relations to significant others and may contribute to higher self esteem and less psychosocial problems. In the current project 70 Norwegian children are followed from grade 1 to grade 7. Their social behavior is evaluated through questionnaires to teachers in grade 1,2,3,4 and 7. The Strength and Difficulties Questionnaire (SDQ) is an instrument for screening psychosocial health among children and young people. The SDQ questionnaire is answered by children, their parents and teachers in grade 7.

Do children change their social behavior throughout primary school? To what degree could social behavior in grade 1, as observed by teachers, predict psychosocial problems in grade 7? In our study many children seem to change their behavior according to the teacher’s evaluation. However, a group of children are among the lowest 1/3 in score in grade 1 as well as in grade 7, while others are in the highest score group in grade 1 as well as grade 7. The teachers’ evaluation of children’s’ social behavior in grade 1 correlate significantly with teachers’ and parents’ SDQ scores in grade 7. Behavioral problems among children in grade 1, as observed by teachers, may then predict psychosocial problems in grade 7. Signals of behavioral difficulties in childhood should be taken seriously at an early stage to prevent later social and psychological problems. It is necessary with more longitudinal studies within the Nordic context to develop good models of early intervention.
Challenges for developmental delay children in the world

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Nepal is one of the poorest countries with regard to education, health, transportation sector. Nepal is the country where there are 12% disabled people. Among them around 5% of people are developmental delays. The trend of children with developmental delay is increasing day by day due to the lack of education and health facilities to the children as well as the conceived mother. So the developmental delay of children has been one of the challenges for Nepal.

It has been found that the Nepal children though they are of increasing age, they are not mentally, socially developed. Their activities, behavior are not equal to their normal age. Though they are of 14 and above age their activities are of 4-5 years old child. That’s why it is the challenge for not only Nepal but also for the rest of the world. The matter which we are trying to present in the conference is that how the health sector will be helpful for the development of knowledge in the mind of children with developmental delay and to reduce the number of such people in future.

Our team has found out the improvement of Development Delay children in the world. We have presentation in the conference about the method and research ideas in that conference.
Assessing learning outcome with pupils who experience difficulty acquiring basic literacy skills

Dr. Rolf Fasting (PhD.)
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The PISA and TIMMS 2000 studies initiated a change in Norwegian educational policy, and since 2001 several reports have focused on Norwegian pupils’ learning outcome. The reports indicate that the Norwegian educational model do not fulfil its intentions. One interesting characteristic is the larger variance among Norwegian pupils in the lower part of the distribution compared to International standards and the Nordic countries. This trait shows up in spite of Norwegian educational policy promote adapted education for all pupils (i.e. educational services shall be adapted to the individual and matched with a diversity of challenges). Adapted education, particularly programs for pupils who experience learning difficulties, constitute a significant part of the resources spent in Norwegian schools, but limited attention has been given the assessment of learning with pupils with special tuition programs. The few reports available indicate that a significant amount of the pupils have limited benefit of the services given.

The aim of the paper is to discuss which factors to involve in the assessment of learning with pupils with difficulty attaining proficiency in basic literacy skills, i.e. reading and mathematic. The matter will be exemplified by preliminary results from an ongoing study exploring learning outcome in special education programs. The complex nature of education is comprehensive; involving intrinsic factors of the individual pupil, the teachers’ involvement and competency, and contextual factors. The complexity is particularly present when education is to be validated with pupils with special education needs. In addition the Scandinavian educational tradition, implying sensitivity towards the multiplicity among pupils, often neglect the need to validate learning outcome of educational programs with pupils receiving special education services.

To explore pupils' outcome of special education Fasting and Bremnes (2008) have initiated a longitudinal study (2008-2011) to explore learning outcome of special education services in primary school in two Norwegian counties. The pupils will be followed from grade 5 to grade 7 until they enter lower secondary school. Evidence is obtained through interviews and surveys; asking the involved pupils, teachers and parents to express their experiences of the educational services given. In the present paper evidence obtained from a pilot sample are reported. It is expected differences between the groups.

Based on the latest Norwegian school reform the Knowledge Promotion 2006, this paper will critically outline some projected consequences of object related assessment in the light of pupils with special education needs. The findings will be discussed in the light of how to provide valid information to improve educational programs for pupils experiencing learning difficulties.

Finally, the paper will elaborate the issues in the light of teacher training, aiming to qualify teachers to implement the principle of adapted education and valid assessment in school settings.
Pupils with withdrawn behaviour, proactive aggression and reactive aggression and goal orientation

Kristel Bye Johansen, Associate Professor, HiST

The aim of the present study was to investigate relations between pupils with behaviour disorders on the one hand and goal orientation on the other. The study was based on a sample of 878 9. grade pupils (465 girls and 464 boys) from Norway. Concerning the academic aspect I found a strongly significant relation between pupils with reactive aggression, and pupils with withdrawn behaviour on the one hand and defensive ego-orientation on the other. I also found a significant relation between pupils with proactive aggression and avoidance orientation. In this study I also discuss gender differences in relations between pupils with withdrawn behaviour, proactive aggression and reactive aggression on the one hand, and goal orientation on the other.
Gender Differences – Pupils with Withdrawn Behaviour, Reactive Aggression and Proactive Aggression

Kristel Bye Johansen, Associate Professor, HiST

This study focuses on how youth with behaviour disorders experience their situation at school in a social manner. The study is based on a sample of 935 Norwegian pupils, 465 girls and 464 boys (Grade 9), and their teachers (n = 68). The study of gender differences has two main goals. One aim is to test the validity of a two-factor model separately for boys and girls. The other aim is to examine if there are some gender differences between pupils with proactive aggression, reactive aggression and withdrawn behaviour on the one hand, and peer relations, bullying and psychological adjustment (loneliness, low self esteem and depressive moods) on the other.
The deaf child and early literacy activities:
Looking for “best practice” in the inclusive classroom

Ninna Garm
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The study investigates early literacy practices and how young deaf children are socialised into literacy in the inclusive classroom. The project will run for three years and is now in its initial phase. Our research question is: How can kindergarten and school work with literacy activities in ways that will include the deaf child and provide the best possible learning outcome? The theoretical approach is socio-cultural literacy theory within the framework of Barton, Scribner and Cole. The projects relates to recent research within the same tradition by Carin Roos who has documented the importance of peer-cooperation for young signing deaf children and to a study by Monica Axelson on bilingual literacy learning in Swedish kindergartens. Data is collected through interviews with teachers and school leaders, video-observation and classroom participation. The study involves five kindergartens, and five schools. Out of the ten institutions three are selected for a closer follow up involving practitioners’ cooperation in identification of ‘best practise’. The last project period has an action research framework with implementation of changes and joint analyses of research outcome.

Key words:
inclusion, literacy, hard of hearing children, best practice, action research
Access to literacy –
Glimpses from two different parts of the world

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To be literate can be defined as being able to develop one’s potential and to participate in democracy, thus contributing to society. Literacy and education are closely connected. Historically, children with learning disabilities (LD) have been treated as non-educational and been neglected. By LD we here refer to cognitive disabilities such as mental retardation (MR) or dyslexia. Today, children with dyslexia go to mainstream school but are often submitted to special training outside the classroom. For children with mild MR, special schools were 1954 established by law in Sweden, but not until fourteen years later children with severe MR went to school, special schools as well. In Sweden and even internationally, it seems to be a wide consensus that children with disabilities should be included in a school for all, as reflected in the 1994 Salamanca declaration. However, as we can see in Sweden inclusion is not always the case. An unanswered question is how this affects the children’s access to literacy. We can see a problem if teachers and other professionals from their point of view of man and knowledge put the frameworks around pupil’s possibilities for literacy development. This study will explore and discuss the educational possibilities for some of these children. We have directed the searchlight towards two countries that have adopted the Salamanca declaration, namely Sweden and Argentina.

Methodology/research design: This is a qualitative explorative-descriptive study mainly based on observations and interviews, which gives glimpses from two different parts of the world with seemingly different prerequisites. With visits in six different schools and interviews with teachers, a portrait of the situation for some of the children with LD in Argentina is painted. A special focus is on how technology is used to include the children. The Swedish study mainly deals with a course of educational events, time spent in special school and upper secondary education for pupils with LD. A life history approach has been useful to analyse processes in lifelong learning. Two persons with MR are the Swedish interviewees. A young woman and a young man, have told their life stories.

Some of the findings: In Argentina several enthusiasts are working hard for inclusion and to give this children proper support, but lack of information and resources are hindering the realization. The access to literacy deals with participation. The two Swedish interviewees lift the social aspects of knowledge. “We learn me”, as one of them put it. Consequently, we learn with the support from others.

Relevance for Nordic Educational research: It is important that educational research raises questions about the possibility for children with LD to become literate to reach their potential. This study gives us some international glimpses into how access to literacy or lack of literacy may shape this children’s participation in the world.
The stability of social positions

Per Frostad

For the large majority of children schools are an important arena for social interactions and contacts with peers. The results of interactions and contacts are described in terms of acceptance by peers, in having friends, in participating in peer activities and networks (Cullinan, Sabornie & Crossland, 1992). Some children have difficulties in relating to other children and run the risk of being isolated or even rejected by their peers. Using sociometric measures, Frostad and Pijl (2007) suggest that about 8 per cent of all students are socially isolated in regular schools, while about 30 per cent of the pupils with special needs have a disappointing social position. Using sociometric techniques these pupils have been described as pupils less accepted by their peers, having less friendships compared to their typical peers and as pupils less participating in subgroups. Research has shown that rejection by peers takes away a sense of belonging at school, hinders access to social experiences and on a long-term basis seems devastating for motivation, self-concept and school performances (Asher et al., 1990). It is obvious that these effects apply most to pupils who experience a negative social position during longer periods. The pupils regularly hopping in and out of networks are less likely to experience these long term effects. This study focuses on stability of social positions with special attention for the group of pupils with special educational needs (SEN).

Method
The sample consists of a regular primary and lower secondary school (Grunnskole) in Trondheim (Norway). In total 114 students, aged 14-15 participated in the study. Data collection was repeated after one year (t1 and t2). The social position of pupils with special needs in regular schools was described using sociometric techniques based on peer nomination. The nomination procedure was based on free recall from pupils in the same class or same grade (and age). The nominations were limited to a semi-fixed choice (a maximum of five nominations) (Pijl, Frostad, & Flem, 2008). The analyses focus on the changes in peer acceptance, friendships and the composition of networks and roles of students in networks. Special attention is given to the isolated students and the students with special needs.

Results
Findings reveal that the proportion of students with SEN with low peer acceptance increases from t1 to t2. Also they experience a negative development regarding participation in social networks during the period. Further analyses will be performed in the coming months.

References
Some multicultural learners, their literacy development and academic success

Ulla Damber, Mid Sweden University

My research project will be briefly described. Evidence-based research describing over-achieving classes in reading was performed in a first large-scale study of the grade 3 classes in Stockholm. A standardized reading comprehension test, a student and a teacher questionnaire were employed. Guidelines for “effective teaching” were looked for. The quite meagre results of this first study will be compared with those of a second, more focused follow-up study on eight multi-cultural overachieving classes, employing both qualitative and qualitative methods. The analyses of the quantitative results indicated that some major points of interest called for the employment also of qualitative methods. Inclusion and the rejection of the deficit syndrome emanated as key-concepts in the pedagogy enacted in these classrooms. A third small-scale study, with in-depth interviews with five young university-students, once students in one of the over-achieving classes in the earlier studies, explored the students’ perceptions of their early school years and their later academic trajectories. The connections between a future-oriented pedagogy encompassing culturally sensitive methods to literacy development and the students’ development of a Future Time Perspective will be discussed, in relation to the students’ academic success. A discussion of the importance of broader frames of reference in literacy research, implying the use of both quantitative and qualitative methods, will end this presentation.
Encountering Swedish as a Second Language

Ann-Christin Torpsten

The overarching aim of this paper is to discuss second language pupils' encounters with Swedish as a Second Language and the Swedish school, using a “curriculum theory” and a "life story” approach”. The goal is achieved by examining two empirical contexts which can be described as expressed and experienced curricula. In the first context, an idea analysis is carried out of the contents of the syllabi and curricula for Swedish as a Second Language over a period of time. In the second context, a narrative analysis is carried out of the life stories given by second language pupils of their encounter with Swedish as a Second Language and the Swedish school. Trainee teachers with Swedish as a Second Language participate by telling their life stories.

A framework for interpretation emerges by reasoning about language and the creation of meaning, as well as about culture, cultural capital, similarities/differences, compensating/completing and limited participation/full participation. The reasoning leads to the construction of a theoretical interpretation framework and prisms through which the offered and experienced learning can be studied.

The analysis shows that what is on offer in the curricula and syllabi is mainly monocultural. It shows that a new subject has grown up based on the need to teach pupils about the Swedish cultural heritage and Swedish norms. Moreover, both changes in the expressed educational ideals over a period of time and contradictory educational ideals become evident. It is also clear that those providing the information felt both different and excluded. They were not monolingual, and did not have Swedish as their mother tongue. To make up for this lack of Swedishness, they were separated from the other classmates and offered special teaching in an attempt to compensate. They also received mother tongue tuition, which was not in Swedish, and this became a problem for those around them, who considered this was an easy option. The second language tuition they were offered focussed partly on their mistakes and shortcomings, and partly on the Swedish cultural heritage. Their earlier experience and skills were not used.
Two schools, two approaches to leadership challenges with linguistic and ethnic diversity in upper secondary school?

Fred Carlo Andersen, PhD candidate, University of Oslo

This study derives from my PhD work on leadership in upper secondary schools in Norway. The purpose of the work is to explore and discuss what seems to be challenges related to linguistic and ethnic minorities and the schools’ perception of how these challenges are best dealt with. This paper is based on a comparative study of two upper secondary schools. The paper has two main aims 1) analyzing the schools’ approaches to challenges related to linguistic and ethnic minorities, 2) discuss what may the leadership implications. The analysis is based on Parekh’s (2006) rethinking multiculturalism and Banks’ (2006) five dimensions of multicultural education. The discussion about leadership implications will be within organisational theory (Argyris and Schön 1978, Senge 1990; Nonaka and Takeuchi 1995). Data was produced through individual interviews with both formal and informal school leaders, group interviews with formal school leaders, and with cultural and linguistic minority students. In school A they seemed to acknowledge that the school must put more emphasis on securing closer relations and more co-operation between linguistic and ethnic minority students and linguistic and ethnic majority students. In school B the formal school leaders seem to agree that there was no reason too emphasise that there were linguistic and ethnic minorities students at school. One major dilemma in a multicultural school was identified: The understanding of how and when to treat students as equal and how and when to treat them as different. Although numerous studies (Schierup 1991, Appiha 1994, Barth 1994, Taylor 1994, May 1999, Gullestad 2006, Gruber 2007) have examined multiculturalism, identity, citizenship, social justice, and leadership (Berg 2003, Moos 2004, Møller 2006), little analytic attention has been paid to conceptualize the implication of multiculturalism for leadership in upper secondary schools in a Nordic context. One exception is Vedøy (2008) who has studied leadership in primary schools. As thus, this study provides additional insight into school leadership practice and conceptualization of multiculturalism in combination with organizational theory.
Multicultural Education and Intercultural Education: What’s the Difference?

Gunilla Holm and Harriet Zilliacus

Multicultural and intercultural education has been much discussed and researched approaches for quite some time. Multicultural education and intercultural education are often used as synonyms (Nieto, 2006; Hill, 2007), while others indicate that there is a difference between the two. In the multicultural and intercultural literature it is often unclear what the concepts mean and whether they are referring to the same or different things. Often the difference in use seems mostly geographical. In Europe the preferred term is intercultural education while especially the United States but also the rest of North America, Australia and Asia use the term multicultural education (Hill, 2007; Leeman & Reid, 2006). However, in Europe there are differences between countries as well. For example, in Sweden and the Netherlands intercultural education is used while in Great Britain and Finland multicultural education is the commonly used term. Interestingly multicultural and intercultural education are often used as if the terms are universally understood and referring to only one type of education. As can be seen in Sleeter and Grant (2003) multicultural education can take many different directions. Likewise intercultural education is sometimes mostly focused on intercultural relations but at other times more structural issues are part of the focus.

This study is based on a discourse analysis of how the two concepts are used in the research literature and how the terms as well as the usage have changed over time. UNESCO defines intercultural education as a more dynamic interaction-oriented concept while multicultural education is said to refer to the cultural diversity in the classroom. Multicultural education is thus defined as referring to a more static situation. This claim that intercultural education is concerned with action while multicultural education refers only to the composition of the classroom we find unjustified at least as the concept is used in North America, Australia, and Great Britain. The multicultural education literature clearly shows that it is not who is in your classroom that matters but what you as a teacher and school leader do with the cultural diversity in your classroom.

Both multicultural and intercultural education can take many different directions, and traditional and more progressive versions of both multicultural and intercultural education can be found. The more traditional and conservative approaches focus on learning to get along and learning about different cultures. The more critical approaches focus on social justice as a core value, on furthering democracy and working against prejudice and discrimination. The critically oriented approaches of both intercultural and multicultural education of today address the culturally diverse classroom as including the intersections of ethnicity, race, class, gender, religion, language, disability, and sexual orientation. In this broad sense we are all part of a culturally diverse society, and intercultural and multicultural education is for all students, not only for minority and immigrant students.
BILINGUAL MINORITY STUDENTS AND SPECIAL EDUCATION
Discourses about Teachers’ Understanding of Bilingual Students Learning Needs in School

Brit Steinsvik, Oslo University College, Faculty of Education and International Studies.

The Norwegian education policy asserts inclusion and equal rights for all students. At the same time bilingual students are overrepresented in special needs education both in Norway as well as internationally. These students have lower school performance, receive more special needs education and are more frequently excluded from mainstream classes than ethnic Norwegian students (PIRLS 2001, Pihl 2005, Cummins 1997, Mercer 1973, Sertic 1995, Skutnabb-Kangas 1981, Troyna & Karrington 1990).

Students who do not have their educational needs fulfilled through adapted teaching in ordinary classes, are referred to experts (Psychological Pedagogical Service) for further assessment of their special needs. It is the teacher who takes the first step to report a student to assessment for special education. In this case the teacher has to write a pedagogical report about the student’s special needs. What do teachers write in these reports and why do they write this? Which are the cognitive, cultural and ethical conditions that form the basis of the teachers understanding and how is it practised? How are institutional rights of equality and normality exerted by the teachers as professionals?

Theoretical Framework
The framework of this research project is based on theories about professionalism, bilingualism and multicultural pedagogical theory. A key scientific perspective is that meaning is not given but socially constructed, where the language plays an essential role.

Methodology
Through critical discourse analysis of the pedagogical reports written by the teachers, I intend to find out more about the premises for how meaning about bilingual minority students learning situation is constructed.

Conclusions
In this paper I argue that the teachers’ professional understanding and practice may construct negative discourses about bilingual minority students. In the learning situation bilingualism is looked upon as causing problems, and the students as having deficits and problems not resources. In the long run, this may cause serious effects for these students both in school and society in general.
Different and Conflicting Antiracist Values in Norwegian and French curricula. (Some main conclusions from a doctoral dissertation defended at the University of Oslo in June 2008).

Frédérique Brossard Børhaug

Racism and antiracism provide many answers to the central question of what divides and unites people and many, if not all of these answers, rest on the major aporia/contradiction on how to be simultaneously similar and different.

In order to discuss the matter of sameness and difference in antiracist education, I’m first presenting a theory developed by the French philosopher and political economist, Pierre-André Taguieff (1988, 1995) and I show that antiracist education rests on the major contradiction on how to combine common values and cultural differences. Subsequently, I’m analyzing some of the antiracist values borne by the Norwegian and French curricula. I discuss how this key document for teaching in the French and Norwegian school combines the values of sameness and difference, which imply particular ideological views on the modern multicultural society and what should be taught to pupils. Especially interesting is how cultural differences are welcomed in both societies. Using the theory developed by the French sociologist Michel Wieviorka on different strategies to tackle cultural differences (assimilation, tolerance, multiculturalism and communitarism), I’m concluding that the discourse in both curricula is showing only tolerance towards cultural differences, but no real recognition. Both discourses are in fact Universalist Spiritualist orientated focusing on what should unite people and giving little attention to the multicultural aspects of the society. Still, the Norwegian curriculum discourse has some Differentialist elements when enhancing the necessity to protect some minority cultures and cultural differences within the society. The school discourse in both countries reveals therefore a paradoxical situation when advocating the integration of all citizens and showing at the same time a lack of genuine recognition of their cultural backgrounds, which leads to more or less assimilationist thinking. In order to further develop the democratic process of the modern multicultural society, it is therefore important to promote the cultural rights of every citizen within each specific national context and to better articulate Universalist and Differentialist values in the antiracist education. Since the human being is more than simply culture, one also needs to reflect on human difference not merely as a cultural dimension but as an ethical one. In other words racism is not only a social but an ethical problem, and antiracism is therefore an ethical activity. Finally I’m shortly recalling the uniqueness in each human being and the responsibility towards the Other as the stranger, according to the philosophy of Emmanuel Lévinas.
Language minority teachers’ understanding of multicultural education

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Finland has traditionally been regarded as a country with a fairly homogenous population. This view comes from the fact that migration to Finland during 20th century has been very modest compared to many other European countries. But this picture is about to change.

There is a unique parallel system in Finland where language of instruction is either in Finnish or Swedish language, but apart from the language the schools are following the same curriculum. In the past two decades schools in Finland have become culturally more diverse due to increased immigration. This has led to a public discourse on the meaning and role of multicultural education. The Swedish-speaking schools in Finland have, however, experienced less of a change in ethnic diversity. Even if rather few immigrant families choose Swedish as the school-language for their children, ethnic diversity is increasing in Swedish-speaking schools as well.

We are interested in the attitudes and conceptions of the Swedish-speaking teachers regarding questions about integration, and a multicultural education for all students. Our frame of reference is critical multicultural education which promotes an ethos of multiple perspectives, critical analysis and social justice. The empirical material is based on interviews with Swedish-speaking teachers at different levels, from elementary to upper secondary schools, in the metropolitan Helsinki region.

Our focus is on how prepared these language minority teachers in Swedish-speaking schools in Finland are for working in ethnically diverse schools. What is it like to teach ethnic minority pupils when you already represent a minority culture? Do the teachers conceive of their own schools as multicultural (or at least bicultural) based on the fact that they are already teaching bilingual (Swedish-Finnish) pupils or does a multicultural education refer only to schools with immigrant pupils? Does multicultural education include other aspects of diversity than ethnicity? Of interest here is also whether language minority teachers have an understanding and appreciation of cultural differences thanks to their own position as minority teachers in minority schools.
Exploring the Reading -Writing Relation in Literacy Research

Ingebjørg Tonne, Oslo University College, Faculty of Education and International Studies

In my project I assess the writing development of a group of students with varied language backgrounds in a Norwegian mid-size city school in the period 2007-2011, surveying the students from 3rd to 5th grade. The project is part of a bigger action research project whose goal is to enhance students’ literacy in a setting of great access to literature and reading.

In my paper I explore the potential for a methodological use of the relation between reading and writing. I examine the correlation between reading and writing as it is laid out in the research literature and relate that examination to the possibilities of correlating the assessed writing developments with the reading results recorded for the students in the same period.

The students’ reading development is recorded in reading tests administrated by authorities external to the research project. The reading tests are both national tests and other types of test carried out in 3rd and 5th grade, i.e., in the start and towards the end of the project. In these tests, vocabulary and morphological consciousness are central test parameters, in addition to the students’ ability to extract information by way of textual, syntactic and semantic knowledge. The parameters I analyze in the students’ writing are adapted to what is tested for in the reading tests, for compatibility and comparability. The texts written by the students are therefore checked for development with regard to word choice, morphological and syntactic maturity, text grammatical competence and genre repertoire. In the paper, the 3rd grade reading tests are compared with the students’ 3rd grade writing, laying the ground for the later interpretation of the development towards and into 5th grade.

In the project I use theories from different traditions. The (text) linguistic approach is based on linguistic theories in the Chomskyan tradition as well as research on text and (first and second) language development (as in Hilditch and Aarsæther 2008). The theoretical perspectives on literacies are based on concepts of literacies like those presented in Wagner et al. (2008) and Barton (2007). Furthermore, research that examine the relationship between reading and writing are central to the project, for example works referred to in the overview paper of Langer and Flihan (2000). In this latter research, it is reported that literacy is more than the skills of reading and writing, but naturally includes both, as well as the process and situations these actions are part of. What distinguishes the processes and situations of writing from those of reading is one of the issues that is explored and discussed in my paper.

The expected outcomes and the relevance for Nordic Educational research are exploration and specification of the potential correlation between students’ reading development and writing development. Such an exploration and specification is valuable for future theoretical and methodological advances in literacy research and may also encourage educators to engage their students more in writing activities, and to combine reading and writing in meaningful mixed activities, for the benefit of their students’ literacy development.
Multiplicity and literacies

Joron Pihl

The aim of the paper is to explore differences between hierarchic and horizontal conceptions of literacy. The theoretical framework is based on a conception of multiplicity developed by (Deleuze & Guattari, 2005), and ecological and sociocultural conceptions of literacies (Axelsson, 2000; Axelsson, Lennartson-Hokkanen, & Sellgren, 2002; Barton, 2007). In the paper I propose that educational policy and practice is heavily influenced by a hierarchic conception of literacy. This conception assumes monolingualism as norm. Literacy teaching and development is conceptualized in terms of instruction of 'basic literary skills' which is seen as a precondition for work with other forms of literacy: cultural literacy, critical literacy and information literacy. An alternative horizontal conception of literacy assumes multilingualism as norm (Barton, 2007; Wagner, Strömqvist, & Uppstad, 2008). Consequently, ‘literacies’ is assumed as the point of departure for teaching and literacy development. A horizontal conception of literacy does not operate with a hierarchy between instruction of basic literacy skills, cultural literacy, critical literacy and information literacy. In the paper I discuss educational implications and consequences of these different conceptions of literacy. The paper contributes with new concepts in analyses of work with literacy in schools and discusses new educational strategies. Based on the multiplicity concept and horizontal conceptions of literacy, it is suggested that use of literature instead of the textbook is an important contribution to development of literacies. Work with multiple forms of literacies can be undertaken simultaneously. In line with this it is suggested to develop interprofessional cooperation between teachers and librarians, and institutional cooperation between schools and public libraries to facilitate development of literacies.
Literacies and transnational childhoods

Kristin Skinstad van der Kooij, Oslo University College, Faculty of Education and International Studies

This paper is based on a research and development project with 4th grade students and teachers at a public school in Norway where the majority (about 80%) of the pupils come from families with recent histories of immigration from countries outside of Western Europe. The project is part of a larger collaboration entitled *Multiplicity, Empowerment, Citizenship*, which involves two public primary schools, two college faculties of education and a public library. The project aims at developing an alternative model of adapted teaching with the goal of enhanced literacy skills and improved integration based on long term cooperation between teachers and librarians. Central to the project is the use of fictional literature. The larger project also includes an overarching project in the field of the study of professions addressing cross-professional cooperation between teachers and librarians. The project is lead by professor Joron Pihl at Oslo University College. In this paper the central problem addressed is **How can we develop a model for the enhancement of literacy based on a culturally and socially situated concept of literacy?**

The project seeks to develop teaching strategies based on Deleuze’s philosophy of multiplicity and Barton’s concept of literacy. The goal of applying the idea of multiplicity is to move educational thinking and teaching practice away from the dichotomy of normality and difference based on the assumption that there is a norm from which difference is defined. Barton’s concept of literacy helps us think about literacy as culturally and socially situated and to focus on how people use literacy skills in their everyday lives. This relates to the aim of empowerment, which is one of the central goals of the project. As Barton shows, literacy at home and in school may differ. Literacy skills learned at home and in the local community should be seen in connection with the schools efforts to develop the children’s literacy. Further, the children need to develop literacies which they can make use of in their learning of school knowledge and in their interaction with family members and peers in their private lives. This may include participation in minority communities in the country of residence, maintaining transnational connections in former countries of residence or other parts of a diaspora, as well as participation in a globalized youth culture and diverse national scene. Here theory about literacy is sought combined with theories of transnationalism and diaspora. Hilde Lidèn’s study of transnational childhoods in Oslos is an important inspiration. Since the reading of fictional literature is central to the project, we need to examine the literature which is made available to the children at school and in the library and the literacy activities and encounters of the children outside of these institutions.

The project is in its second year and will continue for another two and a half years. The methodology of the project is inspired by action research and ethnographic research. During the project period, the students are exposed to a large amount of fictional literature and given the opportunities to explore and read literature themselves, in the classroom, the school library and the public library. The literature is used in connection with interdisciplinary themes studied at school. In addition the children read literature of their own choice. A challenge in the project is to create space for multiple literacies and diversity in the reading materials used within the classroom, school library and public library settings. In the course of this project, we expect to be able to develop models for the use of culturally diverse literature in heterogeneous classrooms which will have enhanced literacies, empowerment and active citizenship as outcomes. Two critical issues in Norwegian education currently are 1) The increasing achievement gap between linguistic majority children and linguistic minority children in Norwegian schools, where minority children as a group receive significantly lower grades than majority children. The performance gap is attributed to linguistic and cultural differences, but also to socio-economic factors. 2) An overrepresentation of linguistic minority children in special education programs. In a climate of concern with lower standards in education and comparatively low performance of Norwegian children in cross-national achievement tests, there is a push for reforms, which address the general school population and linguistic minority children. This study addresses the issues concerning the achievement gap which is most apparent in the transition from lower- to upper primary, by looking beyond the school for resources in the local community that can be called on to enhance education for all children regardless of home background.
Student’s views of their linguistic identity in Swedish schools in Finland

Camilla Kovero

In Finland the Swedish-speaking population is a small (approximately 6 %), but nevertheless a well integrated part of the population. In Helsinki area marriages across the two language groups are very common, which has resulted in many children growing up bilingually.

This research project focuses particularly on self-reported linguistic identity in pupils living in a bilingual society. The pupils live in a Finnish dominated environment and visit a monolingual school, where Swedish is the language of instruction.

The target group for the project (Kovero & Londen) was altogether 987 students from three different age groups; pupils in year 5 and 6 in primary school (ages 11-13), pupils in year 9 in secondary school (age 15), and pupils in year two in upper secondary school (ages 17). Data was collected through a questionnaire consisted of 86 questions, most of which had fixed answering categories.

Findings relating to language patterns in the families and different issues regarding student’s perception of their own linguistic identity will be presented.
The ‘Immigrant Corner’ – a site of situated identities

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In this paper I discuss the importance of space in identity formation. The object of study is a table encircled by benches in a corridor in an upper secondary school in a multicultural area of Sweden. This place has many names among the pupils; “immigration-corner”, “immigration table”, “jungle corner” all of which are constituted around ethnicity, religion (and gender). In the paper I focus on four main questions: Which pupils frequent this area? What conversations can be connected to this place? How do the pupils speak about the place? What identifications are offered from the school?

The “Immigration-corner” is only distinguished from other surrounding tables in the corridor when it is populated. However, the place has become “a home” for many pupils, who associate it with sense-experiences, but also with safety among friends. The parlance among the pupils is important for relations and belongings, and form collective narratives, from which identifications become situated. As a theoretical tool I use Avtar Brah’s conception of difference, which in Cartographies of Diaspora, Contesting Identities (2005) encompasses four approaches for conceptualizing difference: as an experience, as a social relation, as subjectivity and as identity.
Literacies on the Web.
Co-Production of Literary Texts on a Swedish Fan Fiction Site.

Christina Olin-Scheller

Today young people in the Nordic countries spend a lot of time writing and reading digital texts. In spite of this fact, their experiences and knowledge of multimedia often have limited possibilities to be seen, but also to be challenged and developed at school (Gee 2004; Fast 2006; Olin-Scheller 2006). Education also pays a little interest towards the force and motivation that lies behind young peoples’ use of media – the so called participatory culture (Jenkins 1992, 2006; Buckingham 2005).

As participants in net communities organized around computer games and fan culture, children and teenagers are highly active in communication, interaction, production and publication of texts, pictures, sounds and films (Lindgren & Sandgren, red., 2007). This is the fact at communities like YouTube, FaceBook and Lunarstorm/Bilddagboken, but also at numerous bloggs and by contributions to different Wikis. In their spare time a lot of young people are busy creating fan works (stories, pictures, films) based on already published material like the books about Harry Potter, Japanese manga-and animéstories or films like Pirates of the Carribean and StarWars (Jenkins 1992; Parrish 2007; Helleksen & Busse 2006; Olin-Scheller & Wikström forthcoming.). Production of culture is today a matter of “user generated content” and young people are vital participants in a number of cultural products on the market (Jenkins 1992; Tapscott 1996).

Many net communities can be considered as informal learning settings and they play an important part in teenagers’ constructions of identity and how they develop literacies (Gee 2004; Buckingham 2005; Björneloo 2006). What happens on the net has therefore implications on literacies in different contexts from both teaching and learning perspectives. In an ongoing study I can observe a large interest among young people to act, not only as authors and readers, but also as critics of literary texts. The digital technique makes this interactive process possible and challenges the authority of school in matters of learning as well as the traditional system of producing and publishing literature. With the genre fan fiction as a point of departure I would like to raise questions about how formal and informal learning settings can cooperate to support and contribute to young peoples’ literacy skills. What tasks do formal learning settings like school have in the new media landscape? How can literacy in the new media landscape be understood by teachers and successfully taught? What are the challenges for literacy education from a class and gender perspective?
What develops?
A longitudinal approach to texts written between school year 5 – 9 (and possibly 10-12) within the school subject of Swedish

Mikael Nordenfors
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My topic is mainly to discuss ideas and findings within my ongoing doctoral thesis (summarized by the title of this paper).

The aim of my project (as a PhD student) is 1), to gain knowledge about the variation within different sorts of writing techniques, e.g., text typical units (such as dialogue in e.g., short stories and argumentative cohesion in discursive texts), figurative language and intertextuality and 2), to gain knowledge of what could be considered as factors of language development, and perhaps levels of progression.

The aim of the paper(session) is to discuss some of the findings of variation.

The theoretical framework is mainly derived from a Vygotskian (1934/1995) perspective that allows for the definition of “learning how to write texts”, as being a development of partialities of the scientific concept of writing. Thus is my focus to look at what has been learnt. The evidence for that something is learnt is that it appears in the text, no matter from where or when it was learnt – as the two latter are rather difficult questions for me to solve on the basis of my material. A text is considered to be a Bakhtinian utterance (Bakthin, 1979/1997) and is therefore also the unit of analyses.

My perspective is partially a longitudinal, thus diachronically, oriented one, partially a synchronically oriented one – i.e., texts written by the same pupils at the same time. My research questions are possible to summarize in:

What can language variation, in written texts, reveal about development of written language?

The method used is inductive and relies on extracting findings from texts, in order to create typologies that illuminate the variation in between individual texts and the text collective. The material consists of 11 different text types, where 7 are more or less within a fictional text field, making the total sum approximately 370. The texts are written by 31 pupils arranged in a rough scale of achievement from A-5 (alphabetically until Z, and then 1-5).

It goes without saying that I expect to find variation between texts. The important thing is to try to extract this variation and to make it visible. I also expect that variation is related to matters of text quality.

My discussion will, at NERA, be on the matter of variation in width and depth related to the textual concepts of dialogue technique, figurative language and intertextuality on the basis of A), all 31 pupils texts and B), six pupils that are looked upon more closely.

This discussion is important because of the fact that there is not so much written (in Sweden) on the meso level of the text. Thus I view this session as being both an opportunity to present some results, and to find out if there is any literature or thinking “out there” regarding this specific topic.
Playful computer writing 6-10 years (1999-2002)
Multimodal video paper - why not?

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This action research project is earlier presented at NFPF 2000, 2001, 2002, 2003 + later mass implementation NFPF 2006, and parent/children’s reactions 2007. 180 hours video documenting multimodal texts, was a main observation method, following 14 classes in four countries over three years.

Video is a useful ethnographic qualitative observation tool. The video is usually translated to written language and analysis. The rich multimodal text disappear. Thousands of written pages is analysed and result in verbal reports and abstracts. Why is it less scientific to analyze the raw videos direct and through editing make clear the main findings, presenting a video report and a video abstract? The main reason is perhaps the lack of qualification of evaluating multimodal scientific texts (Elliot Eisner)

In my project, each 3 hours raw video (together with information from the teacher) was edited to about 25 minutes, sent back to teachers for comments, to strengthen the validity. The guidance for the raw filming and editing was an aesthetic total evaluation to get a trustworthy impression of the children’s playful computer writing this day: Main organisation, theme, the movements, expression and oral dialogue of the children, the written and drawn multimodal texts, the teacher’s role.

2-4 year later, I choose 18 of the 60 videos to be most representative and reedited these, shortened to 8-17 minutes each. My presentation will be a multimodal video abstract (15 minutes), showing the total progression of the playful computer writing 6-10 years. This is background for discussions.

The videos is background for the textbook “Å skrive seg til lesing” translated to Danish, Swedish and Finnish.
Text response as literacy practice

Annette Kronholm-Cederberg, Åbo Akademi University, Vaasa, Finland

This study on students’ stories about teacher written response on authentic compositions (in Swedish ’uppsats’, in Finnish ‘aine’) in upper secondary school is epistemologically positioned in a tradition of Literacy Studies (Barton, 2001, 2006; Heath, 1983; Street, 1984). The pattern of response is defined literacy practice. Separate and empirical utterances, like the student’s composition and the teacher written response, are defined literacy events.

Methodologically I try to combine the approach of Literacy Studies with narrative analysis as a research method (Clandinin, 2007; Bruner, 1987; Polkinghorne, 1995; Webster & Mertova, 2007) for analysis and interpretation.

The empirical part includes the researcher’s text conversation with eight students around the individual student’s authentic composition responded by a teacher. The narrative analysis arises on three levels. On a first level I intend to construct eight individual and descriptive response narratives in relation to the written text, the teacher’s response and the text conversation. On a second level I deconstruct these individual narratives into a thematic analysis. On a third level I reconstruct synthesized meta narratives which become the main results of the study. In this presentation I illustrate the combination of Literacy Studies and narrative analysis on these three levels by empirical examples.

Expected conclusions so far view a sphere of response which is built on normative rules. The teacher response is based upon errors and defects more than the strengths of the written text. The students often reflect about their own writing in relation to the teacher response in dichotomies of “the teacher’s right” and “I’m wrong”. The stories of the students are also positioned in a continuum between a common acceptance and a more unusual protest.

There is some Nordic research on text response (Berge, 1996; Bergman-Claeson 2000; Hoel, 1995), but there is almost nothing done on response in relation to the student perspective. The critical discussion of the study will end up in a reflection about the place and relevance for the handwritten composition and the handwritten teacher response in the landscape of New Media and the endless stream of multimodal expressions.

Literature


Reading before School Start – reading development and learning environments among early readers

Lena Ivarsson

The current study investigated the factors that have a positive impact on reading development by examining the influence of the home and school environment on students who started school already able to read (early readers). The reading proficiency of the students in the study was determined by a variety of reading tests conducted at the beginning of the school year and students were identified as “early readers”, “average readers”, or “non readers”. The intent was to provide a comprehensive picture of early readers with an emphasis on historical, cultural, and social factors. Many factors influence the development of reading, but this study concentrated on the learning environment at home and in the school. Several methods were used to facilitate a broad description of the reading development of early readers, including observations, interviews, questionnaires, and reading tests. The theoretical concepts were derived from a social constructivist perspective and build on Vygotsky’s theories of learning and development. Among the factors considered were formal reading instruction and literacy. The results demonstrated that the early readers’ reading ability greatly exceeded that of their classmates at the start of the formal school experience. The early readers maintained this advantage through the first three years of school, but the gap was reduced over time. A comparison of the timing of the reading development showed that the early readers developed primarily before the start of school, while the average readers developed during school years one and two, and the non readers, during school year two. A comparison of the learning environments in home and school showed considerable differences. Learning in the home came about as a result of the child’s interests and occurred in the zone of proximal development. Parents gave support without controlling the activities and, along with older siblings, served as good models for reading. In the school setting, the national curriculum and the goals set in the syllabus determined the content of the instruction. The child’s interest did not guide the learning and early readers often worked on concepts they had already mastered. Early readers also worked independently more often, facilitated by their ability to read instructions. As a result, the individualization that occurred was often simply that children accomplished the same tasks in different amounts of time. This study concluded that the stimulation and support that parents provide can have a significant impact on reading learning and development. It is important that teachers take into account the prior knowledge and experiences that children have, since this can greatly impact their motivation to learn. Reading development does not occur at any one specific age, but can be influenced by a number of factors including the child’s development in other areas, and historical, social, or cultural influences.
Literacy activities among early readers in school year one, three and five

Lena Ivarsson

This study focuses early readers, e.g. children who have learnt to read before they start school. Focus for this presentation are the early readers literacy activities and reading interest in their leisure time. The theoretical concepts of interaction and zone of proximal development, Vygotsky (1978), emerge as key concepts as they build a foundation for the early reader’s favourable reading development.

This presentation draws on data from a three year longitudinal study and a follow up study. Participants are nine early readers. Data consist of informal talks with the early readers, interviews with parents, and two questionnaires to the early readers.

All early readers in this study showed a great interest in literacy activities before school start, but will they keep their interest for literacy activities through the years? Result shows that seven out of eight early readers, actually keep their reading interest through grades one to five, but the kind of literacy activities they find interesting change over time, as well as how often they, for example, read. In this presentation a picture of each child’s reading interest over time, as well as the whole group, will be discussed.
Where is my body when I’m reading?

Cecilia Nielsen

Reading and writing have been investigated from different perspectives. Depending on the perspective adopted, while some aspects of the phenomena have become visible others have been ignored. From a behaviouristic perspective, reading and writing have been looked upon merely as easily-measurable skills. From a cognitive perspective, however, it is the pupil’s understanding of the alphabetic code and linguistic awareness that have been at the forefront. From a socio-cultural viewpoint, focus has been directed towards how people learn and participate in different literacies in their social lives, how literacy practices are developed in different contexts, and the nature of the connection between literacy and power.

In this paper I want to explore the phenomenological aspects of reading and writing. What do we see when we consider our embodied existence? Merleau-Ponty believes that man is an indivisible whole; thus the mind can’t be understood without the body, nor the body without the mind. What, then, are the consequences for our understanding of reading and writing when, in addition to aspects of skill, meta-cognition and learning in practice, account is also taken of the fact that we are lived bodies, situated in time and space?

The method I employ is a philosophical exploration. I illustrate my discussion with anecdotes from an on-going class-room study and narratives from an earlier interview study.
Children’s constructions and understandings of literacy
Signs of language 1

Line Møller Daugaard, Uffe Ladegaard, Winnie Østergaard & Helle Pia Laursen

In making sense of the world children draw on their entire symbolic repertoire including their emergent knowledge of the written language. In learning to read and write children interpret and make use of signs to communicate and to negotiate their position within social relationships. Their script learning occurs in social contexts and for many children these contexts are more or less multilingual.

In this and a following paper we present some preliminary results of an ongoing research and development study on literacy teaching in multilingual classrooms. The focus in this paper will be on findings related to children’s construction of (bi)literacy in early schooling.

The study Signs of language started in august this year and involves five preschool classes, which we will follow until sixth grade. All classes and schools are characterized by a considerable degree of linguistic diversity among the pupils and in the surrounding community. In each of the five classrooms, research assistants collaborate with teachers and other relevant pedagogical professionals in order to develop and analyze the children’s literacy acquisition and forms of pedagogical practice in relation to literacy teaching in multilingual classrooms.

The overall purpose of the study is to examine the children’s explorations of the written language as a meaning-making tool and to develop (bi)literacy practices in multilingual classrooms. Further, it aims to contribute to a broadening and reconceptualizing of literacy pedagogy in multilingual settings.

The research and development study is based on previous research on young children’s explorations of literacy (for example Dyson 1993, Liberg 1990) and biliteracy (for example Gregory 1996, Moll, Saez & Dworin 2001, Kenner 2004, Reyes 2006). It applies a social semiotic approach to literacy learning and teaching in multimodal and multilingual contexts (Kenner et al 2004, Hodge & Kress 1988, Kress 2001). This approach focuses on the acquisition of sign systems as a process, whereby children make meaning from the information available to them in their social environment.

This year the data collection takes place in the five different kindergarten classes and includes classroom observation and videotaped recordings of the teaching, the children’s written and drawn products, quasi-experimental literacy activities and interviews with the children.

In this paper the theoretical framework of the study will be presented and the collected data will be examined to identify the nature of the children’s construction of (bi)literacy, their varying interpretations of what constitutes and what counts as literacy, and how these interpretations are negotiated in interaction with peers and adults.
(Bi)literacies in the multilingual classrooms
Signs of language 2

Ulla Lundqvist, Birgit Orluf & Helle Pia Laursen

In the primary classroom children encounter different activities involving print, as they participate in varying literacy practices. Some activities occur informally, while others take place as planned teaching events. Within this literacy environment the children draw on the resources available to them and on the sociocultural and semiotic experiences and values they bring to school, as they find out how the written language works.

In the context of an increasing multilingualism, literacy teaching has become a central and contested issue in public and politic debate. The notion of literacy has been challenged and a need to rethink the literacy curriculum in the light of the changing linguistic landscape has arisen.

In this and a preceding paper we present some preliminary results of an ongoing research and development study on literacy teaching in multilingual classrooms. The focus in this paper will be on findings related to (bi)literacy practices in the classroom and the children’s use of literacy, as evidenced by their interaction with the written language in the environment and with peers and adults.

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This year the data collection takes place in the five different kindergarten classes and includes classroom observation and videotaped recordings of the teaching, the children’s written and drawn products, quasi-experimental literacy activities and interviews with the children.

In this paper, the collected data will be examined to identify the (bi)literacy events in the classroom and the children’s engagement with print within the literacy opportunities available to them. Moreover, the implications for pedagogical issues of literacy teaching in early schooling will be discussed.
Multimodal meaning making: Swedish 7–8-years-olds’ use of semiotic resources as signs of learning

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Previous research has continuously pointed out a gap between different learning contexts for children concerning literacy (cf., Barton & Hamilton 1998; Dyson, 1997; Fast 2007; Gee 2003; Lankshear & Knobel, 2003). In these studies the activities in the school’s lower age groups are dominated by conventional and monomodal literacy while activities that children themselves choose to engage with tend to be more multimodal and contemporary. This paper addresses Swedish 7–8-years-olds’ uses of semiotic resources in various screen-based literacy activities outside and in the school context. What kind of learning potential can be found in the multimodal literacy activities that the children engage in outside the school context? How is this potential related to the literacy activities that take place in the classrooms? We will also discuss the possibility of a third, virtual, arena for learning where the school activities and other, self-chosen, literacy activities can meet.

The theoretical framework is sociosemiotic ethnography (cf. Vannini, 2007) with focus on the children’s situated uses of semiotic resources (e.g. image, writing, or drawing). In our research, the signs of learning are perceived as the motivated and creative use of semiotic resources across contexts (Jewitt 2006).

Our ethnographic approach allows us to look broadly for signs of (multimodal) learning in screen-based literacy activities in various contexts. The ethnographic documentation is combined with a semiotic analysis of the resources that are made relevant by the children in these activities, aiming at identifying the gains and losses (cf. Kress 2003) with e.g. the use of images vs. writing.

The results are expected to detect gaps as well as overlapping between different environments that the children take part in concerning type of literacy activity (screen-based or paper-based, or multimodal or monomodal), purpose of the literacy activity (communicative or skill-driven), semiotic resources made relevant by the children, and possibilities for the children’s own interests to be in focus (both concerning content and design).

The similarities between the Nordic countries when it comes to school policies on literacy, and the intentions of seeing and meeting up with the experiences of individual pupils are assumed to make the results from the present study relevant for other Nordic countries. In addition, there seems to be a common concern among parents and teachers in the Nordic countries that the screen-based activities take time from other more important literacy activities, like the reading and writing of literary texts. Our research aims at presenting an alternative view of the screen-based-literacy activities, giving attention to the learning potential of these activities.
Composite texts in reading and writing contexts

Carin Jonsson

Children cope with the world through a filter of “texts” where the possibilities of mediation and interpretation are experience- and context-dependent. Pictures do not (in the same way as written language) constitute a system of agreed signs with formal rules, yet they are often used in connection with written language as text to be read – not as images to be interpreted and understood as images on literal, visual and metaphorical levels. The present article discusses, from a socio-pragmatic pedagogical view, the consequences of a widened language concept in the field of literacy. It discusses the practical implications this has for teachers, researchers and curriculum – and children in the specific teaching and learning practices in which they are included. The term “literacy” is used in several fields and disciplines. The position taken here is a semiotic-pragmatic approach which can expand and explain the use of multiple sign systems. This is important in order to meet up with the meaning of written, visual, and real-world texts – all in all to find an effective way to use composite texts as sensuous and intellectual support for seeing, thinking and knowing. The underlying question, referring to a collection of “texts” made by children in primary school, is: If we acknowledge a widened text concept, would teachers (as professionals) then be better prepared to handle the ongoing changes in the field of literacies, a field where no one is sure what shape it will take in future text communities.
Is there a difference in reading printed text compared to reading on screen?

Maria Rasmusson, doctoral student at Mid Sweden University

Reading of electronic texts is becoming increasingly necessary and prevalent in society. Reading ability and digital competence are becoming more important in our knowledge-based society. The Education Council at the European Union has stressed eight key-competencies that are considered necessary and among them are communication in the mother tongue and digital competence (Education Council, 2006). Electronic reading is an element in both communication in mother tongue and in digital competence, and there is a need for further research in this area.

The aim of this study is to investigate if there are differences in students’ reading comprehension in printed text compared to text on screen. Reading comprehension is a complex process and it involves many different components. Research in the area of traditional reading comprehension is vast and theories are well developed (Abu-Rabia, 1995; Kintsch & Rawson, 2005; Lundberg & Herrlin, 2003). Our way of using language and looking at literacy is changing as our use of new technology for communication is increasing (Leu, Kinzer, Coiro, Cammack, 2002). The results in this study will be discussed in relation to a sociocultural perspective with a focus on mediating tools.

In the present study, students in school year 8 have been tested on reading comprehension. The same test was given in both a printed traditional version and on screen with an interval of a few weeks. The correlation between the test results has been calculated. A comparison of the mean scores on a group level will be looked at as well. There seems to be a quiet high association between the reading comprehension of printed text and text on screen. The outcome of the comparison has implications for how reading assessments could be done. It could also be an important finding in relation to further research in the area of digital literacy in a broader sense. The results from the participating Swedish students may be of interest for further research and discussion in the Nordic countries.
Analysis of students’ performance in graphicy from PISA test items

Prof. Lisbeth Åberg-Bengtsson; Oduor Olande

Literacy concept transcended the ability to able to read and write to be viewed as being the capacity to “...identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts...” This perspective of liter-acy not only incorporates graphicy but also has a content that shares some remark-able similarities with the overarching goal of statistics or data analysis in the mathematics curriculum at the compulsory school level within the Nordic coun-tries, USA and UK.

Using OECD-PISA (2003, 2006) results for the above mentioned countries this presentation gives an analysis of students performance on items of graphical nature where ability to identify, understand and interpret are put to test. In the preliminary stages the questions have been divided into two areas: those demanding identifica-tion skills and those requiring some level of analytical (understanding) and interpre-tation skills. Using descriptive statistical techniques and confirmatory factor analysis an attempt is made summarize and identify the underlying structures of students’ response. The study is thus not confined to measuring just a single variable since factory analysis has the advantage of being multidimensional.

The initial analysis shows that there is some remarkable difference across the board. An attempt has also been made to identify occurrence of disparities in stu-dents response based on subject area or content of the question. Specifically, find-ing differences in response rate/frequency for questions of graphical nature with clear mathematical content vis-à-vis questions of graphical nature from and de-manding some scientific knowledge and reading skills.
Pre-school Children’s Story-making

Ingrid Andersson

The present study explores narration as a literacy practice. Data are drawn from a larger data set of bilingual and monolingual pre-school children’s narratives and cultural repertoires in Swedish settings. Analyses are made of selected passages of a picture story book, Frog where are you?, a book frequently used by researchers over the years (for an early overview see Berman & Slobin, 1994). The selected parts are chosen to illuminate narrative style and complexity. I will particularly look into how children construct an aesthetic narrative form, what inferences they make and what voices are heard in the story. A comparison is made both between stories of bilingual and monolingual children and between children with different experiences of book-reading and access to books at home. The findings show that literary repertoire and cultural habits rather than being a native speaker of a specific language are important factors for language development and narrative construction which in turn will influence literacy development and world making.
Child Narration in a First and a Second Language

Ingrid Andersson
Canisius Ruterana

The present study investigates three stories produced when a group of grade 6 children in a rural school in Rwanda are requested to tell a story of their own choice. The children speak Kinyarwanda, the first language of the majority of the people in Rwanda, but their medium of instruction at school is French. The findings show that all stories but one were told in Kinyarwanda. Here we want to explore similarities and differences between the story in French and two selected stories in Kinyarwanda. One of the Kinyarwandan stories is selected because it is of similar length as the one in French and the other story is selected because it is well elaborated. All stories are analysed in terms of content, narrative structure and language complexity. Our analysis is in progress but so far we have seen that all children have told stories with a clear high point (Labov, 1992). Moreover, all stories deal with gender issues of some kind. We have also seen that language choice seems to have an impact on where the story is situated.
Reading, reading habits, and reading interest among students in grade 8 in a Swedish municipality

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The research aim is to analyse how well young people read, how much they read and how they like to read and to relate this information to these pupils’ socioeconomic backgrounds, their well-being in school and what they think about their future education. The concept of literacy serves as our theoretical framework. We believe that literacy involves not only reading skills, but how these skills are placed in a broader context where among other things reading habits, interests and purpose play an important role (Street, 2001). In order to get an idea about literacy today it is important to know more about how young people read, what they read and what they think about reading. It can be assumed that different groups have different types of literacy (Heath, 1996). In order to find out more about different literacy among young people it is of interest to compare boys and girls, young persons from different social background and young persons with different cultural background.

We used survey methodology in our project. In 2005 and 2006 we gave surveys to students in the municipality of Härnösand, Sweden. All students in grade 8 in the municipality participated in the surveys, in total 697 students. The surveys included a reading test and a student questionnaire with a number of questions dealing with, among other issues, students’ gender, first language, parents education, number of books at home, reading habits, reading interest, their well-being in school and their plans about future education (Eklund, Fredriksson & Taube, 2005; 2006; Eklund & Taube, 2006). The data collected in the test and in the questionnaire will be used to analyse the relationships between the different variables. We expect that the reading skills, reading habits and reading interest will be positively related. Furthermore, that there will be differences in respect to gender, social background and language background when comparing students who are good, frequent and motivated readers with those who are weak, infrequent and unmotivated readers. Finally, we expect to see differences between categorized groups in respect to well-being in school and plans for future education.

We suspect that how young people read and their reasons for reading are now changing in the Nordic countries. We are interested in trying to see in which directions these changes move and whether there are large differences between different groups of young people. We believe that studies of reading among young people in a Swedish municipality may help to give a deeper understanding of present trends and developments.
Teachers’ Literacy Intentions
– use of Educational Texts in Compulsory School Classrooms

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This paper’s purpose is to present the research topic of a future dissertation about teachers’ literacy intentions in relation to their use of educational texts (all kinds of written texts used in the classrooms) in the “forgotten middle years” of Compulsory School in Sweden. The aim of the dissertation is to elucidate teachers’ different literacy intentions by studying the teaching content, i.e. the selection of used educational texts, literacy events connected to these texts, teachers’ attitudes to children’s literacy learning and their motives to their teaching. Another overall aim is to draw further conclusions about possible consequences regarding literacy education. It is important to stress that this study focuses the teacher discourse.

The theoretical framework is based upon a combination of curriculum studies and an ideological literacy approach. From curriculum theories, including researchers as Englund and Hultin, a perspective stressing the institutional setting as constituting conditions for teachers’ use of educational texts is used. Within literacy research, David Barton, Shirley Brice Heath, Brian Street and Roger Säljö are used as references. Two important theoretical concepts in the paper are literacy events and literacy practices in classrooms and in school as an institution. Other literacy-related concepts that are discussed in the paper are literacy intentions, educational texts, multimodal texts, and system of symbols. Ethnographic tools will be used as methodology along with text analyses. The empirical material will consist of classroom observations (possibly video recorded), teacher interviews, educational texts used in the classroom and authoritative curriculum related texts from 1969 (Lgr69) to 1994 (Lpo94). The plan is to do fieldwork in four teachers’ classrooms in the 4th and/or 5th grade during a year – a year and a half.

The question of teachers’ intentions in relation to educational texts has a clear relevance for Nordic educational research as the ideals and traditions of organising teaching as talks and communication in different ways are deeply rooted in all Nordic countries, as well in other European countries and the United States. The institutional settings of educational practices are also similar which makes the question relevant in all Nordic countries.
Digital practices in school and development of digital competencies - some results from a study of three primary schools in Norway

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During the last 10 – 15 years the development within the ICT area has contributed to reinforce what is often referred to as a gap, or a tension, between school and leisure time as two different learning spheres. We know that many children engage in and develop competencies from using and exploring digital technology in their leisure time. These digital practices promote what Drotner (2008) describes as “formation of competencies”, or in recent literacy-research often referred to as “new literacies”. In Norway the issue of digital competencies has been centre stage in educational policy and in everyday thinking about educational practice. We are now witnessing an expansion within literacy-research and a spread into different theoretical fields (Coiro et.al. 2008). Childrens’ digital practices in leisure time, together with literacy-research and educational policy, reflect back on formal schooling in many ways, not at least our assumptions and understanding of learning, knowledge and competencies. In spite of heavy stake on implementing ICT in schools, childrens’ digital practices and competencies seem to be poorly integrated in educational practice (Erstad 2007). It is complex to explore and understand what these formations of competencies can contain and be developed within and between different contexts (ibid.). With the new national curriculum as a point of departure, this paper approaches the phenomenon as digital competencies. I present some preliminary results drawing from my PhD-project, where I investigate what characterises three Norwegian primary schools’ digital production practises related to three Digital Storytelling-projects in 5th to 7th grade (9 – 12 years): How do these practices, related to developing digital competencies approach and develop the pupils’ digital practices and competencies developed outside school? The questions above also presuppose an organizational approach. The issue of digital practices and competencies is a concern of the whole school as an organisational system, and not just a concern of developing skills in using the technology among pupils and teachers. A mixed method approach is being applied, combining questionnaires (226 pupils), video-observations in the classroom, and semistructured interviews with 35 pupils (individual and groups) and their teachers and headmasters. All three schools participate in the national project “Learning Networks” established by the Ministry of Education. The focus here is on the educational implications of working with ICT, and especially on the issue of digital competencies. I argue for a broad approach to digital competencies based on a socio-cultural perspective on learning. This provides us with an opportunity to acknowledge digital competencies as abilities to access, understand, create and communicate in a variety of contexts. Hence, I argue against a narrow and technological focus on technical skills. The paper draws on relevant research and theoretical perspectives, i.e. Drotner (2008), Buckingham (2006), Lankshare & Knobel (2006), Engeström (1999), Nygren (2004), Wertsch (1998), to discuss digital competencies as complex and compound competencies that we use, develop and understand in different ways in different contexts.
Challenges in analyses of interaction between development of literary and digital literacy

Agnete Bueie (HiBu), Eva Michaelsen (HiO), Ingebjørg Tonne (HiO)

The research topic of our project is development of literary literacy. We study how literary literacy may be enhanced by engaging the pupils in activities connected to digital literacy, more concretely, the activity of literary blogging. The aim of the paper is to single out methodological and theoretical challenges in studying the relation between the literary blog and literary literacy.

The methodological design of the project is a study of pupils’ reading and their production on an internet literary weblog (blog) (in the period 2008-2011). The pupils, some with Norwegian as their first language and some with Norwegian as second language, blog a book review after finishing reading a book. The pupils’ teachers, their classmates and the librarians read the reviews and comment on them (ask questions, state their own opinion, etc.). In the paper, we compare similar – but non-digital – projects on literacy with our own literary blog project with regard to goals, design, methodological challenges and expected outcome of the projects. Relevant works to study are e.g. the literature project Listiga räven described in Alleklev and Lindvall (2003) and Beating the odds: Teaching middle and high school students to read and write well (Langer 2001), which show that schools that succeed in their work on literacy, tend to have teachers that initiate discussions about the texts and motivate the pupils to read by presenting a great amount of books of different kinds.

Our theoretical perspectives on literacies are based on concepts of literacies like those presented in Det flerspråklige mennesket (‘Multilingual Man’) (Wagner et al. 2008). We view digital literacy both as part of literacy in a general sense, and as a tool for enhancing the pupils’ general literacy level, where general literacy is understood as the sum of literacies like functional, cultural and literary literacy (as described in e.g. Literacy - An Introduction to the Ecology of Written Language (Barton 2007).

The expected findings to be discussed in our paper are the spotting, defining and the sorting out of challenges related to literacy projects like that of our own blogging project. Such challenges are for example how one would single out the effects of the digital project on the pupils’ literary literacy, how publishing on the net may be a motivation factor for further reading and writing, what is the effect of literature conversations in class, and, importantly, whether such literature/literacy-projects are well-suited for a multilingual, multicultural class of pupils, i.e. a heterogeneous group of pupils with varying socio-economic backgrounds.

Discussing and bringing up research challenges of such literacy projects is relevant for Nordic educational research in that it may contribute to making literacy projects better suited for describing and potentially changing literacy educational practice, especially those projects address literacy education in groups of pupils with varying linguistic, cultural and socio-economic backgrounds. Our digital project, and elucidating methodological and theoretical issues in such a project, is a way of actively approaching the challenges of enhancing the literacy of pupils of heterogeneous groups.
Literacy Education in an Ecological Perspective
The Triple Contexts of Participation and Language Learning

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Research topic/aim
This paper discusses ecological literacy education in the era of globalization and migration, especially the need for communicative competencies related to trans-cultural, intra-cultural as well as inter-cultural communication. The three communicative paradigms relate to three different life forms and language and education policies, and encourage different processes, namely:

1. the more homogeneous family and tribe (intra-cultural communication, homogenization)
2. the national democracy and government and the (inter)national exchange of goods (the intercultural communication, neutralization)
3. the heterogeneous meeting of a diversity of cultural backgrounds in the global and local societies (trans-cultural communication, heterogenization)

Ecological literacy education relates to all three contexts and supports children and students in the development of languages and literacies related to the dominant languages and communication practices of each context: mother tongue (the language of affinity), 'neutral' languages (languages of the powerful), and locally and globally developed highly context related common languages.

Language is regarded a multidimensional, multimodal phenomenon, which both shapes and is shaped by mind, nature and society. An ecological literacy education includes all modalities.

Theoretical framework
The model of the triple contexts of participation and language learning is developed within the dialectical theory of language framework (Bang, Døør, Steffensen & Nash 2007; Bundsgaard & Lindo 2000). The dialectical theory of language is related to ecolinguistics (Bang, Døør, Alexander, Fill & Verhagen 1996; Fill, Penz & Trampe 2002). Both argue for a politically and morally responsible approach to language and linguistics. The paper also relates to commensurable theories of literacy such as Barton (2007), New London Group (1996), and Willinsky (1999).

Research design
The paper is a theoretical paper with examples from language learning situations and from the Danish debate on language policy, between the poles of nationalism and globalization.

Relevance for Nordic Educational research
The paper will have relevance to researchers analyzing language learning and teaching, to curriculum developers and to policy makers.
Invisible literacies!

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Documenting and analyzing the diverse writing and reading activities that children and youth accomplish in out of school settings especially within digital arenas including computer and video games, chat rooms and web communities highlights children’s ability as capable learners and active participants in the world. Children’s interest and engagement towards digital arenas has been long dismissed as merely time consuming, counteractive or incidental. As a matter of fact those who claim a crisis of “literacy” relying only on the definitions of reading and writing that is used by schools are disregarding and ignoring children’s digital literacies.

The aim of this study is to investigate what experiences and knowledge of digital practices children take to school and if/how it is acknowledged at school. Research on children and young people has highlighted that in order to sustain their motivation children are involved in making connections with other children who share their interests (Moinian 2007, Enochsson 2004, Gustavson, 1986). Their digital practices are consequently much focused on peer communications and the question is if it is “counted” to be the right sort of knowledge at school. By highlighting the complexity and variation in children’s digital literacies, the study pleads for reconceptualising literacy education so that it would count on and includes the realities of the life and experiences of children living in the 21 century. In order to study how and to what end children use their digital knowledge in their everyday lives, observations and interviews are conducted with some children intending to give portraits of children performing successfully in a variety of digital arenas as they have not been able or eager to complete in the schoolroom. Theories of learning and communication inspired by new literacy studies, together with sociology of childhood are then used as analytical tools in order to examine the results. The study concludes that many problems might be solved if we look for the disjuncture between school practices and what children actually accomplish with literacy in digital arenas taking into account children’s own understandings, goals, standpoints and perspectives. The results are expected to give new insights in invisible digital literacies children take with themselves to schools.
Textile related literacy in Swedish upper secondary education

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This paper is based on a sub-study within a four-year research project funded by the Swedish Research Council. In the paper I explore what kind of literacy that is made available for students in two textile-related upper secondary (16+) programmes, one vocational and one specially designed (hybrid) programme. Basis for the analysis are ethnographic videorecorded classroom observations, digital photos and copies of teacher-produced texts, complemented with interviews with teachers. Video-recordings focused students’ work with assignment, classroom communication (teacher-student, student-student, teacher’s collective communication in classrooms and workshops), and teachers’ assessment and grading. In this paper, the literacy-related aspects (literacy events) of the assignments are illuminated: similarities and differences related to assignments and literacy aspects of these between the two programmes are discussed. The sub-study is designed within an activity theoretical frame (Leontiev, 1986) and the main issue here is the object of teachers’ work, i.e. what they try to realize. Of special interest for the analysis in this paper is how literacy related actions contribute to the intended learning. Following questions to the data have been guiding the analysis: What kind of texts are given to students to work with? (How) do they vary from the first to the last semester? How are students expected to work with them? What becomes the focus of communication related to these texts? What text-related problems can be identified and how are these handled?
Research aim
The study aimed to explore: (1) various configurations of programmes/courses in Medical Humanities (MH) across the world; (2) electronic and non-electronic, online and offline resources and tools available to various components and patterns of the MH curriculum.

Theoretical framework
Advocacy for the MH is founded on the doctrine of humanism (i.e. that people’s duty is to promote human welfare), and it is embedded in the tradition of interdisciplinary learning, teaching and educational research. Besides, the study has drawn on the concepts of reflective inquiry, literacy and globalization.

Methodology
Data was collected by surveying MH web sites and Internet resources across the globe. Content analysis and discourse analysis were employed as methods of data analysis.

Findings
Various curricular trends and patterns were identified, and a wide range of resources and tools were interpreted as empowering students, teachers and practitioners in healthcare to liaise and collaborate with one another in a number of ways, with a view to constructing, disseminating and sharing knowledge in the MH at local, national, regional and international levels. Generally, students and educators alike tended to see MH as fostering in medical students the following: positive attitudes and better understanding of human experiences of wellness, illness and disease; critical appreciation of medical practices, and legal and ethical issues; and acquisition of appropriate language communication skills which are the tools with which the students and practitioners read, write and shape the world around them.

Relevance for Nordic Educational research
In recent years, humanistic studies of medicine have become one of the most vibrant sites of creative and interdisciplinary research. Furthermore, people working within the medical field are increasingly recognizing the need to incorporate interdisciplinary and humanistic perspectives into their own education and practice. Today Medical Humanities is a generally accepted term covering humanities, visual and performing arts, social sciences, law, feminist studies, race studies and environmental studies, as they relate to the field of medicine/healthcare. One may add to the menu Language for Medical Purposes (LMP), as this Applied Linguistics component greatly contributes to how healthcare trainees and practitioners read, write and shape the world around them via language communication skills. Nonetheless, as a sustained interdisciplinary inquiry into the aspects of medical practice, education and research expressly concerned with the human side of medicine, Medical Humanities is a relatively new term and is still unknown in many corners of the world, including Nordic countries. This study proposes that relevant courses/programmes and resources and tools have the potential to empower students in healthcare studies to acquire multidisciplinary and interdisciplinary literacies, with a view to making them more competent students in medical and health sciences, as well as better future practitioners in healthcare. Nordic institutions may borrow a leaf from the exemplary courses and resources identified by the study towards policy and curriculum innovation in healthcare education and research.
Language, Infancy and Community
– Some Thoughts on Education as an Ethical Way

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This paper explores the boundaries of language, and how an understanding of education as an ethical way might be possible by illuminating the very space between language and discourse. The aim of my analysis is not to move beyond a dichotomous language, but to remain in the ambivalence that such a language constructs. As a point of departure, I return to the story of the tower of Babel by posing the question if the deliberative statement of morally legit outcomes is an effort to raise the tower anew. From this question I turn to pre-Babel times in order to understand Italian philosopher Giorgio Agamben’s theory of language. By using the concept of ‘infancy’ Agamben constructs a theory of language that entails a radical rethinking of experience as a question of language, in relation to language itself, and to its own limits. By posing for the necessity of an ‘experimentum linguae’, that lingers between language and discourse, Agamben leaves an entrance to a coming community, as a place or an ethical way where humanity never been and from which humanity never left. My inquiry draws mainly on Agamben’s view on language, ethics and community. Through his work, I offer a critical perspective to the belief that the philosophical idea of morally legit outcomes constructs a ‘legit’ ethical approach within educational research and praxis. By using an ethics without any references to the law, traditions or social conventions, I conclude this paper with some thoughts how education might be thought of as an ethical way, by stating that the notion of morally legit outcomes is an exercise in power, not in ethics. Instead of clinging on to an educational discourse that keeps ambivalence at bay, instead we ought to seek in the differences between language and discourse, inasmuch as this difference opens the very space of ethics. 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.
“Is not Hospitality an Interruption of the Self?”
Welcoming Difference in Education

Elisabet Langman

This paper examines Jacques Derrida's claim that “only the one who endures the experience of being deprived of a home can offer hospitality”.

When teaching classes related to cultural and social differences, teachers often face the problem of how to welcome people defined as culturally or socially “different” without, at the same time, stigmatizing them as deviant or inferior on that basis. The notion of tolerance can be said to capture this problematic relationship between the guest and the host, the tolerated and the tolerating, the inside and the outside by creating the very boundary beyond which the other is no longer welcome. Drawing on Derrida's concept of hospitality as an interruption of the self, I first elaborate on the importance of examining new ways of encountering difference beyond clear cut dichotomies between self and other. I then offer a close reading of Derrida's deconstructions of hospitality as he develops them in some of his later works. By way of conclusion, I discuss how a move from tolerance and control to hospitality and risk may open up new spaces for welcoming the other, and consider what implications this move has for advocating personal transformation and social justice in education.


Education and the elusive human being

Rita Nordström-Lytz

Research topic
What is it to be human in an educational context? How can the very and broad essence, as well as expressions, of human being be provided for in the education? This paper investigates how education can grasp the human being in its whole extent, without leaving any human dimension out, attempting to overcome the dualistic distinction between what is possible versus impossible to “understand” about human being.

Theoretical framework
The paper is written within the tradition of philosophy of education, with a focus on the philosophy of dialogue, developed by Martin Buber. His thoughts have been explored and discussed both in the German (W. Faber, B. Garner, W. Krone) as in the Anglo-American (M. Friedman, P. Mendez-Flohr, J. Walters) and the Nordic (M. Sainio, C. Runqvist, G. Karlsen) educational tradition, today with an increasing interest and above just a few examples of researchers mentioned. There is a risk, especially in a late modern society focused on profitability and rapid solutions, that the educational aims and considerations are limited to the measurable, rational and observable dimensions of human being, leaving the elusive, tacit and hidden dimensions out. A possible access to a broader conception of human being within the educational context is offered by the dialogical philosophy of Buber. His conception can be comprehended as a critique of a narrow and rationalistic view of human being, where he presents a bridge to overcome to the gap between what is possible and impossible to understand about human being, assenting both to the observable and the elusive.

Methodology
As often, in the field of philosophy of education, philosophy is the method, including strains of hermeneutic. The reading of texts implies an interpretation and the asking of questions furthers the philosophic thinking.

Expected findings
The aim of the research is to deepen the understanding of what it is, as a human being, to be a part of an educational context. The aim is also be a voice in the discussion about the meaning of genuine dialogue for education. It is possible (and perhaps even desirable) that the philosophical findings are useful for the educational practice.

Relevance for Nordic Educational research
This research is in some respects a critique against the way, in which education in late modern society is used for – and occupied by – a thinking focused on usefulness, economy, rapid and measurable results, which reduces human being and disregards her elusive potentials. It is important that education grasps the whole human being; both for the welfare of the single individual as for the welfare of society.
The right to know what’s wrong
– Ranciere, Baudrillard and the social sciences textbook.

Jonas Nordmark

This paper’s main aim is to discuss the possibilities to read textbook texts in social sciences with focus on the visions of the interpretative student-reader presented in text, in conjunction with an analysis of forms of knowledge and politics presented in some textbook examples. My discussion revolves around my philosophical readings of Jean Baudrillard’s critique of knowledge and information in postmodernity, and Jacques Ranciere’s notion of the political. Baudrillard describes the concept of knowledge in postmodernity as a result of modernity turning on itself, which he suggests stems from an idea of truth as manageable through the quantification of information. This idea renders the world less visible according to Baudrillard, quite contrary to its aims. Ranciere on the other hand criticizes pedagogy, and perhaps analysis, as stultifying the student, this by establishing the act of understanding as something that only can be initiated in the relation teacher-student. The reasonings in this paper is very much a turn, or return, to the possibilities of theorizing the ‘entering’ of a practice of text analysis. Discourse analysis as a method many times show how textbook texts rhetorically present knowledge through demarcations of content which is ideologically biased: what is included also implicates what is excluded. This is a kind of uncovering of what is socially constructed. But what if analytically ripping the textbook text apart, leaves it dead on the floor, in a pile of “truth”? And, what if skillfully undoing the rhetoric of that same book just renders it as ideologically biased, but nothing else? All in all, what is the textbook text beyond its wrongs and rights and its ways to resist, cover up, or propose these? By posing these questions I will try to deconstruct the relation between the notions of knowledge, the political, and the reader, with special focus on what the implications for reading the text as a rhetorical construct might be. I conclude this paper with following questions: what if reading in itself renders a possibility of entering the political, and if so, shouldn’t the textbook text gives us the “right” to know what’s wrong? Through Baudrillard’s and Ranciere’s critique one could suggest that it is read and written, interpreted yet not deliberately exposed. I hope to contribute to the discussion on education as possibilities of politics and democracy within Nordic educational research.
From pluralism to cohesion as the key concept in political and moral education

Ove Korsgaard

Proposal:
Proposal one: Compare the current discussion on education for citizenship with the discussion on education for democracy in the wake of World War 2. Proposal two: Raise the normative question: What concept of democracy should constitute the foundation of political and moral education in our increasingly heterogeneous society?

Methodology:
Text analysis of relevant documents and articles from before and after 2000.

Findings:
A shift from emphasising pluralism to emphasising cohesion

Relevance for Nordic educational research:
Looking back at the discussion on education for democracy can create new ground for research in the present values policy emphasising citizenship education.

Abstract:
In post-war Danish educational policy, it is without doubt a liberal understanding of democracy which became most influential. The core argument was that the state should adopt a neutral stance towards the various philosophies of life. Hal Koch was a leading spokesman of the idea that the state should set up a workable structure securing pluralism, but not design the content of education for democracy. The liberal position largely provided the basis for teaching in the Folkeskole up to around 2000. However, with the values-political turn of recent years the liberal position is now in retreat. This new trend became clear in 2000, with the then Minister of Education Margrethe Vestager's manifesto *Values in the Real World*, in which she stressed that "Now more than ever we need to put in words just what attitudes and values we hold in common". And the present government has focused on the same issue since 2001, and has commissioned among other things a literary canon, a cultural canon and a democracy canon. Using education in democracy in Denmark as a case, the shift from pluralism to cohesion becomes clear.

However, the values-political turn is not only a Danish phenomenon. In recent years citizenship education has implemented as a mandatory subject in a number of European countries, for instance the Holland, UK and Spain. This trend seems to be part of a general shift to underlining cohesion as the key concept in education for democracy. Also the discussion within political philosophy between liberalism, communitarianism and republicanism seems to be an expression of the shift in values-policy that has taken place in recent years.

This trend raises the normative question: What concept of democracy should constitute the foundation of political and moral education in our increasingly heterogeneous society?
(Teacher) Education as a Work with Personal Language Use.
- Human action as opened to anybody who can read.

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And
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Education is often defined as an initiation into a practice. This then leads to a dominant perspective in education regarding it as a way of transmitting a given content in order to learn what the practice prescribes. Consequently metaphors like transmission, transport, acquisition (tilegnelse) are often found to describe the learning processes. If we instead talked of “education about a practice” (Smeyers & Burbules, 2006) could this alter the way we think about and do (teacher)education as initiation?

In my work I have developed ‘a tool’ together with a group of teachers where they have explored the possibilities of working with their own language use as teachers. According to Paul Ricoeur; ‘to speak is already to translate’ and ‘to translate is to understand’. Furthermore translation is a work, a task to be done (Ricoeur, 2006). I have used these postulates as a concrete point of departure in my work when developing this ‘tool’. In this paper I will just shortly describe the ‘tool’ we have used and then concentrate my argument on the underlying assumptions of this way of working in (teacher) education. In my argument I will elaborate the ways in which we can understand human action as a text and through this emphasise the necessity of working with action as a ‘text’ in (teacher)education. My research is framed as a work within practical reason and theory of action, inspired by Paul Ricoeur. In one of his essays he argues for the possibility of using text as a model, whereby he considers meaningful action as a text (Ricoeur, 1991). If we can explore ways in which human action is opened to anybody who can read, then I believe this becomes a possibility for an education about a practice. To fully understand this we have to trace back to Ricoeur’s way of using text as a model for understanding meaningful action. This is what my paper will try to elaborate. Furthermore I will argue that this opens a discourse on ways in which we understand (teacher) education and possible ways of making initiation a work by the teacher-self.

Learning - an overloaded idea

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Learning is an indispensable idea and concept in educational thinking. However, educational thinking is often influenced by so many trendy concepts and ideas, which attract so many meanings that the idea becomes ambiguous and therefore theoretically useless. It appears that the idea of learning today suffers that fate. The idea of learning is presently mixed with competing ideas such as Bildung (dannelsel) and development, but also with educational forms of practice such as teaching and play. From a theoretical point of view, which regards teaching as a discursive form of practice and also based on empirical observations, a model of educational thinking will be proposed, a model which attempts to place the idea of learning in a meaningful educational context.

Theoretical framework:
Philosophy of language inspired by Paul Ricœur and K. E. Løgstrup.
The concepts of recognition and summoning to self-activity

Göran Björk and Michael Uljens

The aim of this paper is to examine and discuss the concepts of recognition (Anerkennung) and summoning to self-activity (Aufforderung) and their internal relation. The reason is that these concepts are interrelated but the nature of the relation is not always made clear.

Both Anerkennung and Aufforderung are key concepts in the framework of the German tradition of educational theory. In the heritage of the educational philosophy of Fichte, Herbart and Schleiermacher Aufforderung to self-activity is emphasized as constitutive for education, in addition to the concept of Bildsamkeit. These concepts are seen as relational and are aimed for describing the dynamic process of Bildung in relation to pedagogical activity.

This dynamic process is characterized by both acknowledging the autonomy of the subject (Kant) and understanding the human as a being in need of becoming (Hegel) in relation to the Other. The conceptualizing of Aufforderung in this way focus the question of what kind of relations – subject, subject-object, intersubjectivity – are included.

The concept of recognition (Anerkennung) has developed into an important one on the agenda of the contemporary philosophical discussion. The concept has a clear ethical dimension which is important in understanding the establishment and development of personal identity and reaching individual self-fulfilment (Honneth, Taylor).

Nordic educational theory has for a long time developed in the stimulating tension between the heritage of the educational German and the Anglo-Saxon traditions. The current paper draws on both traditions in developing a position on how the relation between Anerkennung and Aufforderung can be understood.
Hannah Arendt and capacity of willing – implications for education

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Human beings seem to live and act in two worlds: in the world of facts and in the world of possibilities. We are, or at least we think we are, intentional beings with an open future, an openness that is approached with aspirations, desires and goal-directed behavior. But human agency does not only express desires about something but is also evaluating its own activity. The fact that I follow my strongest desires is not enough to say that I am free. There can be inner constraints to our freedom.

In this paper these puzzling questions are raised by referring to the concept of the Will. One difficulty faced by every discussion of the Will is the fact that there is no other capacity of the mind whose very existence has been so consistently doubted and refuted by many philosophers. From a philosophical point of view it has been common to accept the Will as a subjectively felt phenomenon but denying its freedom.

My point of departure for reasoning is in Hannah Arendt’s philosophy. According to Arendt, there has been many different ways of assimilating the Will to older and outdated ways of thinking. She is however trying to elucidate the concept in the light of its different meanings in the course of History of Ideas. As a capacity of the mind the Will is the mental organ for the future as memory is the mental organ for the past. The moment we turn our mind to the future we are no longer concerned with “objects” but with projects. The Will’s need to Will is no less strong than Reason’s need to think.

We then raise the question: If we see our faculty of Will as a mental organ of the future, how does it relate to modern educational discourse? Can human capacity of willing be cultivated and nurtured through education? If that is so, what kind of willing are we then talking about?
The disease of consensual democracy

Carl Anders Säfström

In this paper I argue that the problem with nationalism as a frame of reference for national curriculum, or more precisely, as a frame of reference for democracy itself, is that it tends to add a dimension not itself contestable by democracy, that there is something purely undemocratic positioned at the core of democracy. In other words, if consensus is made the hallmark of democratic processes, attitudes and ‘democratic ways of life’, then it follows that racism not at all is a sign of something completely alien to such a democracy that can be cured through agreement about our equal worth, but rather the sign that consensual democracy is working exactly the way it is designed. Consensus, I argue in the paper produces racism by the transformation of politics into post-politics or “para-politics” to use Jacques Ranciére’s (1995) term. The aim of para-politics is to make the antagonistic dimension, the political itself disappear (Mouffe 2005) by replacing antagonisms with procedures of an orderly dialogue. Such dialogue is often made into the hallmark of ‘good’ teaching and as defining democratic education. The irony of the situation I claim is that by making the political go away one also makes the other disappear as a legitimate adversary. Therefore there is no political subject left, no ‘singular universal’ only the empty category the immigrant. The immigrant, I argue in the final section of the paper is a name designating the complete loss of political subjectivity. If democratic education relies on para-politics, teaching risks being reduced to not only a practice of exclusion but also to the production of people as “nothing” in the social fabric.
Pedagogical creed as a question of calling and respons(e)ibility

Lotta Jons

In this paper, I will explore the consequences of (philosophically) constructing the way a teacher approaches her student and her task within the conceptual framework of calling and respons(e)ibility. According to Martin Buber's philosophy of dialogue, a person's existence should be understood as an existential dialogue, that is to say that what a person experiences is viewed as a calling addressing her, and accordingly that the actions undertaken by her is looked upon as responsible responses to those experiences. Pedagogical creed might, according to this notion, be conceptualized as a question of the teacher being addressed by and responding to the students' undertakings, predicaments and needs. The suggested construction of pedagogical creed made in this paper, suggests three demands on the teacher. The first demand is about her paying heed to the address, which in turn will be seen as comprised of the teacher talking authentically and of her serving the student. The second demand is about responding in a responsible way, which according to Buber will be put forward as a question of embracing a loving leadership; whilst the third demand says that the teacher ought to address the predicaments and needs of the students, demanding the teacher to provoke and to dare to take risks. By constructing pedagogical creed in this way, the paper offers new ways of discovering, articulating and discerning questions related to pedagogical attitude and interaction.
Calling and Respons(e)ibility as an approach for interpretation

Lotta Jons

Inspired of Martin Buber's philosophy of dialogue this paper puts forth a notion of interpretation as understood within a conceptual framework of calling and respons(e)ibility. According to this conceptual framework, man’s existence – i.e., her existential experiences and appearances – is a matter of paying heed to, responding responsibly and calling. According to Martin Buber's philosophy of dialogue a person's existence should be understood as an existential dialogue, that is to say that what a person experiences is viewed as a calling addressing her. Accordingly, the actions undertaken by a person are regarded as responsible responses to the experiences facing her. Building on this notion, it is suggested that an object for interpretation – e.g., a text, a work of art, events, etc. – should be viewed as an addressing experience calling on the interpreter to respond, a response compiled of paying heed to, responsibly respond and calling. I will also show that this notion characterized by existential dialogicity incorporates and transcends the communicative as well as the ontological dialogicity characterizing Dialogical and Ontological Hermeneutics respectively. By philosophically constructing interpretation in this way, the paper offers new ways of thinking about learning as well as pedagogical interaction.
The shunned essentials of pedagogy: authority, love and mystery

Moira von Wright, Örebro University

Authority, love and mystery are three small words that capture the essentials of pedagogy - so I will argue. They tell us about our connection to the world, including each other, yet they are shunned in the educational discourse.

The aim of my paper is to unfold these conceptions and critically discuss their implications for the educational relation between teachers and students in schools.

Today we seldom join love to education and schools. Love is a general name of the quality of attachment, but love is also capable of infinite degradation and is the source of great errors – yet, when it is even partly refined it is the force that “joins us to the world through Good” says Iris Murdoch (2001). So understood, love can be part of the ‘architecture’ of education. Educators’ responsibility for the world takes a specific form of authority in schools. Hannah Arendt (1993) argues: “The school is by no means the world and must not pretend to be, and the educator stands in relation to the young, as a representative of the world”. An implication of her argument is that the task of the educator is to show the world to the students, not to translate it or explain it, but also not to change or explicate the students. Following the thoughts of Murdoch and Arendt I conclude that for an educator, in school (different from politics), to love the world is to accept the world, and to love the students is to accept them and to refrain from wanting to change them- and refraining from wanting to prepare them for changing the world in a particular and predefined way.

What, then, is the place for mystery, the third shunned essential of pedagogy? To put it shortly; I question the established belief that schools can - or even should - respond to the ideal that everything can and ought to be measured. I’m not suggesting an exchange of measure settings, but I argue that recognizing mystery may allow students to be persons in their own right.
Language use, communication and the possibility of outsider understanding
A problematisation of the meaning of human relations in teaching and learning in education

Halvor Hoveid, associate professor, NTNU

As I interpret the discourse about teaching and learning in education I think there is a tendency to objectify the functions of knowledge and truth as a transfer - and the function of moral and ethics as a relation between the teacher and the student. In this paper I will discuss: how different concepts of the relation between teacher and student are related to a transfer between teacher and student?

I will use the concept of a possible outsider understanding as my grounding for relations in education. In his Terry McLaughlin Memorial Lecture at the conference of the International Network of Philosophers of Education in Kyoto 2008, David Bridges talked about Education and the possibility of outsider understanding. He described three different contexts in which issues to do with insider and outsider understanding arise: debates about religious education, debates about insider and outsider educational research and in arguments about education for international understanding. By this David Bridges made an attribution to the understanding of the understanding of outsiders in education.

Our concepts of understanding draw on philosophical hermeneutics. In “Truth and Method” Hans-Georg Gadamer writes about language as the medium for hermeneutic experience. This makes it possible to draw the line between insiders understanding and outsiders understanding according to the language which is in use. Paul Ricoeur’s philosophical hermeneutics confront this perspective by saying that all understanding is translation. This perspective makes it possible to interpret self as being an outsider for every other. In understanding the other every self has to interpret the meaning of the others speech, and in this interpretation there is a translation or an as if…

I will, through a development of these perspectives on the understanding of the understanding of outsiders, try to make use of them in a discussion of the actualisation of the relation between teacher and student through recognition. My main perspectives on recognition will be the work of Axel Honneth (1995) using Hegel and Mead in: “The struggle for recognition” and Paul Ricoeur’s work: “The Course of recognition”, which presents a response to Honneth. These two perspectives of the act of recognition make reference to different perspectives on transfer. This will close my argumentation.
Who knows best – the teacher or the student?
Eva Alerby & Krister Hertting, Luleå University of Technology

What happens when the students know more about the subject than the teacher? Within the framework of this paper we intend to discuss and analyse a class room situation when a student actually knew more than the teacher about the content of the subject. How is the relation between the student and the teacher affected by this situation? How is the learning process, as well as the psychosocial climate affected? The aim of the paper is to illuminate, enable understanding of, and discuss the meaning of social relations in the process of learning and psychosocial well-being. The point of departure of the analysis and discussions will be Alfred Schutz’s theory of the phenomenology of the social world. In the paper we limit the discussion to raise some ideas of how the student’s inherent knowledge and power can affect the learning situation, which in turn can have impact on the psychosocial well-being.
Learning of What; Learning as Whom?

Ingerid S. Straume

Philosophy of education, theory of science, post-phenomenology

Abstract:
The concept of learning organizes many policy reforms and discourses in contemporary Western school systems. Discussions about learning are often concerned with learning in abstracto, with little reference to the signification and meaning of that which is learned, such as contents, normativity and subjectivity. Even though Vygotskij had an eye for the cultural dimension of learning (meaning), this dimension has not been properly developed. Many learning theories seem unable to elucidate that learning always means learning of something, and furthermore, that the subject who learns something, does so as something and someone. This arguably leads to a reductionist view of education, subjectivity and human praxis.

In the past, Nordic perspectives on education emphasized «danning» (political Bildung) and «folkbildning» (general enlightenment), both in policy and practice. From that standpoint it was possible to identify, and often resist, instrumentalism. Today, however, this position may be in need of renewed defence. The critique of learning in abstracto is part of such a project.
Outdoor Pursuits, Effects and Dynamics in the Norwegian Higher Education Market

Svein Kårhus, The Norwegian School of Sport Sciences

**Research topic/aim**
Studies of Norwegian higher education institutions’ web sites and Program Guides, confirm that a rich variety of courses, degrees and credits in outdoor pursuits (friluftsliv), framed by the Bologna Declarations European Credit Transfer System, form part of the menus offered to the students in the education marketplace. In this context of higher education and outdoor pursuits, this paper addresses effects of neo-liberalist policy (Morley, 2003; Ball, 2006) and the education market.

To understand the workings and effects of these education markets, Ball (2006) proposes that we must look to local studies of actual market dynamics. This paper analyses dynamics and effects of the education market within the local constructions of higher education outdoor pursuits. In particular the paper explores programs of study in outdoor pursuits form part of strategic moves in the competition between institutions to recruit and keep students. My paper highlights ways in which discourses of marketization and commodification currently have emerged into the discourse practice (Fairclough, 1995) at institutions responding to the market. I am asking if the growth of outdoor pursuits in higher education primarily reflects local strategies to survive in the market by recruitment of students to keep the budgets? The paper critically analyses interests and values that currently inform the institutional pedagogical discourse which regulates curriculum content by regulative discourse and instructional discourse (Bernstein, 1996)?

**Theoretical framework/**
Exploring the social construction and transmission of knowledge, and ways of knowing, Bernstein’s (1996) theoretical framework of pedagogical discourse provides a useful lens for analyzing of how knowledge is constructed and communicated, and thus, manifestations of ‘what count’ (Luke, 1995) in the pedagogical discourse.

**Methodology**
Data is collected by in-depth interviews, and via national and local policy documents. Using purposeful sampling (Patton, 1990), three regional university colleges were chosen as useful and appropriate sources of information. The interviews have been taped and transcribed verbatim. Applying critical discourse analysis (Fairclough, 1995; Luke, 1995; Baker and Galasinski, 2001), I explore how language users constitute their knowledge of educational situations, the roles their play, their identities and how this privilege certain values and ideologies embedded in the institutional pedagogic discourse, and silence other.

**Conclusions and relevance for Nordic Educational Research**
The paper critically illuminates that in the institutional pedagogical discourse, courses are commodities and students have become ‘customers’ and ‘consumers’. The analysis of data illustrates that courses in outdoor pursuits, in the departments are regarded as crucial in their strategies to recruit students, and ‘keep them in the system’. Thus, my analysis illustrates that recruitment and management discourses hold a strong position in constructions of outdoor pursuit credits. The paper problematises ways in which notions of higher education are challenged. Following Lingard and Gale (2007), the paper then reminds education researchers and leaders of higher education institutions about the need to take up policy driven research questions to develop knowledge needed in democratic debates about contemporary higher education.
Physical education (PE) teacher students
– who are they in relation to other teacher students?

Author Lena Larsson

This paper presents results from an ongoing study about PE teacher education in Sweden. The focus of this study is PE teacher students’ social background, interests, taste, lifestyles and “thoughts” about the coming profession compared to teacher students within other subject areas. The theoretical/analytical approach in the study is inspired by Pierre Bourdieu’s theories and concepts. Data was collected through a questionnaire answered by 76 PE teacher students and 374 teacher students within other subjects in 2006.

Preliminary results indicate that PE teacher students in some, but not all ways, differ from other teacher students. The student’s social background is almost the same. The majority of the teacher students have been brought up in middle class homes with mothers that have attained a higher level of education than the fathers. However, more of the PE teacher students have studied theoretical programs in high school. The interest in the subject was more frequently given as the main reason for selection of education by PE teacher students. Most of them seem to have gained a taste for sport during childhood. They more often participate in sport, look at sport and read about sport than other students. PE teacher students also find subjects knowledge more important than knowledge of pedagogy than other teacher students.

The results lead to further questions: What does it mean that the decision for the selection of education is the great interest in the subject matter in itself and not to become a teacher? How do the education deal with that a lot of the PE teacher students have a great interest in sport rather than in PE?
'You need not be good at anything' - pupils' views on physical education

Håkan Larsson

In 2001, a large research program, the Skola-Idrott-Hälsa (SIR), was designed to get an overview of the situation within Swedish physical education (PE). Eventually, the program ended up being a longitudinal study about pupils' physical activity patterns and their views on PE in school year 3 (2001), 6 (2004) and 9 (2007). Forty pupils were interviewed in the autumn of 2002 (during school year 5) and then again in the spring of 2007 (during school year 9). The aim of this presentation is to discuss some pedagogical challenges that Swedish PE is facing based on these interviews.

PE is a very popular subject. However, it is so much due to its difference from other school subjects, the differences being: its motile character, the lesser demands that pupils experience in PE as compared to other subjects, the comparatively good opportunities to have an influence on the practiced activities, and the fact that a lot of pupils are familiar with many of the sports activities from their leisure time. Most pupils have a hard time to explain what they are supposed to learn in PE, and some even reject the idea of learning anything specific all together.

At the same time, these features mean that PE teachers will face great difficulties with developing PE as a school subject and their teaching in the subject in a direction where focus will be put on what Evans (2004, p. 96) see as the main objective with PE: "to work on, effect changes in, develop and enhance 'the body's intelligent capacities for movement and expression in physical culture, in all its varied forms." One challenge for the subject is to shed light on what pupils are supposed to learn from being physically active in sports and other kinds of activities.
The significance of the physical environment for physical education

Åsa Liljekvist

This paper describes an ongoing project on the significance of the physical environment for the subject of physical education (PE). There are a number of elements of significance for the shaping of this subject. The teacher, the composition of the group and the curriculum are examples of elements that have been focused so far, by researchers as well as PE teachers. The built environment however, which is the subject of my thesis, has not gained very much attention.

Public health is an area where the built environment is a growing research field. One example of this is the mission that was assigned to the Swedish national institute of public health by the government to begin a developmental work on the significance of the built environment for physical activity. The task is to investigate elements in the local environment that promote physical activity – for children among others. Another example is the branch of the research area “health enhancing physical activity” that puts its focus on the significance of the physical environment for the amount of physical activity in society.

Indeed, you could talk about the significance of the physical environment for the amount of physical activity in PE as well, if you regard the principal core of the subject to be health enhancing physical activity. However, since the purpose of the subject is to educate the pupils, it seems more relevant to focus on the significance of the physical environment for learning in relation to physical activity: a kind of “knowledge enhancing physical activity”. Consequently, the focus of my thesis is the significance of the physical environment for PE considering its educative purpose. Another important distinction concerns the concept of “significance”. My project puts focus on how the physical environment of PE can be seen as a bearer of certain ideas about the education that is taking place there, which creates certain prerequisites of (and has significance for) this education. In my thesis, these ideas are manifested both in the form of the actual design of the physical environment as well as the discourses about it among teachers.

In this presentation I will give some examples of the manifestation of ideas, in both forms mentioned, and of the ways in which these ideas create prerequisites of the educative purpose of PE. The examples are taken from two different studies: one study on the development of the built environment of the Swedish school of sports and physical education, and one interview study on PE teachers’ views on the spatial prerequisites of their subject.
Mind the Gap!

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Background
On a normative level as a subject Physical Education and Health (PEH) seems to adjust rapidly to changes in society, whereas on the practical level it seems receptive to limiting factors like time, facilities and dominating inherited practices. How can the structuring components and processes relating to the shaping, transformation and transmission of curricula be understood? What choices and determinants of options do teachers have and use, and how are students involved in the framing of PEH?

Purpose and methods
The purpose of the article has been to investigate the process between the transmission of curriculum and the realisation of content as viewed by teachers and students of PEH in secondary schools in Sweden, and how this can be understood with the help of Bernstein’s concepts of classification and frames together with Linde’s work in defining the arenas of formulation, transformation and realisation. The empirical material consists of quantitative data from questionnaires administered to teachers (n=61) and students (n=380, aged 15–16 years) within a national multi-disciplinary project entitled School-Sport-Health (SIH).

Results
From the formulation arena of a broad given content the content given seems to become narrowed in the process of transformation, transmitting and realisation of content. Limiting factors as time and facilities are not strongly influencing the content provided. Lack of perceived subject matter knowledge is not mentioned at all as limiting the teaching objectives. When organising and conducting lessons, teachers mostly address the entire group of students and seldom give instruction in smaller groups. The majority of students answer that they can influence the subject content but in relation to the empirical material it remains unclear in what way students influence the educational practice besides attitudes and earlier attained skills. Just over half the students responding to the questionnaire expressed doubt about whether the teacher was aware of their previous experiences/knowledge.

Conclusions
By using Bernstein’s principles of classification and framing for understanding the results of the study, PEH in secondary schools in Sweden emerges as a weak subject, where the framing of subject is not strongly bound to limiting factors as time and facilities. It seems to be more influenced by the boundaries set by other agencies and the process of transforming and transmitting of legitimate knowledge by teachers. In some respects students active in organised sport seem to act as a steering group in terms of how PEH teaching is addressed.

References
The Role of the Intervener

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Research topic
“I am interviewing a teacher who had participated voluntarily in a project regarding changing of teaching practice. The purpose had been to introduce e-learning artifacts and student centered learning forms in the education of PE teachers. It had been quite a bumpy road for me and the teacher, but during the interview I realized that we were about to be there”.

My topic is therefore to look at my role as an intervener and what might have created the changing in attitude at the teacher towards the new practice. In the education of PE teachers in Denmark, a practice developed different from the normal.

Background and theoretical framework
Among the many societal changes for the time being the change in information and knowledge strategies is prominent. Teaching forms has to adapt to this and as an example e-learning mediation has become a central issue in modern teaching.

However, the literature regarding physical education (PE) and physical education teachers’ education (PETE) has so fare only rather limited challenged the e-learning opportunities. Or the recommended student centered learning forms connected to the e-learning concept.

I will therefore give some reflections concerning the role of the intervener in supporting the changing of PETE in direction of this innovative pedagogic which is founded in a combination of several theoretical approaches:

- An action research approach to the change of practice
- An appreciative language approach inspired by critical appreciative processes
- A systemic frame according to knowledge and learning
- Asking reflective questions based on an action theoretical approach.

Research design
The setting of the action research founded learning experiment took its offspring in the role of the intervener. The intervener came from the outside and did not have any external power relations nor to the students or the teachers at the PETE institution. As such the role was developed through practice experience and founded in the ideas of appreciative inquiry (AI).

But according to the shortcomings of the AI, I was forced to change practice in my function as intervener. A retrospective hermeneutic analysis is founded in the video footage of interviews and observations and memos from the interventions.

Findings
The role of the intervener in changing PETE is of great importance according to the approach to communication. Changing in actions is supported by action theoretical founded questions. A combination of a mentor and a coach approach in which both the participants and the intervener’s knowledge is respected and appreciated is of great importance in the process. The same is the recognition of patience.

Relevance
In accordance to the changing requirements of physical education in the Nordic countries I find the intervention and change approach of great importance. As such the PE can develop further as a subject contributing to the general education in line with other subjects.
Easy and difficult tasks for a Physical Education Teacher
– a comparative study of the opinions of Physical Education Teacher students in Luleå and Ghana and other Teacher education students from the Nordic Countries.

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Research topic
The aim is to get more knowledge on what tasks / what content it is important to cover in the education of Physical Education (PE) teachers based on the experiences of the students. Through a comparison of the opinions of Teacher Education students from other subjects and PE-students in Sweden and Ghana, it will be possible to discuss what tasks are common for all teachers and what tasks are specific for PE-teachers.

Theoretical framework
Basil Bernsteins (1977) curriculum theory has been used in the analyses of the TED-project (Teacher Education Didactics in the North). In my analyses, I took the point of departure in Bernsteins concepts framing and classification (Karlefors, 2008). These concepts vary within the two curriculum codes: collection and integrated code. The current development within the Nordic Education system is defined as a development towards the integrated code.

Methodology/research design:
In the TED project 114 teacher education students from Iceland, Sweden, Norway and the Faroe Islands were asked about what tasks in their future profession they find difficult respectively easy to handle and why they find these tasks difficult.

The analyses of the Nordic teacher students are presented in the book Laererliv – sett med nordiske studentørjne (Bjarnadotir, R.; Brekke, M.; Karlefors, I.; Nilesten, P. and Søndenaa, K. 2008).

The TED-project did not include any students studying PE, so a separate study was made with 25 PE-teacher students. The answers from this study have been analysed using the categories from the TED-study. Finally, a data collection is made with 40 PE teacher students from Winneba Ghana. The result of the study with the PE students will be compared with the results from the other students from Luleå and with the results from the TED-project. The teacher students from the Nordic countries have basically a teacher education with the same culture and development. A development defined as: towards integrated code. The PE teacher students from Winneba, Ghana come from a completely different culture with another school tradition and probably with another direction of the current development. The aim is to compare these four groups in order to find similarities and differences in their answers. Then it is possible to discuss what opinions are unique for the subject of Physical Education that can be used in the education of PE-teachers.

Expected conclusions/findings:
The It is expected that there will be differences between all four groups.

Relevance for Nordic Educational Research:
The project has high relevance for Nordic Educational Research as it is based on a study where the respondents came from four different Nordic countries.
A study of the contribution of Physical Education teachers to the social and moral development of young people.

Dr.L.A.Webb (Loughborough University, England) & drs. F.M.Jacobs (The Hague University, The Netherlands)

Research topic/ aim
The education policies and curriculum documents in many European countries promote the social and moral development of young people through Physical Education (For example, Ministerie Onderwijs en Wetenschappen, 2006; Qualifications and Curriculum Authority, 2008). There is agreement in the literature that the physical education teacher is a potential key influence in this aim (see Bailey, 2006; Bailey et al. 2006; Coalter, 2005; Hedstrom & Gould, 2004; International working Group Sport for Development, 2007; Jacobs & Diekstra, 2007; Janssens et al., 2004). The research reported in this presentation, therefore, investigated the philosophies and practices of Dutch physical education teachers in promoting social and moral development and analysed whether teachers are supported adequately in this task.

The promotion of social and moral development through physical education has only in recent decades been the subject of empirical research (Mouratidou, Stavroula, Goutza & Dimitrios, 2007). Theodoulides and Armour (2001) argued that a critical debate within physical education is needed to determine the role of activity in promoting pupils' social and moral education. Bailey (2006) reports that intervention studies have produced generally positive results, including improvements in moral reasoning, fair-play, sportspersonship and personal responsibility. Bailey noted that further research is needed to appreciate the exact nature of these benefits.

Theoretical framework
Azzarito and Ennis (2003) proposed a Social Constructivist Physical Education that focussed on enhancing peer connection and building a sense of connection to the community and ‘the real world’. Our investigation of social and moral learning in physical education also draws upon principles of social constructivist learning theory. In the absence of specific curriculum guidance and Initial Teacher Education guidance, the physical education teachers have to construct knowledge in the situation that they are giving classes. The teachers have to build their own knowledge and that knowledge is the base for acting in realistic situations (Kanselaar & Andriessen, 2000). In interaction with the classes, the physical education teacher is building up knowledge (professional development) and learns to construct a context where the pupils are able to develop their social and moral abilities (Jonassen, Peck & Wilson, 1999).

Methodology research design
The participants were 8 high school physical education teachers in The Netherlands with a mixture of males and females plus a range of teaching experience from 2 to 20 years. Data were collected through semi-structured interviews and observations. Data were analysed using theme coding through the software programme NVivo.

Expected conclusions/ findings
The physical education teachers were in agreement that there is potential for physical education to contribute to the social and moral development of young people. They agree that physical education creates a rich context where you have to work together and interact on the one hand as well as dealing with winning and losing, good sports behaviour etc. Regarding the practices of the teachers in this context, six of the eight participants said that first something has to happen (or they see something) and then they deal with it. One participant focused on important behaviours to develop and one said that a good example is an important key to influence the development of the young people positively. Topics for consideration within the class included learning to deal with things, explore themselves, handle stress, personal development, learn to win and lose, learn about right and wrong, respect and learn to work together. The presentation will propose suggestions for supporting teachers to promote social and moral development within Physical Education.

Relevance for Nordic Educational research
Following on from the research of Reidar Safvenbom (1998) focusing on the developmental potential of leisure time for young people in Norway, the presentation will allow for discussion among various European and Nordic contexts to compare the role of Physical Education in the social and moral development of young people.
Body and learning in becoming professional

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At University College South a development project between on body and learning video-recordings are used to examine the teacher’s appearance as a professional and his or her uses of bodily forms of expressions. The empirical data are analyzed with a model developed on the works of Helle Rønholt (2003) and Sven-Erik Holgersen (2003) with a certain focus on both the teachers practice and the participation of the students in the classroom. Though the bachelor degree educations often are criticized of being ignorant of the gap between theories and practice the analysis of the project shows, that the teacher communicates the professional competence corporeal through his or her way of dealing with and promoting the subject. In the analysis different aspects the teachers appearances in a corporeal communication of the subject and the development of the students own strategies and methods in their learning processes becomes present. The teachers own relationship to knowledge manifests in the corporeal incarnation of the situation by the way the teacher deals with the subject, which the students more or less consciously overtakes or interprets with or without individual contributions.
The cooperating teacher as intermediator
– taking a dual focus on the learning process of pupils and student teachers

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The focus of this presentation is on the cooperating teacher as mentor for student teachers in Norwegian teacher education at the university colleges. Data is drawn from my doctoral study focusing on how the cooperating teacher may facilitate student teachers’ development of pedagogical content knowledge (PCK) in mathematics. PCK is the knowledge identified by Shulman (1986, 1987) and colleagues as the amalgam of pedagogy and content in teaching that both comes into sight and develops through teaching. Thus, for student teachers, field experience is an important occasion for this development. A case study of “Sara” and her mentoring of five first-year student teachers was chosen as methodology to shed light on this issue. The case study is situated within a qualitative, interpretative tradition with sociocultural theory as theoretical framework. Through analysis of mentoring conversations and other data sources I identified three traits of Sara’s mentoring that seem to assist student teachers' development of PCK; mowing towards shared focus of attention by focusing on the kids, making the invisible visible through guided planning and encouraging educative experiences by focusing on aims. In this presentation I explore the third theme further.

One source of development of PCK is classroom experience. According to Grossmann (1990), the problem is that if left alone, student teachers may interpret their experience by focusing more on "what works" than on the overall aims of their teaching. There is a tendency to focus more on external than internal matters, to use Dewey's terms (1904). In this presentation I show how Sara assists the student teachers to arrange for, and reflect upon, pupils’ learning activities in a way that focuses on internal matters. I will show how Sara assists the student teachers in taking care of the pupils’ learning while at the same time making it a learning venue for themselves. The use of aims as mediational means is an important part of this process.

The practice field of teacher education appeals very much to student teachers, and cooperating teachers are seen to have great influence on the development of student teachers’ thinking, attitudes and teaching strategies. Despite of this there is still lack of research within the practice field of teacher education (NOKUT 2006). Moreover, Eraut (1994) points out that learning from different sources, such as theory, other individuals and experience is a key part in educating people for professions. He further claims that learning from experience is the most problematic source because in spite of its popular appeal, there is little available documentation on what and how one learns through experience. My study, and presentation, is a contribution to take us further in understanding the complexity of field experiences in teacher education.
Developing a teacher identity
– teacher students and their path towards a professional practice.

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The Ministry of Education and Research in Norway will, at the turn of the year 2008/09, propose a new model for teacher training. The proposal will provide suggestions for how the role of the teacher is to be understood. Furthermore, the proposal will have consequences for how teacher training in Norway is structured.

In the course of teacher training students are expected to change their perspective from being pupils to becoming students in preparation for entering the role as teachers. How do the students experience this shift in perspective? What is their emphasis in their development as teachers?

My paper discusses how teacher training students experience the development of their own teacher identity in the course of the study; furthermore, it will address how their understanding of becoming teachers changes in the course of the study. Additionally, I will discuss which themes the students consider to be important in their future profession as teachers. The paper builds on experiences in the work with students of pedagogy in teacher training.

The method is based on a qualitative approach to the material. The students’ texts constitute the main source in the study.

The data material is analyzed on the basis of theoretical perspectives that discuss the vocational concept, such as those of Erling Dale (1989) and Jens Rasmussen (1993).
Teacher education as lived experience
-an inquiry into complexity

Marianne Oberg Tuleus

This paper builds on the assumption of teacher education as a complex phenomenon. My point of departure is the meaning of teacher education as it emerges in student teachers’ and teachers' descriptions of lived experience. As a result, complexity takes shape in three in-betweens: between actor and institutional setting, between actor and task, and between actor and actor. In other words, the meaning of teacher education unfolds from different points of view depending on who you are (student teacher or teacher), where you are (in school or at the university) and who you relate to (student teacher or teacher).

In the paper I argue that inquiries into teacher education as a complex phenomenon put into play prevailing, recurrent and shared meanings of teacher education. This means to risk gender neutral labels like teacher and student teacher. It also directs attention to an interplay between reproduction and transformation, as well as opens for a point of view where a "traditional" teacher education is challenged by a possible teacher education. In this sense, complexity turns into a question of expressing uniqueness and difference, patterns and deviances and familiarity and strangeness.
Room for passion and joy?
Emotional work and learning at the outset of a teaching career

Rachel Jakhelln

In this article, the relationship between early career teachers’ emotional work (Hochschild 1983) and the conditions for learning in their first job are examined. During the last years teachers’ emotions have been elucidated in numerous studies, but new teachers’ emotions are not mentioned specifically in this literature. All learning implies the integration of both an external interaction process between the learner and his or her social, cultural or material environment, and an internal psychological process of acquisition and elaboration (Illeris 2000). There is a need for knowledge of this double issue in relation to the process of becoming a teacher. Therefore, the theoretical framework used in the article has both a psychological and a socio-cultural point of departure. The article’s empirical base is three newly qualified teachers’ experiences during their first years in an upper secondary school. A combination of methods were used that included different sorts of observations, interviews and analyzes of text written by the new teachers through their first year. A portrait was constructed of each teacher, and these portraits provided an opportunity to discuss how the new teachers handle their emotions, and how their emotions affect their experiences and learning processes in their working situation. Using a collective case study design, the similarities and differences in emotions and in the handling of emotions among the three teachers are examined. The new teachers’ emotions are stressed first and foremost in two contexts; in the classroom when meeting their students and in the cooperation with their colleagues. How they are met by their colleagues, what can be said and what is accepted are of vital importance to the newcomer’s learning and emotional welfare. It seems like new teachers adjust the emotional experiences they have in the classrooms to the ‘emotional rules’ (Fineman 2003) of their workplace. The results demonstrated differing levels of adjustment as well as variation in strategies for handling emotions. The focus on newly qualified teachers in the Nordic Countries has been weak until the last few years. In the next decade we can expect a new teacher cohort capturing the schools while the post-war generation retires. There is a need for scientific knowledge of the conditions for new teachers at various levels in the school system and on various issues, included emotions.
The regression of vocational education teacher training in Sweden
Opinions from vocational teachers and students

Signild Lemar

There is a profound need to increase the quality and status of Vocational Education Teacher Training (VETT) in Sweden. As a consequence of the last teacher education reform in 2001 the VETT was prolonged to three years of academic studies and requirements of academic sharpening became distinctly higher than before. The problem is that the responsible seats of higher education never did find out how to construct a acceptable education that did correspond to the needs of different vocational subject in upper secondary school. Instead validation took place in the system and shorter alternatives of teacher educations have been constructed and distributed.

Today the Swedish government suggests to cut the VETT to half of the time. National validation procedures are discussed and the VETT will in the future be considerable shorter than every other teacher education program. How will the requirements of academic level and requirements of profession skills be uphold? The question is how vocational teachers and VETT students think about these facts. This paper will present and discuss an ongoing study that is based on group interviews with seven vocational teachers and a questionnaire answered by 23 VETT- students. Seven of these students will also be interviewed. The questionnaires are collected and in progress and the interviews will be completed in November 2008.

Focus is the opinions from teachers and students about the development of VETT, the academic level and validation as a tool in education. The ambition is to use theories of reproduction as a tool for analyses.
Scientific literacy as world-forming: explanatory literacy in science through a European science teacher education project

Professor Geir Karlsen (NTNU Trondheim)
Dr Peter Gray (S-TEAM project)

Research aim: improved understanding of scientific literacy in European science teacher education

Recent EU initiatives (EC, 2008) have put scientific literacy on an equal footing with the supply of future scientists as a policy concern. There is however, a debate as to what is meant by scientific literacy, how it fits into the curriculum and how it should be taught. The debate also questions the relationship between public and specialist understandings of science, which need to be brought into alignment.

This paper will suggest that an additional dimension which must be considered is what we call “explanatory literacy”. Explanation is inherent in the practice of science but scientific explanation is often at a level where it is confined to a closed world of specialists.

Theoretical framework

Heidegger (1962) suggests the idea of ‘world’ not as a material thing but as a set of meaningful relationships on the basis of which we develop understanding. This is opposed to Cartesian models in which understanding develops from the self outwards. For Heidegger, the process of developing understanding is not conscious or intentional but happens as we act within the world. This does not preclude explanation which at a deep level is reflectively concerned with what it means to be-in-the-world. Explanation is thus part of a world-making process in that it connects together disparate, but always-already understood phenomena and builds them into a more complex and coherent system. Explanatory literacy in science therefore involves a philosophical meta-understanding of the worldmaking capacities of scientific activity.

The paper argues that the process of world-making is common to both scientific research and to education for scientific literacy, and that both ends of the continuum need to work towards a shared, philosophical understanding of ‘world’ in order to make sense of their everyday activities.

Methodology

Science teachers are a bridge between public and scientific communities and therefore require explanatory literacy which consists not only of subject-didactic skills but also exists at a meta-level which is activated when science teachers talk about science teaching. This is the core idea of the S-TEAM project which will link literacy as world-making to the need for knowledge that could contribute to sustainable development and more equal distribution of resources. The project will involve teachers in the research and knowledge-creating strategies needed within science education and teacher education in order to realize this vision, including innovative Norwegian approaches to science education.

Relevance to Nordic Educational Research

The S-TEAM project is a collaboration between 15 countries and 26 institutions with the stated aim of disseminating inquiry based methods science teaching across Europe. It has a strong Nordic element as it is led by NTNU, Trondheim, with partners in Denmark, Finland, Sweden and Norway, as well as the rest of Europe. The paper will show that innovative teacher education is where efforts should be concentrated in order to enhance the explanatory literacy of science teachers. This will involve partnerships between teachers, teacher educators, science education researchers and scientists themselves in establishing world-forming science education.
Teacher professionalism and knowledge trajectories

Hilde Afdal

Professional workers have depended on their claim to a unique form of expertise. Their power and status have relied on a specific professional knowledge-base and the autonomous service they can offer, and it has separated them from other occupational groups and lays everyday understanding. Today it seems that there is a greater emphasis on conditions for learning and development of knowledge than managing a specific knowledge field. As a point of departure it will be important to view the teaching profession both as a rational and regulative system with functional settings, and a practical and normative association, which is socially and culturally constructed. This study has an interpretive approach, and will focus on the teaching profession and teachers’ understanding of their professionalism especially knowledge processes. Another central focus is how different structuring of knowledge in teacher training can affect the learning trajectories of teachers. It is a comparative study of secondary school teachers. The two contexts of comparison are teachers with a multidisciplinary degree from a teacher college (the Norwegian example), and subject teachers with a university degree (the Finnish example). The study both hold an analysis of normative documents for the teacher trainings (policy documents), and interviews with teachers from both contexts.
Learning through practice – a study of how to learn leadership in the classroom.

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Research topic/aim
This presentation will have the discussion between classroom management in terms of techniques and methods and leadership in terms of values and attitudes as a point of departure. The research question is: How do practice teachers and practice schools facilitate students training and mastering of classroom management? The purpose of the study is to explore what is functioning well in the practice teaching when it comes to this subject. In what ways are skills in focus, and how is the personal element addressed? What about the combination or relation between the techniques and the contextual and personal dimension? By examining the ways of working I have discovered different valuable situations that could be developed further on in the teacher education. The project is part of Centre for the Study of Professions's project "Novice teachers and how they cope” (NYMY).

Theoretical framework
I explore the concept of practical knowledge and learning within the profession in a relational framework. Main references are Grimen, Molander, Fuglestad and Wenger. Another frame of reference for understanding classroom management and how to master it comes from communication theory. With Gregory Bateson as a main reference (Bateson 1972, Bateson 1979, Ulleberg 2004) I use his concepts to analyze my material within a systemic framework.

Methodology/research design
This is a qualitative study, and draws upon different methods such as pupils’ written reflections, interviewing and observation. In my methodology I have wanted to hear different voices, explore the understanding from the different persons involved in the situations in the classroom, practice teachers, students and pupils. By the triangulation of methods and the exploration of the different voices, we will develop a "thicker" understanding of the field of classroom management, and how to learn to master it. In analyzing my material I have used thematic analysis the way it is described by Braun, V. & Clarke, V. (2006).

Expected conclusions/findings
In analyzing the material, I have developed a model for practice training that this year is tried out in some practice schools. We will hopefully develop training strategies further that combine the methodical with developing sensitivity for the personal and situational in class management. Developing methods for learning through practice can be of interest for teacher education in all the Nordic countries.
Always prepared!
Teacher students’ readiness for varying tasks in classroom

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The aim of the project is to examine the opinions of teacher students, who are in the end of
their training about their professional readiness for varied tasks in classroom. The project has
three studies, following on each other, aiming to find answers to the following questions:
Firstly, what critical incidents do teacher students notice during the periods of practice in their
teacher training, secondly, how do nearly ready teachers look at their competence and
readiness in their coming work and thirdly how do students regard the relation, theory –
practise, and the possibilities to operationalise theoretical knowledge.

The theoretical framework of the study are mainly from Dewey’s and Schulman’s view of the
importance of interweaving theory and practise to create activity based training in education
of professions. The sociocultural perspective of learning is also regarded as a point of
departure.

Methods for collection of data are for the first study, critical incidents, for the second study,
focus groups and for the third study individual interviews. The analysis is based on induction
and the analytical questions have been developed through the study.

Our findings show that the students view of the relation between theory and practise is
dichotomised which leads to difficulties to operationalise, theoretical knowledge. The
students point out the importance of relevance, interaction and varied student active ways of
learning as prerequisites for an adequate operationalisation and a professional education.
With what, whom and how do student teachers become readers in a life long perspective

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In this study a sociocultural approach to literacy has been used, dealing with the question “With what, with whom and how do we become readers in a life long perspective”. Twelve student teachers told me their stories about how to become readers in a life history perspective. Four of them were chosen to present their life histories on how to become readers, and how their reading developed during their childhood, in family life, among friends, their twelve years in school, and their confrontation with reading during the teacher education. The applied approach is constructionistic for the reason that the students’ stories are constructed from their lives, as they experienced and expressed them, i.e. *life as told* (Bruner, E. 1986). It is assumed that the student teachers’ experiences of becoming literate form a basis for their future ability to teach pupils to read and write. The questions I have used for interpreting the data are inspired by J. L. Lemke’s *Making meaning. The Principles of Social Semiotics, 1990*, exemplified in the following: “What events in the students’ stories appear to be important for them to become readers?”; “How can their stories be interpreted and understood?”; “What larger social patterns do literacy belong to?

**Keywords:**
Literacy, life history, student teachers’ reading
The development of any teacher education program is taking place in a field of tensions between different agents’ interests and goals. In this paper, we will compare different discourses about teacher education as expressed by students, departments and alumnae/i at liberal arts colleges in USA, with two contemporary texts about teacher education in Sweden.

The paper reports results from three different, but interrelated studies of discourses on teacher education at liberal arts colleges. The results from these studies are used for reflection on discourses about teacher education in Sweden as expressed in the latest evaluation made by Swedish National Agency for Higher Education and the suggestion for a new reform presented in fall 2008.

First, eleven pre-service teachers (senior undergraduates and graduate students) have been interviewed. The interviews focus on questions about the students’ socioeconomic and educational background, their visions, expectations, fears and intentions about their future work as teachers and their experiences from the teacher education. The study show that the decision to become a teacher is a very active choice made by these students during their time at the College.

Second, the structure, goals, and effects of a sample (N=10) of education programs housed in liberal arts institutions in the United States. The study, based on an analysis of the institutions’ websites, publicity materials, course catalogues and of phone interviews with faculty, shows that they all stress that teacher education should be intellectually demanding and have a critical focus. It should also be multidisciplinary and have a strong connection between theory and practice and between abstract and concrete knowledge. Teacher education should also, according to these institutions, participate in the improvement of schools in the surrounding community.

Third, a survey given to graduates from one of the colleges asks them about how prepared they felt to teach and whether they have pursued certification. The majority of those surveyed teach in urban schools. Of the recent graduates (18 respondents who received their teaching certificates between 1999 and 2008), sixteen presently teach full time, one is pursuing an advanced degree in developmental psychology and one is in an area unrelated to the field of education. Overwhelmingly, the graduates found student teaching, the relationships they had with professors at college and their fieldwork experiences to have had a dramatic impact on their success as teachers.

Liberal arts colleges are a central part of the educational system in USA. They provide undergraduate studies in various areas and are often characterized by high ambitions and aims concerning good practices of education. Compared to teacher education in Sweden – and the other Nordic countries – this is very interesting because, even though very different in organization and prerequisites, it seems as the same issues concerning teaching and research are being discussed in both places. Our ambition with this paper is to make a contribution to this discussion.
Reflective competence between teacher education and teacher profession

Susanne Gustavsson

The teacher education is like other vocational training a basis education. The aim is to give a basis to a professional competence as after the end of program will be further extended. The conditions of teacher education thereby include an aspect of development tied to the commissions of profession. My interpretation of the research basis of higher education is to prepare for and to develop a reflective competence near and in cooperation with profession. At the end of a teacher education, the proposed teacher stands on the threshold to a professional working life. The education should then have given conditions for a reflective and developing competence. In an earlier study, I have shown how the introductory meeting with teacher education and with teacher profession can contribute to uncertainty over the profession's nature and commissions, and a doubt on the possibility for education to prepare for conditions and requirements in the profession. The aim of this new study is to interpret deliberation average students at the end of the education and directly after a longer period of field placed studies in preschool and school. In the light of earlier results and conclusions I intend to interpret students’ discussion about education and profession. What areas of content are the students focusing? Which questions are set and what is the nature of these questions? Do they lead to conclusions and in that case what conclusions? Do the students have a reflective discussion and what is the nature of this discussion? What fields of tension is made visible in the education's ultimate part? My own pre understanding is knowledge about the conditions and requirements in Swedish teacher education. Therefore I need to get a distance of this pre understanding. The theoretical framework is based on critical hermeneutics’ which mean an analysis with a commuting between structure and explanation and a critical interpretation. The process of interpretation put the history against the education's intentions, conditions and expressions. The result makes visible those interpretations and contradictions that student teachers make visible in concluding education. The expected conclusions’ are to interpret the interval between education and profession, and in a longer perspective developing strategies for a professional reflective and critical competence in cooperation between academy and profession.
Collaborative mentoring and teacher induction

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This paper illustrates an idea of mentoring as a collaborative collegial relationship, and it reflects some of the changes in the latest theoretical conceptualisations of mentoring. The study is based on empirical and theoretical research work on mentoring at the Finnish Institute for Educational Research, University of Jyväskylä, Finland, in 2001–2009. The traditional understanding of the concept ‘mentoring’ refers to an experienced authority, in terms of knowledge, who guides a novice. Today, the concept is increasingly used to refer to conversation and collaboration between equals, which reflects a transition towards constructivism and dialogue. A number of studies show that mentoring is not valuable for the less experienced persons only but that the more experienced employees can also find a new perspective for their work. Mentors themselves emphasise that they learn from the conversations. Consequently, along with the shift towards more collaborative forms of mentoring, the terms peer mentoring and peer group mentoring have become more common. In this paper, empirical findings of three models of mentoring newly qualified teachers are studied. The data were collected through interviews, focus groups, participatory observation of the mentoring groups, personal reflective accounts, emails and learning logs of mentors and those being mentored. Experiences gained from paired mentoring, group mentoring and peer group mentoring are compared through a comparative qualitative study within a frame of action research.

As a conclusion of both conceptual-theoretical and empirical study, mentoring is conceptualised socio-constructive by nature: knowledge is construed on the participants’ previous experiences in their social interaction. Generally speaking, we detect a shift towards constructivist understanding of mentoring both at a conceptual-theoretical level, based on a literature review, and at an empirical level, which is actualised as a shift in practices into more collegial and collaborative forms of mentoring. The shift away from the mentor as a hierarchical, one-way view to a more reciprocal and dialogical relationship has been conceptualised in the recent literature in terms such as commentoring, mutual mentoring, collaborative mentoring, peer collaboration, dialogic mentoring, reciprocal mentoring and peer mentoring.

From this perspective, the mentor does not “transfer” a firm body of tacit knowledge to the other; instead, the mentor builds the meaning and interpretation together with the other person, through a play of sharing ideas and thoughts with the others. They avoid putting themselves in a role in which they would have to set the solutions and beliefs of their own respective lives as the starting points of the good life of someone else. This notion of mentoring can be described as a dialogue.
”Minnen som instrument för att läsa världen”
En studie om minnenas betydelse för individuell praxisteori.

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Mitt personliga val av problemområde har bland annat att göra med att jag ofta blir påmind i olika sammanhang om att vi bär med oss våra minnen och erfarenheter som format och formar vår tillvaro. I mitt yrke som lärare i pedagogik har jag mött studenter i samtal och möten och upplevt hur minnen och erfarenheter kan göras synliga genom dialog och reflektion, för studenten men även för mig själv. Det slutar inte att förvåna mig hur stort behovet verkar vara att få berätta sin berättelse och hur sällan det verkar ske. Många människor gör omkring fyllda av sina berättelser som ingen får höra. Mitt forskningsprojekt handlar om livshistoria i form av skolminnen och utveckling av blivande lärares praxisteori. Jag har samlat in ca 200 berättelser från lärarstuderande under devisen; Berätta om din bild och dina erfarenheter av lärare, skolan och lärandet från din egen skoltid. Jag avser också att intervjuar ca fem av dessa lärarstuderande i slutskedet av sin utbildning för att undersöka huruvida minnena lyfts fram till medveten reflektion och hur denna reflektion fått betydelse i deras professionsutveckling.

”Så har vi alla skolminnen. Ljusa ibland, ofta mörka, egendomligt laddade, kanske ångestfyllda. Eller om ångest är att ta till – minnen av obehag, olust, vaga skamkänslor”
(Persson, 1991, s 8)


För tolkning och analys i de skrivna berättelserna har följande frågor formats utifrån problemformuleringen: 1. Vilka mönster kan identifieras i nya lärarstuderandes beskrivning av minnen från egen skoltid gällande skolan, läraren och lärandet? 2. Vilken praxisterori synliggörs genom studenternas reflektioner i beskrivningarna?

För tolkning och analys av de fem samtalen/intervjuerna har följande frågor formats utifrån problemformuleringen: 1. Vilka mönster kan identifieras hos lärarstuderande i slutskedet av sin utbildning gällande deras reflektioner över betydelsen av minnen från egen skoltid? 2. Vilken praxisterori synliggörs i studerandes reflektioner med ett förändringsperspektiv i fokus?

A new digital didactic in teacher education

Rune Krumsvik

This theoretical article focuses on how the digital society and the digitised school change the underlying premises for teaching and learning in today’s schools. New policy documents, research and experiences from the practice field suggest there may be a need to develop a new educational theory of technology related to didactic, which embraces the new didactical streams teachers have to deal with in the new educational reform, Knowledge Promotion. A new concept, digital didactic, and a new didactical model are developed to capture this time of upheaval and outline the elements which are most relevant for teachers in today’s schools. One of the implications of the article is that both the concept and the model have to go through a construct- and ecological validation through research, in teacher education and in school to ensure their validation and to avoid previous negative connotations of the terms “technology”, “educational technology” and “instructional technology”.

Key words:
Digital competence, teacher educators, digital didactic.
"Teach as we preach"
– digital literacy as part of teacher educator’s professional development

Rune Krumsvik
Kariane Westrheim
Eva Sunde
Ketil Langøren

This action research study highlights the urgent need for increasing teacher educators' digital literacy as part of their professional development. The Norwegian school system gives today high priority to information and communication technology (ICT) through the new educational reform and its ICT density is high, with one laptop per student considered desirable and being nearly accomplished in upper secondary school. This gives new educational possibilities for schools, teachers and students, but the main obstacle within this area seem to be the lack of digital literacy among both pre-service and in-service teachers. The general plan for teacher education (UFD 2003) and teacher education in general, doesn’t highlight this digitization of the school and practice field, and doesn’t capture the increased status of ICT in the new educational reform and these new digital streams in the practice field properly (NIFU/STEP 2008). This creates a gap between the teacher education and the practice field, and there is an urgent need for teacher education to reflect this increased status of ICT in the new educational reform and the digitization of school and society in general. This gives a situation where there is a need for studying how one can meet these challenges within teacher education. Therefore, the study focus on one of the main challenges: how to increase teacher educator’s digital literacy as part of their professional development. The study is designed as an action research study within a teacher education at University of Bergen in Norway and focus on increasing the teacher educators’ (n= 3) digital literacy through collective scaffolding, their thoughts and practices before and in lectures and by analysing how they explain them. It aims to enhance our understanding of teacher educators' technological pedagogical content knowledge and the paper will present some preliminary data from this study.

Key words:
Action research, digital literacy, teacher educators, professional development
A project of collaborative learning in vocational teacher education

Kaarina Ranne, principal lecturer, PhD
Pekka Kalli, principal lecturer, PhD
Henna Heinilä, PhD

Research topic / aim of the project
From autumn 2006 until spring 2008, in the vocational teacher education in the Tampere University of Applied Sciences, we have systematically used the collaborative learning approach as a teaching method; in this context we call it as progressive inquire learning. The empirical material for this project was gathered from nine groups consisting of vocational teacher trainees (N= 198).

The aim of the TOPAKKA project was to
1. Gain new knowledge in how the teacher trainees experience the process of collaborative learning / progressive inquire learning;
2. Develop a new approach to the education processes of vocational teacher training;
3. Create a model of collaborative learning to the curriculum of the vocational teacher training programme.

Theoretical framework and research design
As the settings and the context learning are in a constant change, there is a need for further investigation about the nature of learning processes. It is also necessary to share the best practices among established teachers and researchers.

The theoretical framework of the TOPAKKA-project can be summarised as follows:

– In a collaborative learning process, the teacher or the group leader has a challenging task in creating a learning environment that is well structured and sufficiently planned.
– The group dynamics and the leadership of small study groups (4-6 persons) play an important role as regards the theoretical framework of this project.
– The curriculum of teacher education and the problems in authentic learning settings form the context for realistic studying tasks. The tasks are created by the small groups themselves.
– The ways of evaluating the learning process and of the results of the learning are various; individual assessment, self assessment of a small study group, assessment of peer groups, assessment by the teacher.

The empirical material that was gathered during two years from nine different student groups (20-24 persons per group) was analysed in several ways. With the following questions we gathered feedback from the teacher students about their experiences;

1. You can compare a collaborative learning process with innovative research rocesses. Describe and evaluate, in your opinion, how innovative your small study roup process (4-6 persons) has been?
2. When you use collaborative learning methods, you also recreate new methods and ractices. What kind of new practises and ideas your small study group has created?
3. How do the teacher education programme and the new structure of it support your own knowledge creation?

Further discussion
We expect to publish a book in the beginning of 2009 concerning the collaborative learning project in vocational teacher training. We also aim to contribute in various articles and to share experiences with other teacher education experts and teacher trainees in order to further analyse the findings of this project. The OKKA-foundation and University of Applied Sciences in Tampere will support the publication of the book (www.okka-saatio.com, www.tamk.fi)
Teacher students’ conception of the teacher profession

Associate professor ph.d. Bodil Nielsen, University College Capital, Denmark

200 teacher students at the beginning of their education in 2007 have answered questions about their reasons to choose teacher education, their conception of the profession and their expectations of the education. A report on the findings is published December 2008 by University College Capital. www.ucc.dk

The study shows that many students have chosen teacher education because they want to make a difference for pupils in school, to influence pupils, make them learn, altogether be a person of importance to the pupils. They choose the education in spite of expectations of difficult economic conditions for schools and difficult working conditions for teachers.

Many have chosen the education because of their own or other persons’ good experiences with the profession: Teachers that have been important to them in their own time in school, their own experiences from job as substitutes, or impressions from what teachers among family or friends have told. They have chosen the education in spite of their impression of negative mention of schools and pupils and underestimation of teachers in the public debate, and in spite of the impression that parents are demanding, but not valuing the work teachers do.

The students are concerned that the relationship between them as teachers and the pupils is characterized by mutual respect. However they also have the impression that many pupils don’t have respect for the teacher. Many students have experience from working with children and can easily get in contact with children, but they are uncertain how they can unite close contact with the teacher role.

The students expect an education where they can learn to teach and learn to cope with difficult situations in school, and an education where working with and associating with other students is an important part of daily life.

A similar study is made with students beginning 2008 in UCC.

Selected results from the studies will be presented together with recommendations aiming at developing teacher education and making the education attractive for students.
Teachers current work identities within a local schoolcontext

Håkan Löfgren

The aim of this paper is to present results from a research project investigating teachers’ processes of work identity formation in their lifehistories and from their experiences in a specific school. The theoretical framework of the paper is inspired by the works of Ivor Goodson and Elliot Mishler. It is regarded important to consider the lifeperspective of teachers and the local context when trying to understand the occupation of teaching (Goodson, 2005). The main influence of Mishler (1999) in the project is his analytical use of the concept of identity. It is seen as something relational, flexible and dependent on the social environment. In the project I conduct lifehistoryinterviews with teachers who have been working in the same school, which was recently closed, during several years. When analyzing their narratives a teacher profile is constructed for each of them, it is used as an instrument to understand their individual stories. The profiles and the connected themes enable an investigation of the similarities and differences among the respondents ways of arriving in their current work identities. Preliminary results show that the community and values from colleagues in the early days of a teachers career might have an important influence on her professional actions even tough new ideals are introduced in the school.
School-staging and back-watching
- teachers’ strategies in risk-conscious schools

Per Lindqvist & Ulla Karin Nordängen

Hardly a day goes by when we are not reminded of risks that we must learn to handle in one way or another. Is it safe to eat foreign pork? Will too much talking on the mobile phone give us cancer? In the twenty-first century, risk assessment has become a crucial part of our daily lives and the fact that people in today’s society perform daily risk analyses also affects the school system. Should the class go on a school outing even if the bus lacks seat belts? May the female PE teacher enter the boy’s dressing room? In the presentation we put forward questions, hypothesis and empirical examples of how this societal fear of nondescript risk-scenarios interact with an increasing emotional value of children and market-oriented forms of control and regulation, and how this, in its turn, affects the daily life and work of teachers. How do they cope?

When analysing data from focus interviews, home-pages of schools and parent-teacher meetings three distinct strategies that teachers develop in order to deal with risk and avoid blame can be discerned. The first strategy concerns risk as an objective phenomenon while the other two can be tied to more subjective risk assessments. They concern on one hand the mediation of promotive images (school-staging) that, in different ways, suggest that school life is characterized by security, and on the other preventive strategies (back-watching) in order to avoid future blame. In the presentation, we focus on the two latter strategies. We have chosen to depict them as strategies of assurance and insurance.

In the empirical material a risk practice with defensive characteristics can be discerned, where the focus is on what may go wrong and who, in such a case, may be “named, blamed and shamed”. In the presentation, we call attention to the fact that risk is not always something negative, that it also includes a positive potential. To be in the risk zone does not only mean that one is subjected to danger, but also that one is situated in a zone of possibility and development. Hence, we want to debate the possibility of introducing practices which reflect a more constructive and positive risk logic, a logic that is not just based on individual flaws but where it is possible to generalize separate events to the system as such. Establishing such practices could make it easier for teachers and schools to find a balance between managing risk as both a development potential and a cautionary principle.
Vocational education teachers progress of vocational programs in Sweden

Gerd Pettersson

In Sweden there has for long been a need to raise the quality of the vocational programs. The purpose of this study was to make vocational education teacher progress within two vocational programs visible. The data collection was carried out in spring 2008 and included in-depth interviews and document analysis with six teachers at the gymnasium, of which four were vocational education teachers.

The results show that vocational education teacher’s behavioural patterns are directed towards the task to support the pupil in reaching goals. Vocational education teachers showed a high readiness to take action in development work. The study shows that there exists no deeper cooperation with the labour market.

The conclusion is that it is important to make vocational education teachers development work visible on a local, regional and national level. It strengthens teachers and groups of teachers, contributing to both teachers and pupils learning. Another conclusion is that the teacher must be familiar with tools of development work and the need for a more profound cooperation with the labour market.
Pedagogical literacy and the world of pedagogy in Scotland and Norway: a comparison

Professor Geir Karlsen (NTNU Trondheim)
Dr Peter Gray (S-TEAM project)

Research aims
This paper builds on a research report commissioned by NTNU Trondheim and the Norwegian Association of Higher Education Institutions into the state of pedagogy in Scottish teacher education (Gray, 2008), and the work of the other presenter who has been leading a national work group addressing some of the challenges raised by the position of pedagogy in Norwegian teacher education (Karlsen et al, 2009).

Theoretical Framework
The paper argues that, rather than being an explicit discourse in Scottish teacher education, pedagogy is an implicit field ("the pedagogical field") bounded by other discourses and involving a range of agencies, who exercise different forms of power within the pedagogical field. Conversely, in Norway as in the other Nordic countries there has been a tradition of pedagogy as a major subject within teacher education, and it would thus be possible to state that there is a high degree of "pedagogical literacy" in Norway. However this position has long been disputed. There are also tensions and conflicts between views that emphasize pedagogy as oriented towards professional practice and those which emphasize pedagogy as a scientific discipline.

Findings
Although the Scottish pedagogical field is largely coherent and results in a progressive, and in some respects experimental, set of pedagogical ideas being debated and applied within the Scottish education community, the paper argues that it would be beneficial to make pedagogy explicit in the Scottish context, as happens in other European school and teacher education systems. This would promote what we call "pedagogical literacy". The findings of the Norwegian work group will, however, show that even when it is made explicit as an object of study, pedagogy is very much the subject of ongoing debate.

Relevance for Nordic Educational Research
The paper therefore presents the Norwegian and Scottish versions of 'pedagogy' and shows how explicit consideration of these pedagogies at a meta-level can help to illuminate policy and practice, to the mutual benefit of the partners in the exercise. It will suggest that this is comparative process might be mutually useful and relevant both in the Nordic and wider international contexts.

References

New Pedagogical Technologies – Pupil Plans as an example

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During the past few years, many new technologies have found their way to the Danish “Folkeskole”. The technologies have been introduced both on an inter-organisational, organisational, relational and individual level.

Technologies are not neutral methods or instruments but changes or challenges the teachers’ traditional culture of professionalism and identity.

The paper deals particular with Danish teachers’ experiences with pupil plans, which have been a part of the Danish teachers’ “repertoire” since 2006. Methodically, qualitative interviews with teachers have been used. The collected material have been interpreted with theoretical inspiration from Foucault, Luhmann and theories of culture and profession.

The findings point to, that changes have taken place, which can be described as a development away from a more oral oriented teacher-culture towards a more written oriented teacher-culture, or as a development from the use of implicit pedagogical technologies towards the use of more explicit oriented pedagogical technologies. This development have contributed to changes in the teachers identity and professionalism.
Rehearsing accountability
– How pre-school teachers go about appearing professional

Carola Aili and Lars-Erik Nilsson
Kristianstad University College

Today’s professionals appear to be under constant pressure to be able to account for their actions and to do boundary work because there are not any evidently borders for what can be a work task. We want to contribute to a discussion about what demands pre-school teachers has to handle to perform as good professionals in these specific circumstances. From our example I pre-school settings we want to answer the question: what do professionals need to rehearse? And what new forms for this rehearsing accountability are growing up. In a seminal article Lyman and Scott argued that accounting for ones actions is a basic human activity and we use Goffman’s theory about team performance to understand these types of accounting in professional settings.
Into the wild. Risk perception, social change and the camp school movement

Joakim Landahl

In the 1950’s an increasing number of pedagogues, inspired by the danish lejrskole, started to argue that Swedish schools should develop lägerskolor [camp schools]. In 1969 camp schools became a part of the curriculum and in 1972 the pedagogic principles were described in detail in a supplement of the curriculum. Today, the movement has lost part of its original modern aura. This process is not unique to Sweden. For example in England, school trips have been discussed from a risk perspective. Building on manuals for camp schools and interviews with teachers, the paper discusses the pedagogic aims and contributions of the camp school, and specifically investigates ideas about the risks inherent in the practice of going outside schools. The question is raised whether changes in the practice of camp school should be attributed to changes in risk perception.
Meaning making in future-oriented ‘reflective self-portraits’: connecting life experience and commitment to become a teacher

Roald Tobiassen, University College of Østfold, Norway

As a teacher-educator, I have designed and implemented a study that mapped how a group of preservice teacher students (praktisk pedagogisk utdanning) make meaning in ‘reflective self-portraits’ about being/becoming a teacher. In the first phase of this study the teacher students interviewed each other on their life history and then they shared their narratives and reflected over their life histories in small groups. The method of interviewing was based on ‘appreciative inquiry’ (Cooperrider). Sharing the life (his-)story with others brings back memories and in this process of meaning making the narrative identity and values of the person is expressed. The life history was later written down as a future-oriented ‘reflective self-portrait’ about becoming a teacher. Telling your life history to other students, writing it down and talking about it, can be an important part of enhancing a reflective identity as a teacher. This future-oriented ‘reflective self-portrait’ indicates the teacher students’ values and narrative positioning(s) as a teacher. Focus in the study is: What does the teacher student tell about the commitment to become a teacher and how does (s)he construct a narrative teacher identity? (Who was I? Who am I? Who will I become?)

The main theoretical perspectives and concepts in this study are ‘appreciative inquiry’ (Cooperrider), ‘narrative identity’ (Ricoeur) and ‘ethics of authenticity’ (Taylor).

I will include extracts of a few participants’ ‘reflective portraits’ that provide evidence of each teacher’s developing values in teaching. The methodology for analyzing the narratives is based on narrative interpretative methods and discourse analysis.

The findings indicate that the teaching profession should be understood as a complex of values and ideals that are essential to succeed in a teaching. In the teacher students reflective self-portraits teaching is dealt with as a normative concept and has implications for the social practices in teaching. I argue that teacher education should be aware of (creating) discursive spaces in which student teachers have an opportunity to verbalize their values from life-history and evolving pedagogical practice: whom they want to be(-come) as a teacher. The research suggests that teacher education should enhance the student teachers’ ethical awareness and moral commitment to teaching. This study is particularly relevant for research on teacher students and indicates implications for designing a narrative pedagogy for teacher education.

(Presentation in Norwegian)
New models of Welfare
New demands on the teacher profession

Carola Aili
Katrin Hjort

In the Nordic countries the Welfare State has a broad political base, but the meaning given the concept of welfare appears to be changing. The welfare state is not only talked about in terms of common responsibilities towards citizens in need of help or as a duty to protect citizenship and civic rights. Welfare is also talked about as a “service” directed to the individual and as an investment to insure the best possible development of national competitiveness in a global world. This transformation or displacement brings new demands on the knowledge and competence professionals need to be able to manage their daily work. Drawing on concrete empirical examples from everyday school work in pre-school, elementary school and secondary school in Denmark and Sweden this study claims that the welfare state transformation introduces fields of tensions that teachers have to cope with. We will discuss what kind of demands for boundary work that can be identified and what kind of ethical and pedagogical practices that is carried out in order to draw border lines around work.

The theoretical and methodological perspectives are informed by politological discourse analysis, particularly inspired by theories about governmentality. To discuss the demands theories about boundary work as an aspect of professionals’ daily work is utilized.
Teachers’ conversations about writing across the disciplines

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What do teachers talk about when the object of inquiry is writing across the disciplines? How do they relate to students’ texts, and in what way do they negotiate and discuss text norms and evaluation of texts? What is the quality of the discussions and how do the teachers respond to each other?

In the literature, there is a lack of studies of how experienced teachers develop knowledge together in their collective work at schools. This paper aims to investigate teachers’ knowledge development at work place in a socio-cultural perspective and tradition. Special attention is paid to issues of knowledge building through the use and development of professional language. The paper draws upon an ongoing project in an upper secondary school (the FAGER project) where researchers from the University of Oslo cooperate with a group of teachers with the aim of promoting writing as a basic skill. The group meets regularly to discuss students’ texts, partly to learn about assessment of written texts in different subject areas, partly to improve their own writing instruction. My part of this project uses these meetings as a point of departure to explore how collective knowledge and professional language can develop over time. The presentation gives a glimpse into the type of conversations taking place in these meetings. In the paper, transcripts of audio-recorded data from a group meeting and an interview with one of the teachers are analysed. So far my impression is that the sharing of students’ texts and of classroom experiences, stimulates the verbalisation of tacit knowledge and professional language. Through observations and interviews I can trace how subject and didactic knowledge is made visible through the discussions.
Co-constructing educational reform: teachers’ development of tools for thinking and acting

Eli Ottesen

While there is widespread agreement that schools need to develop their capacity for learning and become learning organisations in order to cope with the challenges of the 21st century, there is less agreement about how this objective can be achieved. In a Nordic context school development, e.g. bottom-up approaches emphasising local needs and preferences, reflection and professional development, have often been a preferred strategy. While such approaches are put under pressure by transnational tendencies in educational policies, school development is still evident in Norwegian reform strategies, such as for instance the Government’s initiative “From words into practice”. A central goal of the initiative is to support schools in the implementation of the national reform The Knowledge Promotion. One premise for participation is that schools and municipalities collaborate with external agencies, such as universities, in their development of new practices. In this paper, the aim is to explore school development at the intersection between individuals’ learning (a microgenetic approach) and collective, institutional learning (a sociogenetic approach). Building on Cultural Historical Activity theory (Leont'ev, 1978), the paper focuses on professionals’ inquiry into, experimentation with and development of theoretical and material tools that in turn may change the ways in which they think and act as teachers.

The empirical study is an ongoing development project in a municipality that has received funding from the initiative “From words into practice”. The municipality aims to strengthen adapted education through the use of ICTs. In this paper, transcripts of interaction in teacher teams in two schools (elementary and lower secondary) are analysed. The concept common places (Middleton, 1998) is used as an analytic term to explore the ways in which knowing is constructed in collaborative efforts to interpret and negotiate tools for thinking and acting. Of particular interest is the dialectical nature of common places as both personal and institutional, and the ways in which individual and organisational learning trajectories merge to form new and sustainable practices, or collide and give rise to conflicts or divergent practices.

References:
Gender differences in social support and self-concept in adolescence.

Per Frostad
Per Egil Mjaavatn

It is frequently stated that the close family would be the most important significant others in childhood while friends take this position among adolescence and youth. In tradition from Rosenberg (1979) and later Harter (1999) this study investigates the relation between general self-concept and support from significant others among adolescents. As instruments we used “The Social Support Appraisals Scale (Vaux et al 1986) to measure support from family and friends. A questionnaire built on “Self Description Questionnaire II (Marsh 1990) was used to measure the students general self-concept. In total 120 adolescents in grade 9 answered the questionnaires, 63 girls and 57 boys. Our 2 main research questions were: 1. Are there gender differences in level of experienced social support and self-concept in adolescence? 2. To what degree could support from significant others explain the students’ general self-concept and will we find gender differences related to the effect of social support on general self-concept?

Results: We found a moderate difference in the level of self-concept between boys and girls in favor of the boys. We did not find significant differences between girls and boys regarding family support, but a moderate difference in favor of the girls regarding friend support. In total boys report more support from family than from friends. We did not find this difference among girls. There was a significant correlation between self-concept and family support for both girls and boys. The correlation between friend support and self-concept was significant only among boys. A regression analysis showed, however, that this correlation disappeared when we controlled for the effect of family support.
Collective Narrative of China’s Post-80s Generation in an Online Forum

Fengshu Liu

This article examines the collective identity construction of China's post-80s generation, which has often been referred to as the 'collapsed generation' in China, in their virtual locality www.80end.com in the light of theorizing of online community building and collective identity construction. Emerging from the many message threads I have analyzed is a particular collective self that not only counters the stereotype of the post-80s generation, but also goes far beyond a mere deconstruction or subversion. Their collective narrative revolves around three main themes: the 'uncollapsed we', the 'unique/multifaceted we' and the 'nostalgic we', which together represent their self-perception that defies and rejects any forms of simplified understanding of this generation. These discourses identified in their collective narrative are as much about who they are as who they aspire to be, that is, it is both about 'being' and 'becoming', both of which are essential for their collective self.
A comparison of equity discourses in OECD and Norwegian policy documents

Cecilie Rønning Haugen

In recent international educational policies a lot of attention is paid to school’s role in contributing to equity. In this regard, OECD is a central premise provider for many nations’ educational policies. However, how equity could be enhanced is not a given, and because of school’s central role in power reproduction, I claim equity policies must be investigated in a power perspective. OECD is often claimed to front a neoliberal agenda, while in Norway, the Socialist Left Party is governing (in coalition) for the first time, and is represented through the minister of education.

This paper aims to investigate whether there is a common approach in OECD’s thematic review on equity for Norway (2004), and Norway’s recent educational policies regarding equity (Report to Storting no. 16 2006/2007). Furthermore, this/these approaches will be discussed in relation to power in society.

Central in analysing and understanding the approaches described are the theories of Basil Bernstein, which focus on how power and control is reproduced in and through education. Different orientations to knowledge and pedagogy, and consequently to equity, are understood as different relations to the new and old middle class.

The methodological approach is discourse analysis of central educational policy documents on equity from OECD and Norway. The analysis focuses on how the policy documents relate to the discourses: “equity through equality” and “equity through diversity” (Solstad 1997).

I find that OECD recommends Norway to focus equity through equality to a higher degree. This is clearly followed up on in the Norwegian policy document, and it is hard to find initiatives celebrating diversity. A difference between OECD and Norway is expressed in relation to market orientation and privatization. Despite the differences, I claim important similarities can be found to the educational trend “conservative modernization” described by Apple (2006).
The effects of Danish education policy

Lotte Rahbek Schou

This research study explores how testing and accountability programs influence Danish teachers’ attitudes and teaching practice. Recent changes in Danish education have promoted a shift from progressivism to a policy depending on scores from achievement tests. Research has demonstrated that corresponding education policy in the US has failed in numerous ways. Focusing on test scores has led to major unintended consequences in the American schools that are disadvantageous for students, teachers and their schools. At present Danish teachers are strongly urged to participate and engage in the teaching tasks required by this new policy. The question is how these initiatives will influence Danish teachers’ attitudes and teaching practice. Will the initiatives contribute the intended improvement in quality or will the opposite happen? The empirical core of the presentation will consist of early findings from focus-group interviews of teachers at three different public schools in Denmark.
The ’professional’ teacher
– a governing technology in transition in Swedish education policy

Lena Sjöberg, Högskolan Väst/Göteborgs universitet

From a classical sociological perspective, the teaching profession has never fulfilled the criteria characteristic of a profession. In the nineteen nineties, however, the Swedish government began for the first time to describe teachers as ‘professionals’ in articulations of its educational policy. Further, the rhetoric of teachers as ‘professionals’ is also emphasised in the policy texts drawn up at the time of the teacher education reform in 2001. At the same time the largest teacher union, ‘Lärarförbundet’, launched a high profile campaign under the banner ‘Teachers lift Sweden’ (Lärarna lifter Sverige) aimed at professionalizing the teaching profession and enhancing the status of the profession. In the policy texts of both the union and the government, I am able to identify a unifying rhetoric about teachers and the contemporary requirements that corresponds well with the ‘new’ knowledge society. In spring 2008 the government published a proposal for the professional certification teachers (Lärarutredningen SOU 2008:52), which also uses a terminology that recognises teachers as ‘professionals’ and/or having ‘professionalism’. This proposal is also, in some parts, a rhetorical device in which both the government and the teaching unions have invested. Though the terminology that classifies teachers as ’professional’ I can discern a difference in the rationality here and the ‘professionalizing’ rhetoric from the nineties.

My study has its focus on the rhetoric of the ‘professional’ teacher and adopts a critical policy sociological perspective. I have studied educational policy texts produced both by the government as well as the ‘Lärarförbundet’ teacher union between 1995 and 2008. My aim has been to study how the teachers, through discursive, naturalizing and normalizing practices, are represented as ‘professionals’ and, consequently, are disciplined through governmental technologies (Foucault 1991/2003), policy technologies (Ball, 2002, 2007, 2008) and expanded performativity (Ball, 2003). I also want to make visible the discursive transition to which ‘professional’ teacher is submitted in the policy texts during the time span between 1995 and 2008.
The discursive battle about 'evidence' in education
- A scrutiny of the potentiality of a floating signifier strategy

John B. Krejsler, Ph.D, Associate Professor, School of Education, Arhus University

From an epistemological perspective a cultural struggle can currently be observed raging about evidence for what works in education. Emerging from the medical field as a bottom-up professional strategy, the evidence discourse was later launched into education and social welfare in top-down moves that largely by-passed professionals.

It is argued that the evidence discourse serves policy and market demands for instruments that enable evidence-based choices among public services in a so-called competitive knowledge economy that operates globally.

The author argues that education as well as social welfare professions may profit from adopting evidence as a floating signifier. This strategy could prove helpful to expanding the meanings of evidence to also cover substantial parts of their professional experience. A distinction between external and internal forms of evidence is introduced tentatively to encourage experiments that may facilitate alternative strategies to dealing with the evidence discourse.
The neo-liberalist Education Market and the Recontextualization of Physical Education Teacher Education (PETE) Pedagogical Discourse

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**Research topic/aim**
The paper addresses effects of neo-liberalist policy (Morley, 2003; Ball, 2006) and the education market within the contemporary higher education in Norway. To understand the workings and effects of these education markets, Ball (2006) proposes that we must look to local studies of actual market dynamics. This paper analyses how dynamics and effects of the market, framed by the ‘Quality Reform’ influence the constructions of local PETE degrees. In particular the paper explores and problematises ways in which competition between regional university colleges to recruit and keep students form part of the curriculum content in PETE. I problematises ways in which discourses of marketization and commodification currently have emerged into the discourse practice (Fairclough, 1995) at institutions responding to the market demands by meeting the individual interests of the student consumers’. Analyzing the multilayered local education policy discourses, and the focus upon recruitment of students to keep the budgets, I’m asking how academic and professional identities are challenged.

Following Young (1998, 2006) the paper analyses the degree to which local PETE degrees are more a reflection of surviving in the education market place than meeting the needs of future teachers and their pupils.

**Theoretical framework/**
Exploring the social construction and transmission of knowledge, and ways of knowing, Bernstein’s (1996) theoretical framework of pedagogical discourse provides a useful lens for my analysis of how knowledge is constructed and communicated. I have analyzed how manifestations of ‘what count’ (Luke, 1995) in the pedagogical discourse are embedded in the academic and professional curriculum content in the construction of local PETE degrees based on bachelor degrees in sport sciences and the PPU/PGCE.

**Methodology**
Data is collected by in-depth interviews, and via national and local policy documents. Using purposeful sampling (Patton, 1990), three regional university colleges were chosen as useful and appropriate sources of information. The interviews have been taped and transcribed verbatim. Applying critical discourse analysis (Fairclough, 1995; Luke, 1995; Baker and Galasinski, 2001), I explore how language users constitute their knowledge of educational situations, the roles they play, their identities and how this privilege certain values and ideologies embedded in the institutional pedagogic discourse underpinning PETE degrees, and silence other.

**Conclusions and relevance for Nordic Educational Research**
The paper critically illuminates that in the institutional regulative discourse, into which the instructional discourse of knowledge and skills is embedded, students have become ‘customers’ and ‘consumers’, and curriculum content is regarded as products and commodities provided by the local department. My analysis illustrates ways in which recruitment and management discourses hold a strong position within the construction of PETE degrees. Thus, the paper problematises how neo-liberal policy discourses and implementation of the Bologna Process, embedded in the reform of higher education (KD, 2005), locally challenges the quality in academic and professional degrees, and reminds education researcher about the importance of policy driven research questions.
The Bologna process - an implementation and governance strategy?

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This Bologna Process started in 1999 when Ministers of Education of 29 European states met and signed the Bologna declaration with the vision to develop a European Higher Education Area within the year of 2010. This started a process of standardization towards adoption of comparable degrees, a joint system of credits, promotion of mobility for students, academic and administrative staff and a European cooperation in quality assurance. A system of stocktaking every second year was established to make sure that the implementation on the national level took place. The number of priority areas has increased since the Bologna meeting in 1999, and so has the number of members of the Bologna Process - to 46 states in 2008. The last ministerial meeting was 17th of May 2007 – in London.

Parallel to this process is the Lisbon strategy from March 2000 when EU government leaders set the mission “to become the most competitive and dynamic knowledge economy in the world”.

The paper intends to analyse the relations between the Bologna-process and the Lisbon-strategy and the possible impacts and consequences on national educational policy. The new focus on literacy and its importance will also be discussed in this context.
Upper-secondary school as a market: Perceptions of the market competition

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The development and expansion of market solutions is one of the most important changes of Swedish education in the last 30 years. The aim of the project “Upper-secondary education as a market” is to analyze the occurrence of market solutions and market steering, the strategies towards them from involved actors, and their impact on upper-secondary education. Municipalities and schools in two different regions are studied more extensively, as well as in an in-depth investigation of local decision-makers, school staff and pupils in a small number of the schools. Furthermore, the market discourse and market actors in the two regions are surveyed and analyzed.

This paper presents the findings of research into how the school market competition is perceived by three groups of actors in the municipalities of two Swedish regions: principals, counselors and heads of the upper-secondary school administration. Data were gathered through questionnaires to all municipalities and upper-secondary schools in the regions, Västerbotten and Västra Götaland, which resulted in 193 answers.

The focus of the analysis concerns two themes: firstly, how the respondents perceive the strength of competition in their municipality and, secondly, what they believe are the effects of increased school competition, on students, staff and schools. In the Swedish literature the strength of school competition has been defined as how large share of the students go to independent schools in the municipality. This study adds something new to that established definition: that the competition from schools in other municipalities is regarded as at least as strong as the one from the independent schools in the municipality.

The overall picture of the results is complex. Regarding the perceived effects of increased competition there are some trends. The most striking one is that there is little support for the main argument of stimulating a school market: that it will increase student performance. Only a small minority support that idea. On the contrary, a majority think that competition leads to positive effects on professional and school development. The effects on the administration is mainly regarded as negative: the intensification of work increases and the handling of resources and planning becomes more difficult.
Upper-secondary education as a market
-the discourse and the actors

Ann-Sofie Holm, University of Borås
Inger Erixon Arreman, Umeå University

The development and expansion of market solutions is one of the most important changes of Swedish education in the last 30 years. The aim of the project “Upper-secondary education as a market” is to analyze the occurrence of market solutions and market steering, the strategies towards them from involved actors, and their impact on upper-secondary education. Municipalities and schools in two different regions are studied more extensively, as well as in an in-depth investigation of local decision-makers, school staff and pupils in a small numbers of the schools. Furthermore, the market discourse and market actors in the two regions are surveyed and analyzed.

This paper discusses some findings from the first part of the project, focussing the discourse and the actors of the upper secondary school market. The aim of the study is to survey and analyse a) the largest school companies/market actors at the national educating market and b) describe the most influential actors in the two specific regions in the South West and the North of Sweden. The actors at the national and regional level are analysed in relation to their profile, strategies and economic results. The research is based on statistical data, information/marketing texts, articles in news papers, as well as conversations with persons involved.

The overall picture of the school market is one of quick changes. The system of tax-funded independent schools in Sweden was introduced in the early 1990s. Since then the amount of such schools have grown immensely and today about twenty percent of the pupils are studying at an independent upper secondary school. As a consequence, the competition has been strengthened and municipal and independent schools are supposed to compete over pupils and teachers. Upper-secondary schools constitute a substantial market for a range of goods and services. Entrepreneurship training, aggressive marketing and contracts have become common. The paper discusses shortly these aspects at a national level with focus on some specific “cases” at the regional level. One of these cases is the largest city in one of the regions, where the “battle of the pupils” has hardened during the last few years. Focus is on the “play” between different school actors and the strategies used to reach pupils; e.g. offering free computers, sport profiles, grades, journeys, “famous” teachers etcetera. Some school companies are growing very fast at the expense of others. In the common media discourse the school market is mainly discussed in terms of money, chares and profits rather than in terms of pedagogy or pupils’ citizenships.
Reforms in Teacher Education – once again?

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In my newly finished report, “Three stories on becoming a teacher”, where three students and later schoolteachers are followed over a span of 16 years, I concluded that the Teacher Education copes with much the same problems in 2008 as in 1992.

The students experience that:

The administrative organization is not solid enough, didactics in the different subjects are more or less absent, pedagogy as a subject is too academic and gives the coming teacher little opportunity to develop professional competence, and the theoretical an practical part of the education follows two different lines, and there are few meeting points between them.

The paper gives a short presentation of “Three stories to become a teacher” and the theoretical framework used in the construction of them, consisting of five theoretical categories founded on pedagogical theory. Then follows an analysis of the stories in the perspective of the active educational reform period in Norway from 1992 up to the present situation.

A recent national evaluation of the Teacher Training made by the National organ for quality in Education (Nokut) in 2006, and newly published research reports on Teacher Education in Norway point out much the same problem areas as our three students did in the beginning of the 1990’ies.

As a conclusion the paper presents some ongoing and promising developmental projects both in the Teacher Education and in the freshman years like the nationwide project “Conselling for the freshman teacher”, which was started in 2002 and later evaluated as a successful measure.1 Around the turn of the year 2008 the government will present a white paper which probably will lead to a new reform in the Teacher Education. The role of the teacher will be focused, and the professional development during the college years will be questioned and probably strengthened through a new obligatory pedagogical subject with less academic influence and more relevant practical pedagogical knowledge.

Method:
Qualitative interview and Document analysis

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1 Hjelp til praksispranget (Help for the leap into practice), Sintef April 2006
The Globalization of School Policy and the Restructuring of the Role of Teachers: A Swedish Example.

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For a long time education was a strictly national concern. Its purpose was to contribute to national unity and to educate citizens suitable for the society in which they would live and work. Changes in the last thirty years, often termed globalization, have come to challenge this function for education in important ways.

Drawing upon a minor study consisting of a textual analysis of the school policy debate present in the editorial and debate pages of the largest Swedish newspapers, this paper argues for an apparent collision of public discourses of the role of teachers in Sweden. Results show that a global discourse of education collides with the national curriculum of Sweden in the national policy debate on the overall purpose of the Swedish school system, and the role of the teachers working within it. In short, the national curriculums’ description of the complex nature of the teaching profession, with a strong focus on the fostering of democratically competent citizens firmly based in the defining values of Swedish society, are challenged by the global narrative of a knowledge economy where the purpose of the educational system is to generate competitive subjects with the skills to secure key positions in the global race for high quality jobs and property rights in a global economy.

The analysis shows that based on the argument of a relative decline of Swedish students in the Timss and Pisa surveys of the OECD, leading politicians uses a disaster-like rhetoric in order to highlight the need for dramatic improvements of an educational system in deep crisis. This is because the declining results of Swedish students are interpreted as a risk for the future competitiveness of Sweden in a globalized economy. This, they contend, is due to the fact that Swedish teacher educations are infested with muddled ideologies focused on feel-good activities and questions of social competence, instead of the education of teachers who are effective instructors with in-depth knowledge about the subjects that they teach. The solutions to these problems, proposed by leading politicians, have strong connections to the global educational discourse and its focus on market style solutions of accountability and competition in creating effective schools and teachers.

The paper concludes that this collision of public discourses of the role of teachers complicates the construction of a coherent professional identity among Swedish teachers, the result being that teachers lock themselves within a conservative view of their profession, seriously hindering the development of the teaching profession necessary for a more globalized world.
The need of new clothes for old bodies – from the “discourse of problems and weaknesses to a discourse of solutions and strengths”

Monica Nyvaller

The discourse of evaluation in Sweden has since the beginning of the nineties, in one way or another, been considered to be the “guardian” of high performance, goal achievement, transparency and effectiveness in education. Teachers, school leaders, other professionals as well as administrators are expected to regularly evaluate more or less everything, from all perspectives. The possibility to escape this mode of evaluation or doing it in a way that fit the core of education, is small. Dressed in old clothes evaluations are assumed to be the platform for change and development, problems or weaknesses are thought to be corrected in conformity with outcomes of evaluations or inspection of educational performances. This is in line with the politics of governing education by goal and result steering.

However, there are some examples available pointing in another direction than the dominating discourse of evaluation and performance measurements. The aim of this paper is to discuss an innovative practice based on enactments of peers and exchanges of experiences. The discourse of the design is declared to be a transition in sayings “from problems and weaknesses to solutions and strengths”.
The challenged preschool

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Privatization and marketization of the educational sector in general and of the preschool in particular has been strongly driven in Sweden during the past decades. Consequences have been discussed, among others in terms of social and cultural segregation. However our knowledge about how these processes affect the preschool practices are quite limited. Within the project ‘The challenged preschool’ we study what happens within some public preschools when a private alternative for the first time appears on the local market. Our data consists of interviews with preschool teachers from both the public and the private preschools, with the owner of the private preschool and with parents who have chosen the private preschool for their children. The aim of this paper is to discuss constructions of master- and counter narratives of childcare, preschool and childhood, in relation to a context of educational policies of privatization and marketization and its local expressions.
Creating an Institutional Framework for Educational Control:
The Swedish National Agency for School Inspection

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Questions of how to evaluate and control education systems and their performance are areas of intense reform in the Nordic countries, Europe and beyond (De Wolf & Janssens, 2007; Wilcox & Gray, 1996). Such issues hold top positions on reform agendas in several countries. As a result, we are witnessing a multitude of different institutional arrangements that are set up in order to control and assess educational performance, thereby holding local educational actors to account. Thus, there is also a tendency towards placing individual schools and their performance under scrutiny (OECD, 1995). In most Nordic countries, however, external evaluation tend to have the municipalities as their basic unit, even if schools as entities currently are emphasised to a larger extent (European Commission, 2005). Although the education systems in Sweden and the other Nordic countries show several similar features, including experiencing similar but not identical decentralisation reforms, the Swedish national school inspections have no counterpart in the other Nordic countries (OECD, 2007). Thus, it appears as if Sweden is changing direction in this respect.

The Swedish education system has witnessed both the establishment of an inspectorate, back in the 19th century, as well as its drastic dismantling in the early 1990s. By 2003, the national Inspectorate was reinstated again, after having been a municipal responsibility for more than a decade. The national level thus reclaimed an instrument of control it had previously disposed of and handed over to the municipalities. But, this step was not enough, as political efforts have been directed towards further reinforcing the inspections, in particular after the shift in government in 2006. One of the most recent developments is to redesign the institutional framework for educational control, involving the creation of a separate agency for school inspection. In October 2008, all inspectional duties formerly performed by the National Agency of Education were placed in the new agency named the Swedish National Agency for School Inspection.

In this paper, the aim is to unfold the political arguments and motives used to reinforce inspection and to create a separate agency to implement those intentions. I will use official policy documents (government reports, bills, minutes, commission reports etc.) to unfold the main lines of arguments pursued in this process, focusing on a two year period from 2006-2008. A central task is also to contrast the study reported in this paper to the findings in Rönnberg (2008), in which a corresponding analysis covering 2001-2003 is carried out. This is done in order to highlight similarities and/or differences in the political arguments during the two periods, covering both social democratic and non-socialist governments. Theoretically, the paper draw on the literature on governance, in particular regarding the role and governing capacity of the state (Pierre & Peters, 2005; 2000; Davies, 2002; Kooiman, 2003) as well as an approach used to scrutinise the process of problematisation in public policymaking (Bacchi, 1999).
Tales of Trouble?  
Current Education Debates in Swedish Media as Policy Platforms

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The year 2008 has seen education becoming a common topic in different instances of Swedish media. Documentaries, talk shows and debates about educational issues in the media are followed by strings of discussion in blogs and forums on the internet. Contemporary changes in education policy and organisation have also resulted in press releases and coverage by the media.

The aim of this paper is to examine the discursive constructions of schooling in educational coverage and debate in the Swedish media during the year 2008 with specific focus on the issue of order in the classroom. A further aim is to discuss educational as well as political implications of these constructions.

In the paper I use post-structural discourse theory approaches inspired by applications of Michel Foucault and Jacques Derrida as carried out or proposed by educational researchers such as Maggie MacLure and Stephen J Ball as well as by the political scientists David Howarth and Jacob Torfing. This approach is at work in the view of language as performative and generative for the central concepts, including discursive practice, construction, event, space of possibility and subject position, through which the construction of schooling is analysed. These are combined with the media theory concept of framing which specifically focus on the relationships between media texts and public debate and opinion and on the processes through which political issues are constructed in media texts. Another theoretical base is curriculum theory that serves as a ground for questions about which normative conditions for education these media discourses set.

In the paper two main text practices are analysed. One is constituted by a few broadcasted media events dealing with educational issues and the web discussions following them. The other is constituted by press releases and coverage about the reorganisation of the National Agency for Education including the launching of a new authority; the Schools Inspectorate. The result from this analysis is related to findings from an earlier study of mine dealing with educational debate in the daily newspaper Dagens Nyheter in the 1990s.

Preliminary findings are that education discourses which where formulated in the study from the 1990s are frequently activated in the media events of 2008 and activated by bloggers and participants in on-line forum discussions, partly leading to a situation where expressed opinions about education are formulated in terms of a dichotomy, comparable to supporting one of two opponents in a game of sports.

In international education research the role that media play in educational politics is brought forward as an important area of research and an emerging group of scholars have been exploring it. For Nordic educational research it is equally important to develop the scientific knowledge within this field and contribute with Nordic perspectives to this international body of research.
What has happened to the 6 year old child in school after 1997?

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In the year 1997 the 6 year old child entered school after a period of approx 250 years starting at the age of seven. In spite of much resistance from politicians, specialists and parents regarding lowered start point from 7 to 6 years of age, the act was passed in Parliament, and thus extended the compulsory school from 9 to 10 years.

The resistance to a lowered school age led to quotes in the curriculum of the compulsory school of 1997 (L97): The schooling the first four years shall be based on both the traditional ways of regular schooling and that of kindergartens…. the first year shall clearly be founded in pres school methods and one must place emphasis on learning through playing... (L97:73). Reading and writing skills along with mathematic continued to be taught from the 2nd grade onwards.

Norway ratified the United Nations convention on the Rights of the Child where the legal principal “the best interest of the child” (“barnets beste”) shall be incorporated into all Norwegian legislation concerning children. This implies that children’s interests and needs always must be taken into consideration when forming and implementing all aspects of public policies.

In 1997 I analysed several governmental documents in order to disclose whether or not the legal principal of “best interest of the child” had been considered before lowering the age of school start from 7 to 6 years of age in the new 10 year compulsory school - which the authorities were obliged to do. The conclusion, however, was discouraging; this legal principal had not been discussed in the preliminary works to Grunnskolereformen 1997 at all (Holst 1997).

The compulsory school has in the past 11 years been a hot political theme and over the years different administrations have prepared several governmental documents for instance NOU2002:10 First Class from first 1st Grade (Førsteklasses fra første klasse) and St.meld.nr.31 2007-2008 School Quality (Kvalitet i skolen) with the intention of contributing a raise in quality in schools.

This paper will address the 6 year old pupils’ story in the school system from 1997 to 2008, and comment on the actual consequences these political resolutions have resulted in with a special focus on the legal principal “barnets beste”. My intention is to disclose whether the authorities - after Grunnskolereformen of 1997 - have discussed - which they are obliged to do - what is “best interest of the child”?

I will make a document analysis, tracing whether the mentioned legal principal (UN convention of the Rights of the Child) has been considered, and if so: to what extent, and at the same time link my findings on to Jürgen Habermas’ Theory of Communicative actions (Den kommunikative handling) - which in this paper is viewed in the light of his two “worlds”: “Livsverden” og “Systemverden” (Habermas 1996).

Method:
Document analysis
On school performance and biopolitics
-reflections on difference-making and competence in classroom interaction

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The notion of “a school for all” has a strong tradition in the Swedish education system. Both in policy and science, as well as in public debate there has been a governing consensus for the efforts aiming at social justice both in and through the school. From an institutional perspective though, a pressure on marketization and professional accountability to improve results is demanded in recent years. This study tries to unravel some consequences from this tendency and more precisely to investigate how dynamics of categorizations, perceived “needs” and performance feedback interplay with student’s identities and future careers. The study is conducted through micro-ethnographic analyses of videorecorded lessons. Preliminary results imply that changing notions of “inclusion” and “a school for all” is translated into common-sense using dominating discourses of success and failure as a resource. In classroom interaction this is understood as differentially distributed competences and adaptations to ‘the conduct of conduct’, which is also a basis for inclusions and exclusions. Furthermore, the school class as a social and communicative system is in this perspective a biopolitical site for negotiations of categorization and differencemaking.
Early intervention for life long learning

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This paper analyses the concept of ‘key competencies’ in the EU document Key Competencies for Life Long Learning and how these concepts are utilised in the Norwegian White paper on Early Intervention for Lifelong Learning (2006-2007). In both documents the key competencies are seen as basic for members in a knowledge society, both in order to secure full democratic participation and as means to economic growth. The paper investigates the tension between the humanistic overall educational aims and the more instrumental goals of securing national economic growth. When the specific measures to attain the goals of life long learning is described in the White paper, the instrumentalistic rationality seems dominant. The ‘key concepts’ are commonly referred to in policy papers in the Nordic countries and the focus of this study is of relevance for all the respective national discourses.

Key words:
Lifelong learning, key competencies, early intervention
Does political ideology matter in educational policy?

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The paper will (1) outline the implications for education policy of the main political ideologies (embodied mainly in political parties) in present-day modern market societies, and (2) investigate and discuss the impact on education policy of changes in political power/ideology in a single country, Denmark.

In the Danish context, the main political ideologies may be characterised as follows:

<table>
<thead>
<tr>
<th>Political ideology</th>
<th>Core value</th>
<th>Core form of control</th>
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<tbody>
<tr>
<td>Liberal</td>
<td>Freedom</td>
<td>Market</td>
</tr>
<tr>
<td>Conservative</td>
<td>Tradition</td>
<td>Authority</td>
</tr>
<tr>
<td>Social Democratic: Focus on distribution</td>
<td>Equality</td>
<td>Corporatist</td>
</tr>
<tr>
<td>Social Democratic: Focus on Culture</td>
<td>Community, equity</td>
<td>Democracy “from below”</td>
</tr>
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</table>

The characterisation reflects the context of Scandinavian welfare traditions, but may also be relevant in a wider European context, especially after the virtual demise of communism. The main ideas of liberalism and conservatism are well known, and conflicts between the liberal respect for market forces and the conservative respect for culture and tradition have often been pointed out. Since the early 20th century these two ideologies have maintained an uneasy alliance in their stand against socialist and social democratic currents. I find it useful to distinguish between two forms of social democratic ideology. One focuses on equality and distribution. In this view education is mainly a good or a service to which all members of society should have equal access. The other form focuses more on education as a cultural resource which makes it possible for individuals and social groups to shape and improve their competencies, activities and identities.

In discussing the implications of ideologies it should not be overlooked that there are policy elements which are carried along by a consensus so strong that they seem non-ideological. One example is the aim of providing almost the whole population with certified vocational qualifications. It should also be noted that in recent decades many analysts have claimed that the right/left distinction in politics is loosing its significance and is being replaced by for instance differences between material and post-material values.

During the last 25 years Danish governments have had two main forms: Coalitions led by the Social Democratic party (1993-2001) or coalitions led by the Liberal and the Conservative party in collaboration (1982-1993, 2001 onwards). The environment for these different governments has of course not been stable; they have had to cope with worldwide developments in economic, political and cultural patterns. Nevertheless, it should be possible to identify the impact of their different ideologies in educational policy; in agendas, reforms, governance style, resource allocation, curricula etc. The paper will try to do this, using existing research and official sources. There is little existing research on this topic, so the paper will probably only be able to treat it in a preliminary and relatively general way.
The nexus between research and school practice: vision and pragmatics
A critical investigation of the theory-practice relationship with respect to school improvement.

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The paper is based on a favourable, but pragmatic stance toward interweaving research and practice in order to stimulate continuous improvement of school practice. This is in turn based on a theoretical underpinning presented in a “center of excellence” proposal presented by the consortium of research institutions and local authorities in Iceland to the Science and Research Council in Iceland.

There is a wide spectrum of theoretical arguments for such nexus between research and practice. There are however also a number of counter-arguments or warning lights, some of which justify the gradual transfer of vocational or professional education in many fields from the work-place into the school setting throughout the 20th century and would support the continued separation of the two.

The paper briefly outlines the various reasons why the relationship should be fostered, in particular by schools. It goes on to discuss in some details the problems that must be faced and countered if a research-practice relationship is to work on a large scale to ensure continuous progress. If these are not addressed, it will be argued, analytical and historical arguments will show that well argued, well intentioned, sophisticated projects will not succeed.

The relevant theoretical stances supporting the nexus are many: The general issues of communicating ideas, of mastering ideas (e.g. from the constructivist strand), of transfer of training and of development of expertise; all of these practically demand an intimate relationship between the practitioner and researcher. Furthermore, the research on innovation within the field of education, ranging from the work of Fullan to Activity theory, underpins the importance of such relationship; so do institutional theories and deliberations related to the relationship on a macro level related to both the Mode 1 – Mode 2 classification and the Triple helix. In addition to the strong tradition of an apprentice based initial education there seems to be a massive theoretical justification of procedurally based innovation or developmental mode of operation.

But a marriage between theory and practice does not characterise the daily routine of schools. The paper will develop arguments originally focussing on vocational education (Jónasson, 1998), but now extended to educational practice to show that there are many pragmatic reasons for theoretical visions becoming impractical or even untenable, despite being addressed by the arguments presented above, unless perhaps when tackled head on. In particular a variety of institutional or political driving forces may be in control that seriously undermine their implementation, see e.g. (Jónasson, 2006) on the development of pre-school education in Iceland and a discussion of some the problems faced by the pre-school teachers, Jónasson (2003) on secondary education and Jónasson (2008) presenting a detailed analysis on how the universities may be affected. These forces relate to the culture of teaching, the economics of education, problems related to status, salary schemes, uncertain mission or aims of the educational institutions and indeed the influence of the various stakeholders of any educational institution.
The aesthetic of literacy

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Early intervention is put forward together with both social- and educational issues. This indicates a pressure of expectation into the area of institutional childhood. In Norway St.m nr.16 (2006 – 2007) is the first document treating preschool/ kindergarten as a part of the educational system. Changes in the official structural framework are followed by a powerful attention to what mandate this early period of public activity is supposed to take care of. One central area in focus is language. An instrumental connection between certain spectra of preschool children’s competence in language and their later reading ability is documented in both national and international research. Later in the course of reading the problem of understanding and to grasp the meaning of a text is indicated. This task is of a more complicated and complex matter.

The process of making/ discover meaning is closely connected to processes of the Self: There is a matter of Bildung in the area of literacy. This paper is an attempt to enter into the field of language trough an aesthetic approach. This is done to identify decisive aspects of language to the human subject in its individual creative process to obtain meaning and to constitute itself.

Based on my fascination of Julia Kristevas concept of the human subject, named as le sujet-en-procès, the subject in process/ on trial, and the position of language related to this ambiguous procès/ process/ trial, I had to explore and develop a concept of an aesthetic dimension. My concept of aesthetic, so far, is generated from close readings and exploration of Deweys art philosophy “Art as Experience” and Vygotskys “The Psychology of Art”. Experience – as lived life with an “inner” and “outer” dimension – form a central part of this work. Dewey transforms his concept of experience into aesthetic experience and show how a continuum of lived life becomes an individual basis in the process of making/ discover meaning. In this basis emotion is given a central role. Vygotsky give an analysis of the aesthetic reaction – based on perception - where he point out a “double expression of feeling” as a starter and a drive in the individual process of making/ discover meaning. A connection between experience, aesthetic and meaning makes valid arguments into the content of early intervention concerning literacy.
Is “the Posthuman” Educable? On the Convergence of Educational Philosophy, Animal Studies, and Posthumanist Theory

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Formal education in Western society is firmly rooted in humanist ideals. “Becoming human” by cultivating certain cognitive, social, and moral abilities has even symbolised the idea of education as such in Enlightenment philosophical traditions. These ideas are increasingly coming under scrutiny by posthumanist theorists, who are addressing fundamental ontological and epistemological questions related to the problematic project of defining an essential “human nature”, as well as the elastic boundary work between the human and non-human subject. This paper responds to the ongoing discussions on the diverse roles of posthumanism in education theory and animal studies by investigating possibilities of a shared conceptual framework that would allow for a productive working through of the two research areas in dialogue with the human/animal interface. By analysing some of the meanings attached to the notion of posthumanism in education theory and animal studies, respectively, the paper begins to identify some instabilities of humanist traditions and ideals of education and explores posthumanist challenges to research on the institutionalised production, mediation, and development of knowledge.
Four discourses, literacy and the desire for Knowledge or Why Lacanian Pedagogy is Fun!

Anna Herbert

Lacan describes a variety of possible relationships to knowledge in 4 discourses; the master discourse, the hysteric discourse, the universities discourse and the analysts discourse (Lacan 1969-1970). These discourses discuss communicative practices which can be understood in relation to a variety of educational settings, describing the relationship between the agent of the discourse (here the teacher/lecturer) and the other (student). The discourse of the master is the foundation of all other discourses and has it’s origins in Kojeve’s interpretation of Hegel’s Phenomenology. The relationship described here is that of the Master and the Slave. In the Master discourse the students have knowledge (like Meno’s slave) and are required by the Master (Socrates in this example) to produce this knowledge. Socrates takes the slave’s knowledge and refines it to prove his own theories, which are later used to instruct students (i.e. fed back to the student in a new form, effectively separating the slave from his labour). In the other discourses the relationship between knowledge and desire, lecturer/teacher and student is situated differently, the university discourse is driven by the command to ‘learn more’, the hysteric discourse leads to a desire for knowledge reflected through the desire for the agent (the students produce knowledge to please their teacher) and the analysts discourse leads to a production of knowledge and creativity caused by lack (the students produce knowledge in their attempt to understand what the teacher actually wants, or rather because of a lack of understanding of what the teacher wants). The four discourses describe relationship between desire, knowledge and pleasure enabling an understanding of why learning is fun and giving an indication as to how the joy of learning in the classroom might be maintained.

Theoretical framework:
Post structuralist, Lacanian.
Knowledge and Language

Bosse Bergstedt

In the research project, Knowledge and Language we have investigated the relationship between knowledge and language. Forskningsprojektet Kunskapen och språket har vi undersökt relationen mellan kunskapen och språket. Vilken betydelse har språket när vi skapar kunskap? Hur kan vi nå omedveten kunskap med hjälp av språket? För att undersöka denna problematik hämtas perspektiv från språk- och vetenskapsfilosofi, samt nutida forskning kring språk, medvetande och minne. I undersökning av dagens pedagogiska forskning tilldrar sig den ”språkliga vändningen” särskilt stor betydelse. Hur ser den pedagogiska forskning ut som tar sin utgångspunkt i människans omedvetna strukturer? Kan sådana perspektiv medverka till förnyelse av pedagogikens teori och praktik?

Projektets resultat pekar på betydelsen av att utveckla en poststrukturalistisk pedagogik. Särskilt poängteras betydelsen av kreativa kunskapsprocesser. För att lära sig att vara kreativ gäller det att vidga ego så att det omedvetna kan komma till tals. Utifrån Jacques Lacans psykoanalytiska teoribildning diskuteras bl a följande problem, How is it possible to circumvent the ego’s production of meaning? How can we elicit the subject’s speech? What does this mean for our understanding of creativity? Kreativa kunskapsformer som poesi, musik och dans kan hjälpa till att vidga egot och blir därför viktiga inslag i poststrukturalistisk pedagogik. Det samma gäller oväntade händelser som på något sätt överraskar oss i en kunskapssituation, t ex i ett klassrum.

Forskningsprojketet har nyligen utgivet boken Kunskapen och språket – om pedagogiken, texten och hjärnan, written by Anna Herbert och Bosse Bergstedt.

Keywords:
knowledge, language, creativity, poststructuralism.
Mobilization for collective self-development

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This paper focuses on an adult didactic approach that is called mobilization for collective self-development. The aim of this didactic is to achieve a group mobilization that enables the group to be active citizens. Researchers and pedagogues together construct a design that is put in play and studied. The context is a folk high school class in a marginalised suburb area. I assume that the collective self-development is closely linked to traditions such as community development, but also that it has similarities to thoughts within for instance social pedagogy. I use the didactic questions how, what and why as a starting point.

The purpose is to see if the community development and similar traditions have the possibility to serve as a didactic frame in my project.
Social pedagogy in Swedish primary schools

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Social pedagogy as a subject often focuses on relations and people's development emanating from a social perspective where the individuals are to be integrated into the society. But recently there has been a turnover in the discussion where school as an institution is questioned when it comes to work with issues about integration in Sweden and where it has been more common to engage social pedagogues to work with integration, education and democracy in schools.

The study is based on interviews with social pedagogues working in Swedish primary schools between two and seven years. The data are analysed out of what was seen as embracing patterns typically for the interviewed social pedagogues.

The result reveal that the social pedagogues se all humans similarity as a way to uniform or standardize humans, where similarity is a right to be different. Integration through reinforcing diversities can, according to the interviews, be understood as a process which involves the individual as well as the surroundings, where respect is a trade mark and where interaction is the tool. Further on, if cultural diversity is seen trough the eyes of a majority-perspective, people with a culturally diverged background and/or belonging, more or less automatically tender to be ascribed as the others, in school settings.

By scrutinizing how teachers and students in schools define the discursive setting and process that the others has to conduct themselves to, diversity easily becomes similar to something negative. Belonging to the others easily causes disintegration, instead of a situation which in itself is enriching and a strength that helps to develop the society.

This entails that working from a perspective of social pedagogic also is a matter of taking a position of reviling those structures that tends to re-produce the "marginalizational" concept of the others.
Pedagogy of the Elderly or Pedagogy for the Elderly?

Nilsson, Riitta; Hallstedt, Pelle; Högström, Mats

Introduction
The authors of the paper are active as lecturers/researchers at Malmo University in the field of the elderly. Pedagogy of the elderly is a young sub-discipline. At Malmo University the program Pedagogic Social Work with the Elderly which is the only one in Sweden, has existed for five years. 82 students have so far graduated. The profession is new and still not well defined. The professional pedagogues have a variety of tasks and functions in the field of elderly care. The pedagogues themselves, employers and university faculty are engaged in an ongoing debate in defining the discipline and the profession, the limits and contents of the pedagogy of the elderly.

Aim
The aim of the study is to develop the definition of the pedagogy of the elderly, as a discipline and a profession, using concepts from pedagogy, social pedagogy and the school of critical realism. Results from the review will be tested on an empirical material in order to widen the basis for the definition and enhance the reciprocal flow of ideas between the field and the educational program, with the ultimate aim to further the integration the elderly in society.

Theoretical framework
Pedagogic measures directed towards the elderly are in their optimal forms of effective and communicative actions. Several dilemmas are present here. Disciplining actions are not seldom intertwined in the seemingly symmetric relation and in value free offers. Even a mere categorization of people in age groups can have an impact on the individual through its societal significance. Another dilemma is to combine the individual person’s requests and the demands on effectiveness in the organizations.

Research design
An extensive review of theories, ideas and concepts relevant for the definition of the pedagogy of the elderly will be carried out. Concepts derived from the review will form an analytical instrument to be used in the study of texts produced by last year students and of observations and interviews in the field.

Expected conclusions
We hope to develop a more elaborated definition of pedagogy of the elderly and also to develop its theoretical basis. We expect to find material to discuss the ever present dilemmas inherent in elder pedagogic work. The findings will be implemented in the curriculum and through this have an impact on the professional work of the elder pedagogues in the field.
Developing social pedagogic competences through coping with disability in work life

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This study was initiated by the Swedish national work life institute. The aim was to explore how people with disabilities experienced the Swedish work life. What social and personal resources, help or hinder workers with physical limitations?

Method and design
A call was made to organisations with people who have disability asking for people to take part in an interview. Through this “snowball sampling” twenty people (11 women and 9 men) with experience from work life and different types of physical limitations were interviewed. The method used was Grounded Theory (GT).

Preliminary results
Narratives of communicative work and emotional work in face to face interaction were retold by the interviewees. Also descriptions of worries and anger in relation to health and economic conditions were experienced by most interviewees. In the communicative work the interviewees described communication as a divided responsibility for every person in society, a responsibility which few people were aware of according to the interviewees. As a person with limitations you also had to be prepared to break norms in order to be included in the community or at work. Emotional work and tiredness was experienced when trying to be part of and adjust to society with demands and possibilities as a grown up citizens. In spite of limitations you are suppose to take care of domestic work and family, including old relatives, have paid work, and have an interesting spare time. The disabilities were also a reminder of the fragile health. Few of the interviewees thought that they would be able to work until 65, so they felt “punished all the time” as one interviewee described it. Economic worries and anger were expressed in relation to the new Swedish pension system. In which the employees’ compensation is based on working hours and salary of the years close to leaving work. The interviewees’ anger also concerned the lack of rights for persons with disabilities to sign insurances and the impossibility to combine home-help service with paid work. Though the Swedish right to get assistance at home was described as a revolution for persons with impairments.

The interviewees described that through their experiences from work life and ordinary life as a person with limitations they had developed certain competencies such as to be able to include every person regardless of capacity due to a heightened understanding of indifferences and oppression that they and others endure. The interviewees underlined that they had a lot of experience as problem solvers that could be of use at work and they described having learned to transform bad experiences to positive outcomes. Lastly through their disability they also had developed expertise on healthy work environment both physical and mental aspects in which everyone has the right to have a nice surrounding which facilitates work, communication and fellowship. These so called ‘social pedagogic’ competencies are enriching from both an educational and work life perspective and as such are resources that people with physical limitations can contribute with if receiving entrance to work life on equal terms.
Participation and learning in a special teachers group in secondary school

Kristina Hellberg
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This paper is focusing on pupils with special needs in a small teaching group in upper secondary school. In Sweden the ambition is to create an inclusive school accommodating all students, and caring also for individual students who requires special support to be able to participate in school. The Swedish Curriculum for the Non-Compulsory School System (Lpf 94), The Salamanca Declaration (UNESCO, 2001) as well as the UN Standard Rules on the Equalisation of Opportunities for Disabled Persons (United Nations, 1993) are all based on an included ideology in relation to students and their right to an equal education, as well as on the attitude that the teaching approach should promote inclusion.

This paper is based on ethnographic fieldwork in a small special needs teaching group based on the neuropsychiatric diagnosis of Asperger’s syndrome. In this paper, the theoretical point of departure is taken in a situated learning perspective (Lave & Wenger, 1991). From this perspective learning is not a separate process, related to individual performance, within the individual himself, but an ongoing process, between people (Lave & Wenger, 1991): What kinds of learning are taken place in this practice? What do the students say about exclusion and inclusion? How does teacher do to make the pupils participants in their own learning and the school as whole? This study will probably create new knowledge about teaching and learning, from the pupil with special needs and their point of view. Furthermore, it will also clarify how the learning environment is created for this group of student. This has an impact on the students’ behaviour and their experiences, and how the teaching is organised, and the purpose of the teaching.


I’ll present some outcomes and conclusions from two very different empirical research projects specially focusing on the understanding of social problems and social intervention in the age of the network society. Two case studies analyzing the interplay between (1) target group, (2) contemporary societal ‘diagnosis’, and (3) form of social pedagogical intervention (or method of social work).

**Intro – the network society as contemporary premise for social pedagogical work**

The development of new understandings and methods for social pedagogical work in practice has to reflect the social and structural consequences of the social development, which is a result of digital media penetrating of daily day life. A development where especially the forthcoming of the network society, the radical individualisation, and an increased experience of uncertainty in daily day life are important.

A societal development that points in the direction, that:

- In a sociological perspective, the importance of social inheritance diminishes, as new forms of social dysfunctional processes, between individual and society in shape of social pathologies, emerge.
- The main goal for preventive social work is to empower the vulnerable youth’s experience of ‘ontological security’, ‘resilience’ and the individual capacity to cope with problems despite of a negative inheritance.
- A change in the understanding of communication and interaction from a traditional physical social anchoring to virtual mediated network cultures, which challenge the traditional idea of social foundation, and what binds individuals together within communities.

It is a paradox, that tendencies within social pedagogy and social policy (at least) in Denmark is influenced of that the new tendencies in society seems to be more or less neglected when identifying the fundamental goals and conditions for social intervention considering vulnerable or marginalized adolescent. The tendency the last decade has been, that the more the consequences of the network society and individualization tendency appears in daily day life, the more narrow social policy is heading in the direction of maintaining traditional descriptions of social problems based on social heritage and risk factors in the family. Another tendency in social pedagogy in practice in Denmark seems to be to less awareness of the new kinds of social peer network based on personal relations and constantly fluctuating and changing. These ways of forming groups and relations leads to new challenging for the conceptualizing of social pedagogical work (methods and goals) when working with criminal or offensive groups of youth as well as vulnerable individuals.

**Case 1: Project Wild Learning – marginalized youth, network organization and ‘streetwise’ social intervention (research project duration: 2001-2008)**

Marginalized (mainly ethnical) adolescents in the local environment and the necessity of working with the group and the collective network in stead of each individual per se. Focus is different ‘category’ types of group formations.

**Case 2: AFUK (the Academy for Untamed Creativity) – social and psychical vulnerable youth, identity insecurity and creative learning environments (research project duration: 2006-2009)**

Vulnerable youth who by means of creative learning in a social educational project step by step get to ‘finding your self’ and change life trajectory. Focus on social pathologies and new ‘types’ of adolescents at risk.
Day care institutions, social pedagogy and social vulnerable children

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This presentation puts a focus on the teachers’ work in day-care institutions with socially endangered children and brings up the problem that through later years new and changed demands have been made on the professional persons in the day-care institution, and on the organizing of the day-care institution connected with the work with socially endangered children. The new and changed demands can through the latest 10 years especially be identified through a number of social-political laws and adoptions which have assisted in putting a new focus on socially endangered children’s lives and possibilities of development through early pedagogical efforts in the day-care institution.

The new and changed demands to the day-care institution stand out with a basis in two strikingly changes (also see Petersen, 2006, 2007, 2008). One of the changes is social-political with the Service-law (1998) and then the introduction of the Law about Teaching Plans (2004) for children before school-start and the Law about Day-offers (2007) which latest has been passed in the Danish Parliament. The other change follows in the wake of the first one but has a more practical pedagogical consequence because the day-care institution, through social-political laws and adoptions, is changed from a predominantly common pedagogical offer to children at the age 0-6 years old to include a more explicit described social-pedagogical character in the future (Mathiesen, 1999, Eriksson & Markström, 2000, Madsen, 2005, Rosendal Jensen, 2006) which has to contain preventive as well as supporting efforts towards socially endangered children.

However a number of research areas have identified a number of implications as to use the day-care institution as a preventive and supporting function in relation to socially endangered children and as an instrument which can assist in breaking with a childhood marked by negative social inheritance (Christensen, 1996, Ploug, 2003, Jensen et al., 2003, Jensen, 2005, Ploug, 2007). Generally the researches illustrate that the implications primary can be illustrated from two areas. One area consists of an institutional perspective where institutional conditions, as lack of economical resources, society political conditions, social difference, lack of staff resources and lack of co-operation between involved public instances, have an influence of the possibilities of supporting socially endangered children in their wellbeing and development.

The other area can be identified as a child perspective. Several researches, primary inside the anthropological and sociological research, have through later years pointed out that for example the endangered children being together with the grown-ups (the teachers) can be influenced (instinctively) by selective mechanisms which contribute to an increased risk of exclusion and marginalizing as well as a compensatory pedagogical approach to the endangered child’s possibilities of development which also contribute to keep stigmatized processes which are already supposed to be at work in a societal context (Ellegard, 2003, Warming, 2002, Palludan, 2003, Jensen, 2003, Lutz, 2006, Schwartz, 2007).

This presentation will focus on the social political changes which make demands for the professional people’s work in the pedagogical practice of the day-care institution, and at the same time it will discuss the existing research inside the area with a view to increasing problems as well as the outlines of an actual social pedagogical method-development in the common pedagogical practice.
Self and the Other in Social Pedagogy

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There is an ongoing debate among social pedagogy scholars concerning new tasks facing the discipline at the present and in the future, and its actual potential to respond to them. Consequently, the raising question pertains to the limits of social pedagogy and its capacity to step beyond borders established by itself. From the very beginning of its existence, social pedagogy has been mesmerized by the issue of integrating an individual into a society, where education (both formal and, particularly, informal) has been recognized as a pivotal element of that process. That, however, has led to legitimate claims about the ‘manipulative’ aspect of social pedagogy with reference to treating the individuals. The aim of this paper is to discuss the feasibility of social pedagogy to rise above this image. The departure point for the elaboration is a shift of the prime object of social pedagogy towards a two-fold process encompassing inclusion of an individual into a society and inclusion of a society into an individual. Hence, the process of socialization and individualization becomes two-directional, which is furthermore, deeply embedded in a dialogue and negotiation between those two parties. There are subsequent consequences of that approach relating to both the ontological and epistemological underpinnings of social pedagogy. Yet, the prime issue here are axiological assumptions that have a profound role in social pedagogy discourse. Within the frame of dynamic relations existing between an individual and society, values become contingent, which may result in cutting the umbilical cord that has been joining social pedagogy with a pre-defined ideal of human being. This, however, does not entail a value-free perspective or a loss of ethics. The final account draws on the original position of Ricouer and his concept of oneself as another. Selfhood and otherness are always intertwined in the process of creating own identity, hence the other transcends the self and vice versa. The deployment of this approach to the field of social pedagogy offers a new insight and gives broader perspective on a relation: an individual- a society. It recognizes the instances of an individual being a self and a society being the other as well as an individual being the other and a society being the self.
Social Pedagogy in Later Life

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Social pedagogy is an element in many of the pedagogical processes in arenas such as preschool, leisure activities, adult education as well as in social care and social work. Historically, social pedagogical thinking and action have their origin in ambitions to contribute to people’s social integration and to go against social exclusion (cf. Hämäläinen, 2003). Social pedagogy work often relies on a vision of social change and development. In this paper questions are raised that concerns the use of theories and perspectives from social pedagogy in order to explore processes of social exclusion in later life. These links between social pedagogy and ageing studies are fairly new. However, this track is well motivated since later life is a time when social exclusion may occur. The older individual is often about to leave the working life and is looking for new settings which offer social contacts and meaningful activities.

When questions as those mentioned above are in focus, they touch on topics that have been dealt with in social gerontology. The aim of this paper is to highlight the following: What is similar and what is different in these two traditions – social pedagogy and social gerontology? What may be added when theories, perspectives and methods from social pedagogy are taken up in research about older people and their integration in society? The ambition is that this paper will show the benefits and shortcomings when social pedagogy is used as a tool in ageing studies.

Reference
Development of social competence in different learning environment

Jan-Birger Johansen

This contribution is a part of a large scale project at Nesna Regional University College, “Schooling and Growing-up in Sparsely Populated Areas”, financed by the Norwegian Research Council. The theme focuses on developing social competence in small and larger schools. The analyses rely to some extent on questionnaire data, but build first and foremost on field work including interviews and observations in 7 selected studies.

Conceptual framework:
The research is based on the idea that learning and personal development is considered as a benefit of the social interactions between people. The social interactions are connected to the relations between teacher and pupil. Both are active participators in the development of learning and education, upbringing and good manners of the pupil and in the development of the professional educational competence of teaching.
It is an assumption that the relationship between teacher and pupil is of such a quality that social interaction and cooperation to reach a goal of planned content is possible to achieve. The relationship challenges both the moral, ethical, educative and well-mannered dimensions between people. Today pupils arrives the learning arena more often with a debit balance with regard to motivation and engagement connected to learning.

Topic: What differences are apparent in the development of pupils’ social competence in small and larger schools?

Objective: The project’s aim:
- To secure knowledge about how development of social learning occurs in schools.
- To achieve knowledge about the youth’s social competence as a foundation for learning.
- Also expected to bring up social and emotional knowledge and competence to influence the teacher training programs.

Conclusions:
- There is a distinct clearness of adult as significant authority in the small milieu.
- There is highest alternation between adult and youngsters in the largest milieu, and it seems that this gives a harmonious effect for feeding and testing of social learning.
- It’s a relative doubtful understanding if there is or if there should be time for emotional learning in school. Neither teacher nor parents have a clear opinion about this question. The teachers express clearly: that they don’t have formal social teaching competence. Connected to social uprising they have a clear opinion that this theme is one of the most essential factors in the teachers work to day.
- In the smallest milieu young people and adult work together in context in school and in the spare time. This brings in dialectical relationship that creates learning moments of identity, self insight and social knowledge.
- In the larger milieu the adult is “excluded” from relationship with the youngsters. Here they is spectators and not included “with”-participant.
- In the smallest milieu there is a culture for mental hygiene as an implement for social and cognitive development.
- If the teacher’s estimation of moral value disagrees with parents or other in the local milieu, it may brake down the dependent-essential relationship in the milieu.
The Anatomy of Educational Organisations
– an Analysis of an Infrastructure Model for Local Organisations

Ulf Blossing
Ingela Portfelt

In the study of organisations’ capacity to detect and take actions against deficiencies and thereby secure the quality, the understanding of local organizations’ internal structure are of importance. This article, which is a work in progress, is based on the integration of two studies. One which consists of empirical data from a large educational organisation, a university, and the second which has empirical data from five compulsory schools and thereby represents smaller educational organisations – both studies were conducted in the south of Sweden. The studies used the same infrastructure model and indicate that the grouping system as well as the norm system are of greatest importance in order to influence the entire infrastructure and in so doing the entire organisation. There are suggestions that these two subsystems represent two different qualities, where the grouping system represents a more material quality, while the norm system represents an immaterial one. The findings also indicate that the norm system seems to permeate all the subsystems in the infrastructure model. Now, the findings of these two studies are reanalysed, and the aim of this study, and this article, is to explore the validity of the infrastructure model and find out how it can be used in order to increase efficiency of educational organisations, how to improve the learning capacity of these organizations and how we can understand educational organisations from a system theory perspective.
External support for school development – effects of the programme
“The Knowledge Promotion Reform – from word to deed”

Torgeir Nyen
Ulf Blossing
Anna Hagen
Åsa Søderstrøm

Our research topic for the paper is to examine how external support from school owners and external competence partners influence school development processes. We will present results from our ongoing evaluation of the central government programme “The Knowledge Promotion Reform – from word to deed”. The aim of the programme is to develop schools as organisations with the purpose of improving the learning environment in order to increase students’ social and intellectual development. Schools apply to the program on their own initiative (open application) or after encouragement and guidance according to needs (guided application).

An important feature of the programme is the reliance of a cooperation model that involves three parties: one or more schools, school owners and external competence partners. On the basis of qualitative interviews with teachers, headmasters, school owners and external competence partners in two case projects involving several schools, we present findings of the effect of the programme on schools improvement capacity and project targets. The schools’ initial improvement capacity and the kind of development support they receive are central groups of factors that influence the outcomes. For concepts and identification of relevant factors, we rely on the school development literature (Hopkins, Ekholm, Miles etc). Furthermore we use our qualitative interviews to distinguish between various forms/roles of external support and develop concepts that may increase our understanding of how external support affect the school, particularly the role of the external competence partners. Tentatively we argue that goal-directed strategies intended to change activities directly related to pupils’ learning may lead to better results than means-directed strategies where the link to pupil-related activities is less clear.
SYMPOSIA
Arts education and Beyond

(Symposium)

(This symposium will span 3 sessions, please see program for details.)

Chair: Anna-Lena Östern

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Part 1:
Introduction

Anna Lena Östern

The purpose of Arts Education and Beyond is twofold. The presenters want to contribute to the body of knowledge regarding arts education through reports from praxis based research in natural settings. Based on their findings the presenters take part in a discussion concerning the importance of arts in children’s and young people’s lives. This discussion is brought into a context of education in general and aesthetic approaches to learning in general are tried out. We suggest that we need a better understanding of the values embedded in arts education. What kind of thinking is underpinning arts education? What does it mean for the learner to make active aesthetic responses, or to transform ideas into artistic expressions? What is the
importance of the transformations in productive artistic work? What are the key features of
the (inter) cultural competence asked for in educational strategy documents? How is eco
philosophical thinking linked to philosophical aesthetics?
A research group connected to Faculty of Education at Åbo Akademi University has explored
the theme Arts Education and Learning through research and development during almost a
decade. The Nordic network Arts, Culture and Education has been the scene for some of this
ongoing dialogue about what’s beyond arts education. The presenters in Arts Education and
Beyond expose some of the activity in the research group and in the Nordic network.
Liora Bresler (2001) writes about the weak connection between educational research and
practice as a long tradition in many countries. Finland is in this respect an exception, due to a
progressive teacher education reform some 30 years ago. The teacher education was
transferred to universities and every teacher in primary and secondary education is since then
obliged to take a master’s degree. The teacher students were trained to carry out small scale
research projects in educational settings, and to reflect upon the findings. So for a teacher in
Finland it is common to take the perspective of a researcher as well as of a practitioner. We
wish to strengthen this dialogue between research in arts education and educational praxis.
The basis for this dialogue is the pre understanding that art plays an important, but not yet
fully known, role in children’s lives and in their learning.

The threefold mimesis as character forming journey

An aesthetic approach to learning can be connected to beauty as a philosophical concept: as a
work done to form a beautiful creation. In educational context the philosophical concept
‘beauty’ is not used. Instead the challenges to education can be formulated as a question about
how an individual’s experiences can be acknowledged and be transformed in a meeting with
new knowledge, in a meaning making process. French philosopher Paul Ricoeur (1983) in
Time and Narrative writes about a threefold mimesis: Our lives are lived narratives, not yet
told, but they exist in time. This is the first mimesis. The second mimesis is the narrative told
(or written). The third mimesis is the listener’s reception and interpretation of the story told.
Swedish philosopher Bernt Gustavsson (2007) in Bildningens förvandlingar [The
metamorphoses of character formation] suggests the character forming journey as a possible

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1 Arts Education and Learning was the name of a special research symposium at Åbo Akademi in
Vasa 30.11-1.12 2005.
2 A research network connected to NERA, Nordic Educational Research Association.

“third way” for the education in school. The journey metaphor is described in many tales: the
learner leaves from home – he undertakes a fascinating, dangerous journey; his encounter
with the hitherto unknown, with otherness and the foreign, makes him change; he returns
more mature and wiser. The character forming task in art subjects is education to art, and in
all subjects education through art. The character forming journey might imply a nomadic
journey, from which the learner never returns to the starting point.

The aesthetic perspective opens up the dialogue about quality, what qualitatively makes a
difference. An aesthetic approach has its focus on meaning making through work with form.
In learning in art the aesthetic approach is a main mode in which to develop knowledge. An
aesthetic approach implies that the learner dwells in the art form, uses its symbol signs and
techniques in order to gain insight in and competence in the art form. In order to become
skilled in music the learner plays, composes, listens and analyzes music – supervised by a
teacher, in ensemble groups or alone. The aesthetic approach is characterized by challenges
for the learner as well emotionally as cognitively in meaning making processes.

Danish philosopher Dorthe Jørgensen (2008) characterizes the experience of philosophical
aesthetics as a sense of “something more”, a possibility to think the world differently and to
feel connected to a larger whole. The forms of knowledge in aesthetic practices are connected
to the idea of being involved in learning processes which demands emotional and cognitive
involvement, and which makes the individual feel connected to other living beings and to the
world.

The presenters in Arts Education and Beyond approach the questions proposed using different
lenses and giving examples from different art forms.

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The Importance of Dialogues in Arts Education
MA Hannah Kaihovirta-Rosvik, Åbo Akademi

The following Paper presents an article on the dialogical act of turning aesthetic learning
experiences into concepts of meaning in education. The article takes as its focal point the
discussion of an aesthetic approach to learning in elementary arts education. In the article arts
education is understood as a dynamic process where the art educator first function as a
catalyst for students learning practice and then turns to a receiver of student experienced
learning. The article explores how art based learning generates literacy nodes for connection
between people, cultural representations, experiences and imagination. Based on data in
which dialogue acts have been transformed to narratives; meaning is examined not on fixed
and a priori categories of knowledge and understanding but on the context for dialogue. The
article is designed as a ten layers structure of thought, through which theories on art and
narration are connected to educative concepts by narrative re-creation of co- experienced
aesthetic learning moments, recognition of curricular guidelines in educative practice and
discussion on what kind of imaginative abilities should be supported in art educative practice.
Dilemmas in Art Teacher Education.
A study of teachers in the art- and cultural school, and significant teachers in music teacher education.

Elin Angelo Aalberg. NTNU, 2008-2012

The aim of this project is to highlight some main dilemmas in art teacher education, and to discuss these in the purpose to get more knowledge about how to make art teacher education successful.

We have a rich art- and cultural life in Norway, and a public school where art competence is a main core in curriculums as well as in statements from the parliament about school and education. As a paradox to this, most of the education in arts in Norway seems to happen outside of the public school, in the voluntary “Art and cultural school”. Though there seems to be a big need for both art and educational competence, neither the public school or the art and cultural school require this competence. This is a dilemma for art teacher education in general.

Higher art teacher education has been studied for several decades. It is interesting to notice that even when students choose the teacher programme in art education, they seem to aim for a career as a performer. This is a paradox, and it probably leads both to a less developed teacher knowledge, and to a dissatisfaction in teacher career. This is also a main dilemma.

Art performers have been their own teacher for a long time, many since the age of 5-6 years. This has led to much knowledge, both tacit and articulated. It has also led to a way of learning that can be challenged by practical and theoretical parts in teacher education. This leads to several dilemmas for art teacher education, for example about tacit/ articulated knowledge – and about the relation between the student and the “role model” in art education.

The “wow” factor is also a dilemma. Is it possible to educate teachers that make magic happen in the art lessons? We all know the “wow” moments, when the education just makes completely sense. These moments depends on the teacher, not the institution or curriculum, or what kind of art the students work with. How can an education aim for this competence?

On the Nera conference I would like to present this project, and to discuss why and how this is especially important in our community in 2009, the European year of creativity and innovation. I would also like to present some preliminary findings.

Part 2:
Understanding the educational potential of play employed in visual arts education

PhD Student Johan Vikström, Åbo Akademi University, Vasa, Finland

This paper, based on my present Phd thesis, discusses the coexistence of play and aesthetic learning in arts education, and thereby examines how play can contribute to aesthetic learning. The aim of this paper is to reveal some of the educational potential of the ludic element by discussing how play can be employed in pedagogic practice and how it influences learning in visual arts education.
The theoretical framework refers to experiential learning theories in arts education and to the classical theory on play by Dutch historian Johan Huizinga in his study Homo Ludens. According to the experiential approach on learning in arts represented by John Dewey and Finnish researcher in arts education Inkeri Sava, an aesthetic learning process is a process where the learning person through a transformative process creates new relationships of meaning. Likewise, the philosophical starting point of Huizinga is the observation that, where there is play, there is also “meaning”, and to describe play is to describe its “meaningfulness” for the players. The essential function and the fundamental motive of play is the modulation of experience and the experience of the player is essential to the very nature of the play. The research project is based on data consisting of video observations from an experimental study in school context where play was employed in the learning process of filmmaking. The study was conducted during twelve art lessons in a group of nine 14-year-old pupils in a Finnish upper secondary school. Frames of reference for teaching contents and methods in the study are thereby taking as point of departure the Finnish national curriculum in visual arts. The present research project proves that that play employed in aesthetic learning in visual arts education should be carried through as simulations; firstly because there lies a considerable educational potential in simulation as a generator and transformer of experiences, and secondly because simulation is a form of pedagogic practice that makes aesthetic learning through play possible since learning in the simulational mode makes it possible to represent and handle the complex structure and nature of play. Simulation can thereby be employed as a method and as medium for exploring and experiencing learning contents. The research project proves that simulation is a form of investigative play that offers arts educators a method for direct embodied experiential learning that promotes skills in creative problem-solving and investigative learning.

The research project intends to strengthen the dialogue between research in arts education and educational praxis. Games and play in educational settings create new spaces for educational research and create opportunities for innovative forms of pedagogic practice which takes into account young people’s informal learning from play, games and interactive media. In this manner can play employed in education contribute to postmodern education for the Information Age and beyond.

Learning Through Process Portfolio

Kristina Skog:

In this paper I want to present teacher students’ aesthetic learning processes in visual arts as they occur through their portfolios. The focus is on one student’s narrative, in a group of eleven students, during a course (5 ECTS) during a period of about two months. The intention is to explore and describe what knowledge the portfolio conveys about teacher students’ conceptions of their learning during the aesthetic learning process. These conceptions are mirrored in the learning aims for pupils in grades 1-9 in the Finnish national framework curriculum from 2004 (FNBE, 2004). All eleven students’ portfolios differ from each other in some way. The chosen portfolio is looked upon as one case. The analysis of Anja’s narrative shows some distinct features of an artistic learning process documented in her portfolio, mainly in changes at three different levels in her knowledge and insights: quantitatively, qualitatively and structurally. Through the analysis of the portfolio documentation, especially the diary entries on different topics, Anja’s professional development is characterized by an

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I have the double position as the teacher of the course in question, and as researcher.
emerging metareflective knowledge, an insight in the importance of parallel learning cycles with sociocultural learning supported by a group, which functions like a sounding board – combined with an individual elaboration of the semiotic mediation through the transformations of the task in visual arts. Another parallel process is the comparison into the future role as a visual arts teacher for pupils, who also can benefit from using the portfolio methodology as a learning tool in visual arts.

**A clown story – A study of an aesthetic learning process**

PHD student Birgitta Silfver, Åbo Akademi Vasa

The aim of this study is to develop knowledge of an aesthetical learning processes related to working with clown in school. It is a work in progress. The search for meaning and identity is more intense during certain periods of life. Adolescence is such a period. How can school meet this urge from young people to performing self and linger around questions like: Who am I? Where am I going? What is the meaning of my life? Can an aesthetic learning process, in this case, working with the clown, met this demand from young people and hereby increase motivation and learning. It is a hermeneutic phenomenological study. The research was carried out in a seventh grade in a Swedish school. The pupils tried out three different clown characters, August, the White clown and the Tramp/ Bag Lady in three workshops. They used different clothes, make up and playful items. After every workshop they reflected by writing down their views on their preferences and identification with the different clown figures and finally ended up choosing one clown as “their clown”. Workshops were videotaped and the pupils and their teacher were individually interviewed. The pupils considered the clown work being different from any other schoolwork and to most of the pupils it was enjoyable. A finding was that when pupils created stories about the clown it was always the Tramp/Bag Lady they had focused. Underlying questions or themes in the created stories were: to be abandon, the longing for love, freedom, religion, poverty, to lose foothold, alcoholism and fear. Working with identity through the clown mask gave an opportunity to reflect on existential questions. By using tools like make up, the red nose and clothing fantasy and playfulness became obvious; the pupils could step aside and look upon themselves from a new angel. Together with others and within the frame of the clown they played with identity. Research on using clown as a medium for self understanding and performing self is not very common in the Nordic countries; hopefully it will give new understanding to the aesthetical learning process.

**Part 3:**

**Creating-with-Textiles as a Tool for Mediating Meaning**

Eva Ahlskog-Björkman

The purpose of the study reported in this paper is to increase the understanding of the possibilities of using Creating-with-Textiles as an expression of visual communication in a learning context. This paper presentation builds upon my doctoral thesis, Creating-with-Textiles as an Esthetic-Ethical Transformation: Mediated Learning in Nursing Education.
(Ahlskog-Björkman, 2007). The study is an inter-disciplinary one based on the disciplines Education and Sloyd Education; and Caring Science theories are also touched upon. Significance is placed on the visual communication and interaction explicit in nursing education, which is why this study contributes to the development of knowledge as regards both Creating-with-Textiles and ideological care thought. The study rests on the basic premise that, in Creating-with-Textiles, esthetical reflections promote ethical reflection.

**Corporal linkages between ethics and aesthetics**

Anja Kraus

*Research topic/aim:*
The interdependence of materiality and sensation carried out by corporal means create the modes of a corporal self-perception. We call them modes of a self and world constituting corporality. In this paper a study is presented how different modes of a self and world constituting corporality can be empirically explored and theoretically unfolded.

*Theoretical framework:*
Our corporality is constitutive for our reference to the world. We perceive not only the objects given to us in our perceptions, we also relate ourselves to our environment by means of our body. It is been empirically demonstrated that children in their first year of life use their corporal faculty of expression in a communicative way to reach a certain aim (cf. Dornes 1993 and others). Up to late childhood, and more or less in the years after, too, human beings appropriate objects primarily in a corporal way. One and the same sensation is interpreted differently, depending on the actual corporal state of the individual. Each of these interpretations is an expression of an individual way of cultivation; we could also say an individual’s mode of learning. The manifold activities of our bodies and corporality as a primary medium of learning can be considered only by understanding corporality not as a mere device but also as an agile and living body. Unlike the currently widespread differentiation between “having a body” and “being a body”, introduced by Helmuth Plessner (1982), the conception of corporality introduced by Maurice MerleauPonty (1968) provides shelter for the body as a substance on one hand and as a sensitive and vivid organism on the other hand.

*Methodology/research design:*
In order to explore different modes of a self and world constituting corporality we take a close look on a pedagogical situation by using the method of “thick description” (Geertz 1973).

*Expected conclusion/findings:*
Modes of responsivity, media of selfexpression, cutting and bridging as a mode of sensemaking, the iconography of performativity are unfolded.

*Relevance for Nordic Educational research:*
Is it always possible to develop literacy and to pursue important ethical aims through works of art? Works of art thematise existential possibilities of man sometimes in an inhuman way, deviant behaviour and thinking is imaged. The difference between images and ethical thinking is sometimes shown as a sharp contrast… The reason for this is the ambiguity of art. Ethical impacts of a work of art might be misunderstood. The reception of art is ruled by unknown
criteria and at the same time by the task to get orientation. In this paper the thesis is unfolded that not mainly the rational thinking but the body is the medium of this quest.

Meaning making in transformative contexts

Ellinor Silius-Ahonen; PhD

The aim of this paper is to explore meaning making from a meta theoretical stance. I relate to drama pedagogical reasoning, where narrative and dramaturgical means represent different modes of rationality and where the shift of perspective is a well known technique. These tools have had an impact on the underpinning reasoning in my research (2000, 2005, 2006, 2007). Meaning making, according to drama, to play, to art education and to pedagogical practice generally, viewed as settings of form and content, is highlighted through practical examples on these practices. Communicative practices are characterised for their potential to transform individually and collectively. Transformation is notified when relationships between asymmetric phenomena (subject’s creative improvisatory action – cultural artefacts) are interpreted in their non linearity as “tensions at the boundaries”. A three dimensional research model of reading complexity in cultural texts is presented as a research result. It shows how liminality emerges through the dialogic interplay between opposite modes of representation (language) and lenses (departures of perception and interpretation). The construction, visualised in a design and verbalized in a philosophical point, is based on a framework of three modes of rationality. A rationale to accomplish a broader and deeper understanding of meaning making so well of, as through involvement in these texts, is grounded in a pragmatic - rhetoric position where the metaphor is put as the reference point of vocabulary. Ambiguity is a core concept for understanding collisions in liminal gaps of structure. This polycentric reading of cultural signs is applied in my empirical research where a socio cultural framework of analyzing educational processes connects to a celebration of personal commitment and agency in collective learning processes. Meta theoretically it mirrors the interplay between two loci where a third locus constantly changes in content and still clings to form.
Teachers’ empowerment in changing times of National Curriculum: The Lade project

(Symposium)

Organizer & chair: Astrid Grude Eikseth, HiST ALT

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Discussant
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Abstract for the entire symposium
This symposium highlights some of the most important tools in our R&D project, that of different kinds of reflective dialogues in different settings. Knowing that teachers are under tremendous pressure, from above with changing curricula and claims of documentation, from below with unfocused pupils and demanding parents, we researchers wanted to use an action research and action learning approach for the project (Carr & Kemmis, Tiller). This means that teachers and researchers collaborate in developing research questions and strategies for changing practices in an area that the teachers decide. Furthermore, the empowerment of teachers in this kind of research also means mutuality and appreciation of the participants’ experiences in our common reflection dialogues.

The context of the project is twofold. Firstly, when the government of Norway in 2006 decided upon a new National Curriculum, Kunnskapsløftet, a new strategy of implementation took place. Teachers and teacher educators were encouraged to develop common R&D projects to improve practices, funded by the National Research Council. “The Lade project: A learning organization for pupil’s learning” is one of those projects. Secondly, the Lade School is a 1st-10th graded school, and the teachers chose to work within their ordinary teams with different project themes. So we got three subprojects, which focused respectively on portfolio assessment, adaptive teaching and classroom management, and learning strategies.
The fourth subproject investigated the school’s learning culture across the teams, looking for common learning places for distribution of local knowledge. Observations, talks and reflections have been our main tools throughout the two years’ fieldwork in sociocultural perspectives. The symposium will start with a presentation of the teachers’ knowledge sharing moving towards an organizational learning. Then we have three contributions that discuss different aspects of reflection (Dewey) and reflexivity (Bourdieu), including possibilities and challenges in teacher teams’ reflection (Engeström).

Abstracts from the contributors and plan for presentations

1. Towards organizational learning

Astrid M. Sølvberg & Marit Rismark, NTNU

This presentation elaborates on how teachers in the R&D project, in cooperation with the researchers, strived to develop their school as a learning organization. This involved moving focus from individual learning towards the development of a culture for knowledge sharing. A linchpin for moving towards organizational learning is dissemination, the sharing of knowledge, skills and insights. We discuss two basic approaches towards organizational learning; (1) to reduce structural limitations and (2) to promote self-determination. In our current learning society, teachers are expected to learn continuously. Faced with continuous demands for change and developments, the teachers in our school voiced barriers for knowledge sharing. Teachers reported little time to interact with colleagues and they expressed a wish for more time for knowledge sharing. During the project period several initiatives served to reduce limiting factors. When schools start development activities, they are often initiated by a dedicated group of teachers, who then disseminate experiences to the rest of their colleagues. Our project established another strategy for development activities. We wanted the teacher to experience a high level of autonomy. All the teachers in all the grades were involved right from project start-up. First they worked on their own initiated topics. They selected fields from their own practice they needed to develop.

2. The issue of ‘reflection’ and ‘reflexivity’ in action research

Astrid Grude Eikseth & Tove Steen-Olsen, HiST

In action research projects where teachers and researchers collaborate in developing school practices, we are supposed to find the well known cyclic pattern: analysis of the situation, planning actions for change, observations, reflections and new plans for actions. This was also the case of our subproject, which focused on portfolio assessment in grades 1st-5th. Different strategies and forums were used in our common reflections on actions like classroom dialogues on assessment criteria, as well as learning conversations with pupils. In accordance with Dewey’s philosophy of action, the researchers tried to question old habits and facilitate new ways of conducting teaching. However, if the aim in action research is to construct new knowledge, and surely it is, the researcher’s reflexivity is crucial. According to the sociology of Bourdieu the researcher’s reflexivity is the constant analysis of theoretical, methodological and personal presuppositions, not necessarily to change them, but to be aware of them. The strategy he uses to obtain reflexivity is called socio analysis, which has the function of validation of knowledge. In our presentation we will discuss these approaches when presenting a case of the participants’ reflection and reflexivity.
3. The role of emotions in teachers’ reflections

Torill Moen, NTNU

As a researcher in an R&D project I have spent time with three teachers in the 7th grade. Teaching the 50 pupils in this grade was demanding. Many of the pupils were unfocused and unruly, and the teachers found it challenging to create good conditions for teaching and pupils’ learning. In this particular R & D project, the teachers therefore decided that they would focus on and develop their classroom management skills. Throughout the school year I observed the teachers’ teaching, I participated in their team meetings and I talked with them individually. In the analysis of the data material it became clear that in the first weeks and month of the school year the teachers clearly expressed their emotions connected to their problems with unruly children. For example, they said “It makes me so mad,” and “It's so exhausting.” However, as time went by and the teachers started to manage the situation, they did not comment on or express any emotions at all. This presentation examines the role of emotions in teachers’ reflection processes.

4. Reflections in a teacher team: possibilities and challenges

May Britt Postholm, NTNU

The presentation is based on the sub-project framed by the question: “How can various work methods focusing on learning strategies contribute to each and every child’s social and subject development?” The teachers at the 8th, 9th and 10th grade level in the studied practices experience their work as consisting of a variety of duties, and among them, of course, the pupils’ learning. The purpose of the presentation is to show how a project involving a researcher and a teacher team encourages the teachers to reflect on teaching processes, and, furthermore, to show what the form and content of such reflection processes could be. Findings from the project show that when teachers question their own practice, they can transcend their teaching, meaning they can think of and see new things. Furthermore, the teachers find it useful to exchange experiences and tips which they later adapt to their own teaching. They utter that they become very positive to development when it is so useful. The presentation will also pay attention to what the researcher can learn from such a project, and concludes that an R&D project can lay the foundation for knowledge construction for all participants.
Quality in education – adapted teaching in school

(Symposium)

Chair: Peder Haug, Professor, Høgskulen i Volda

Description
The symposium presents results from the Norwegian Research Council project “Quality in education” (KIO: Kvalitet i opplæringa). The main research question in this study is how quality in school work is understood, practised and experienced in the light of adapted teaching. Adapted teaching is the central concept: Each pupil should be taught according to individual interests, abilities and background. The wide definition of the concept concerns the general overall qualities of education and teaching. This demands a comprehensive and overriding strategy for the school or the activity as a whole, with the basic aim of giving all pupils an optimal education. The narrow definition is related to an understanding that adaptation is a concrete way of organising the teaching for a smaller part of the pupils who are not able to gain profit by the overall qualities of education. The main theoretical focus in this project is associated to the didactic triangle, relating teachers’ perspectives, pupils’ (and parents’) perspectives and education content to each other. The data in the project combines systematic classroom studies and surveys and detailed qualitative studies.

There will be five presentations: Background and data in the project Quality in education, Time on task – what is time used to in the classes, English, Mathematics and Norwegian on the timetable, Special education and Oral discourse in the multilingual classroom.

Abstracts

Research questions and data in the KIO project
Peder Haug

The study concerns how adapted teaching is understood and practised in school development, how adapted education is planned and worked with in class and what the consequences are. There is a focus on the overall activities in class for all pupils and all the compulsory school subjects. There is also a specific interest in the subjects English, Mathematics and Norwegian and in studying how bilingual pupils and pupils receiving special education cope. The first part of the study consists of a systematic classroom study in the grades 3, 6 and 9, including surveys from school leaders, teachers, parents and pupils. Researchers have observed 15 classes at each level for one whole week each registering teacher activity, the class activity, one single pupil’s activity and the teaching and learning content. The data set sums up to 45 weeks of teaching and learning and responses from 943 pupils, 818 parents and 406 teachers. The response rates are acceptable. The second part data consist of detailed classroom observations combined with interviews of parents, pupils and teachers.
Time on task – what time is used to in class

Peder Haug

This presentation deals with the overall results presented as “time on task”, meaning what is going on in the classrooms. In analysing classroom studies we can identify two main approaches. The most common approach concerns the averages across classes. One such result from this study is that teaching in many classrooms is concentrated around the third corner in the didactic triangle, around the pupils’ own interests, their free choice and around the formal aspects of education, the work or learning methods. The teachers seem to be distant, and the subject content seems to be of less importance than the formal and self-regulated aspects. The second approach implies highlighting the differences between classrooms when it comes to activities. The data document wide differences across classrooms and grades. These differences concern many of the variables registered, such as the amount of whole class teaching, the pupils’ individual work with tasks, the amount of subject orientation etc. With these kinds of differences it can be discussed if the pupils in different classes receive a common or equal education, or of these differences can be taken to mean that the education is individually adapted. The presentation will discuss several questions relating to differences between activities in classrooms.

English, Mathematics and Norwegian on the timetable
A comparison of work methods, teacher competence and pupils’ experience of the subjects

Presenter: Bjørg Olsen Eikrem (English as a foreign language)
Birgitte Fondevik Grimstad (Norwegian/Norwegian as a second language)
Hilde Opsal (Mathematics)
Frode Opsvik (Mathematics)
Leif Bjørn Skorpen (Mathematics)
Arne Kåre Topphol (Mathematics)

Under this title we will present some results from the KIO-project. Our focus will be on the subjects English, Mathematics and Norwegian in grades 3, 6 and 9, and we are particularly interested in work methods, teacher competence and pupils’ experience of the three subjects in the classroom.

As for work methods, we will take a closer look at time used for e.g. individual work, group work, joint tasks, differentiated tasks and working plans.
Teacher competence in the different subjects will be seen in relation to factors such as the level of teaching and the average number of lessons taught per week.
When it comes to pupils’ experience of the different subjects, we will highlight aspects such as well-being, ability to succeed and to what extent pupils like the respective subjects or not.

The presented results emerge on the basis of a classroom study, including some surveys from teachers and pupils. The classroom study is based on an observation form with more than 60 categories. We have observed more than 15 classes at each level for one week. Every five minutes teacher activity, class activity, one single pupil’s activity and the teaching and learning content were registered.
Oral discourse in the multilingual classroom

Randi Myklebust

There is increasing arguments within different camps of learning theories that learning and understanding is likely to be most effective when students are actively involved in the dialogic construction of meaning. Nevertheless, results from research show that “subject talk” has poor conditions in Norwegian classrooms, especially in primary school. This apparently distance between theoretical attention to dialogic interaction and the classroom practices has motivated my ph.d.-project, that studies oral discourse in multilingual classrooms. The project studies different discursive situations students are exposed to or take part in as they work with subject matter in 6th and 7th grade. The bilingual students participation in the oral processes is in the centre of the analysis.

The data collection has been done in cooperation with the teachers, who calls for me when they are planning oral activities. The main approach is audio-tapes of naturally occurring talk. All the students and the main teacher are being recorded. In my presentation I will discuss this approach and my work with naturalistic speech as a database. I will also present my ongoing analysis of data, that is about the topic in the conversations, patterns of participations, subject content, semantic fields.

Special education

Irene Bele

The present sub-study concerns pupils with special needs or those who get adapted education as special education. The methods have been surveys and classroom observation. The aim of this sub-study is three-fold: (1) to study how municipalities and schools make their priorities and work concerning special education in order to develop quality within the principle of adapted education, (2) to study how teachers plan, implement and evaluate the teaching of pupils with special needs, and (3) to study how pupils of 3rd, 6th and 9th grades and their parents experience and evaluate the effect of the special education that is offered. At the first level, one main perspective will be to study the relation between schools with collective cultures and the teaching of pupils with special needs as compared to schools with other internal codes. At the teacher’s level, following topics are of main interest: the teachers’ experienced competence to teach children with special needs, degree and ways of cooperation with colleagues or different actors in school, working methods and the teachers’ opinion of the characteristics of special education as compared to ordinary education. From the parents’ and pupils’ perspective, the pupils' academic development and well-being are central issues.
Successful Principals Revisited – five years later

(Symposium)

Symposium chair: Professor Olof Johansson, University of Umeå, Sweden
Symposium discussant: (to be announced)

Presenters / Participants

From Norway: Jorunn Møller, University of Oslo, Anne-Marie Presthus, University of Agder, Guri Skedsmo, University of Oslo, and Gunn Vedøy, University of Stavanger, Norway

From Denmark: Leif Moos, Kasper Kofod and John Krejsler, University of Århus, Denmark

From Sweden: Olof Johansson, University of Umeå, Jonas Höög, University of Umeå, Anders Olofsson, University of Mid Sweden.

Successful Principals Revisited – five years later

Abstract: Overview of the symposium

The International Successful School Principal Project (ISSPP) included from its start in 2002 teams of researchers from Sweden, Norway, Denmark, England, Canada, the United States, Australia and Hong Kong. Each team has developed and reported on case studies of successful leadership in their own countries. To date, these teams have produced over 65 case studies. As the project has evolved, we decided that the issue of sustainable success required further examination. At this point in time, five years after our first visits to the case schools, the teams in Denmark, Sweden and Norway have re-visited some of these schools in order to explore transpirations during the intervening years. We anticipated three possible scenarios: 1) schools in student performance continued to improve; 2) schools in which student performance had plateaued; 3) schools in which student performance had peaked and then had begun to decline.

This symposium ‘Successful Principals Revisited – five years later’ aims to better understand what successful principals do in today’s demanding accountability context, and will focus on strategies used by the leaders to maintain success in their schools in Norway, Denmark and Sweden. The papers in the proposed symposium are based on the research we conducting when revisiting our successful schools. The results from the research five years ago have been published in Journal of Educational Administration Vol. 43 No 6, 2005 and this new research will be published in the same Journal in 2009.

Paper 1
Tightening the couplings and focusing on sense making in Danish schools

by Leif Moos, Kasper Kofod & John Krejsler (University of Århus)

The Danish team went back to three school principals who had been identified as successful in the first phases of the research project. In the first phase we found that even if the three schools were situated in the Danish society with is a very high level of equality and homogeneity, there were social, cultural and economical differences that made schools
different and therefore asked for diverse leadership styles. When revisiting the schools and interviewing the principals we found that the contexts of schools had changed. The national and local authorities were focusing more on bureaucratic and market place accountabilities and tightening the couplings between authorities and schools, which changed the function of principals. Therefore they focus on how to go on focusing on the comprehensive education and at the same time on the tests. They report that they have to work more closely with teachers in order to filter external information and make sense of them.

**Paper 2**

**Structure, Culture, Leadership: Prerequisites for Successful Schools?**

by Olof Johansson & Jonas Höög (Umeå university, Sweden) and Anders Olofsson (Mid Sweden university)

The Swedish research team revisited three schools. Two of the schools had improved their student learning outcomes over the five years. The schools are both small schools in rather small school districts with supporting communities around. The third school – a big inner-city school - had not improved the results but could still be considered a successful school if we control for the challenging environment the school operates in. If we look on success in relation to context maybe our third school is the most successful. We found some overlapping strategies between the schools. All principals were working to change school structure and culture by opening the school to the local society. We also found that our principals were very self-confident and outspoken, convinced of their capacity to implement school improvement through changes in both learning structures and school culture. The principals also had continued their hard work to convince teachers, students and parents to develop a twofold emphasis on academic knowledge as well as on norms and values, i.e. the social and democratic goals for the school. Our conclusion after revisiting the successful school is that the concept of successful leadership must be qualified in relation to how well the leader can control the development of both the schools structure and culture with the clear focus of improving student learning for all students.

**Paper 3**

**Successful Leadership Based on Democratic Values and Team-Work – the Norwegian Case**

by Jorunn Møller and Guri Skedsmo (University of Oslo); Anne Marie Presthus (University of Agder) and Gunn Vedøy (University of Stavanger)

This paper aims at analysing the qualities and characteristics of successful leadership practice within the Norwegian elementary and secondary school system. Our old findings demonstrated that successful leadership in our case schools was almost entirely practiced through collaboration and team efforts. Five years later we have revisited two schools in which the principal had remained in position in order to determine whether the positive transitions reported in the initial case studies had continued, and one school in which there recently had been a change in principalship. In all the three schools we found that the learning centred approach we identified earlier had been sustained during the five years and that the leadership teams were of vital importance. The new policy demands from the national level had created new challenges. The pressure on the teaching profession and on principals has increased, and schools are increasingly expected to make up for the absence of positive influences outside the classrooms. All three schools reported on their struggle to sustain and
promote equity and social justice through creating a good student learning environment. In the third school with a new principal in position we identified a noteworthy change. The goal was the same, i.e. improved student learning, but there appeared to be a major change in the preferred leadership strategies in order to fulfil the school’s mission. As such, the study confirms that a principal may have a significant influence on the school’s policy and in particular the preferred strategies.
Normative sexuality in schools

(Symposium)

Multi-Presenter Symposium
Symposium Organizer: Eva Reimers

The symposium addresses schools as sites for constructions of norms about sexuality. The presenters share a common understanding of the inseparable conceptions of gender and sexuality. To construct, perform or in some way represent gender is always intertwined with norms about sexuality, in most cases with the heterosexual norm. It is today well acknowledged that schools are sites where identities are constructed, affirmed, challenged and repeatedly performed. One important aim of the symposium is therefore to demonstrate that it is impossible to address issues of gender without taking sexuality into account. Several studies point to a constant performance and enactment, by different actors in schools, of gender, ethnicity and class. However, it is less common to study, discuss or analyze how these norms simultaneously are founded on, and take for granted, the heterosexual norm. This concealment of the presence and the effects of the heterosexual norm can of course have dire effects for pupils, teachers or parents who identify themselves as non-heterosexual (or Lesbian, Gay, Bisexual or Transpersons, LGBT), and result in marginalisation, discrimination and homophobia.

The presenters furthermore share a perspective where identities are considered to some extent open and always in process. It therefore becomes important to study both the conditions and prerequisites, in terms of norms and available discourses, for individuals to take different subject positions. We want to ask what is made possible and what is made impossible to think, say and do in schools, in terms of sexual identity.

The examples that will be discussed are taken from a wide range of schools. They are from junior-level, senior-level and vocational secondary education. They are based on observations in class-rooms, but also on text-analyses of curriculum, interviews and stories of young people and survey data. There are studies from Norway, Finland and Sweden. The aim of the symposium is not only to point to a new and important field for studies of values and norms in education, but to stress the contingent, and arbitrary nature of both norms and identity positions, and to make way for norm conscious and inclusive schools.

Abstracts

Intersections of age, gender and sexuality in the early years of primary school.

Jenny Bengtsson, Linköping University

Constructions of normality around sexuality can be seen as part of younger children’s school experiences. These constructions may be explicit, as well as implicit. Explicit in the form of formal schooling as for example sex education or “knowledge of life”. The more implicit constructions of normality have to do with for example expectations around children’s
gendered identities, but also as heteronormative topics of books, games and songs. In this paper I am focusing on how normative understandings of sexuality and gender in school are constructed in relation to age. It concerns how understandings of age, gender and sexuality can be seen as intertwined in constructions of child/adult binary.

The paper is based on analysis of empirical material collected in my ongoing PhD project in which I have conducted field studies among pupils aged 8-10 in two Swedish primary schools. The empirical examples that serve as point of departure for my analysis and discussion are extracted from interviews, observations and texts. Using social constructionist perspectives I focus on how notions of sexuality and notions of childhood are constructed as two separate, yet in some ways unproblematic related matters.

Vocational training with heterosexual presumption

Jukka Lehtonen

Sexuality and gender are intertwined in many ways in the everyday practises of schooling. I analyse in my paper how heteronormativity is maintained and challenged in practises in the vocational upper secondary education. I have earlier researched heteronormativity in basic education and general upper secondary education, and there is no research done on specifically vocational training in the Finnish context. I use partly my earlier research data: Interviews with non-heterosexual young people (30), and survey data (726 respondents). I have also collected stories of non-heterosexual young people who have studied in vocational upper secondary education. I analyse teaching, teacher-student interaction, student cultures and possibilities to express non-heterosexuality. My research is part of a larger project "Citizenship, agency and difference in vocational upper secondary education".

Sexuality in Norwegian classrooms: Homotolerance and heteronormativity

Åse Røthing, Cultural complexity in the new Norway (CULCOM), UiO

Homotolerance is conceived as being a marker of “Norwegianness” in Norway today and the concept of Norwegian homotolerance seems to influence strongly on teaching on sexuality in Norwegian classrooms. The teaching does not, however, point out, discuss, challenge or criticize the normative and privileged position of heterosexuality in the school context or in the Norwegian society in general. This paper discusses how the ideal and ambition of homotolerant teaching in various ways constructs non-heterosexuals as acceptable others, due to heteronormative implications of the concept “homotolerance”. I argue that the inclusion of non-heterosexual narratives in Norwegian classrooms currently builds on concepts of sexuality that reproduces the heterosexuality/ homosexuality binary in ways that marginalizes these same narratives and excludes them from the narratives of the classroom collective.
Queering the curriculum

Eva Reimers, Linköping University

The vantage point for my presentation is a passage from the curricula for Swedish compulsory schools, including preschool and after-school centres. The passage concerns the tasks and goals for schools concerning gender. It states that the school shall “counteract traditional gender roles” and offer pupils the opportunity to develop abilities and interests “irrespective of their sexual identity”.

The aim of the presentation is to examine and discuss both if and how preschools and schools can or should subvert hegemonic gender norms, and to elucidate what might be taken for granted in work on gender equality in preschool and schools. I will do this by conducting an analysis, and discussion, in two steps. First I will critically analyse, or deconstruct, the passage from the curricula on gender from a feminist and lgbt-perspective. Secondly, I will present a suggestion of how the passage could be interpreted from a queer perspective, that is, I will reconstruct, or queer, the curriculum. The fundamental question will be if it is feasible for schools to encourage pupils (and teachers) to perform queer identities.
The Learning Community and Professional Development

(Symposium)

Karen Marie Eid Kaarby, assistant professor and fellow at Oslo University College
Gørii Nordang, assistant professor and fellow at Oslo University College
Kari Toverud Jensen, associate professor of the Faculty of Nursing, Oslo University College
Inger Taasen, associate professor, Oslo University College

What are the connections between a program’s educational activities, student satisfaction and learning outcomes?

Karen Marie Eid Kaarby
Faculty of Education and International Studies
Oslo University College

Results from a StudData survey done by the Centre for the Study of Professions at Oslo University College in 2008, show that nurses from the part time bachelor program in nursing are far more satisfied with their education and experience less of a gap between their education and their profession, than nurses who have followed the full time bachelor program in nursing at the same faculty. It also seems that students from the part time program enter the work force as more self-confident, independent nurses. Nurses from the part time program also differ from nurses educated at other nursing faculties in Norway. An external evaluation of the program done in 2006, focus group interviews with nurses following the StudData survey in, and a questionnaire conducted in 2008 among part time students also point in this direction.

The part time curriculum is organized differently than the full time curriculum. The program has used portfolio learning since 1999. Portfolio learning has been interpreted and practiced in very different ways. In the part time program, active student participation, student responses to one’s own learning process and the learning process of fellow students, group work, training in critical and reflective thinking and the integration of theory and practice in assignments has been important. Students in both the part time and full time programs have had the same subject areas and reading lists, but the programs have been organized according to different pedagogical traditions. It is interesting to ask whether this has influenced the way nurses evaluate their own competence. Internationally, student satisfaction is often used as an indicator of the quality of an educational program. It is also pointed out that student satisfaction can reflect how teaching and student learning are organized. The experiences of nurses who have completed their education will be explored in relation to how satisfied today’s students are with their education.

Life as a recently graduated professional can be hard, and there are challenges every day. The pressure, tasks and responsibilities are different than they are while still a student. During this session, we would like to focus on how we best can prepare students for their life as professionals. Can the transition from student to professional be less stressful? Should a greater emphasis be placed on the connection between student satisfaction, learning outcome and program strategies? We will also take a closer look at how the program is understood, and the use of portfolio learning. Finally, we will discuss whether placing emphasis on evidence
based actions/research-based teaching, reflective practice, integrating theory and practice, and developing a practice of life-long learning, can explain why students in the part-time program experience the program as professionally relevant.

How do former part-time nursing students express their satisfaction with the nursing program?

Gøril Nordang
Faculty of Nursing
Oslo University College

Results from a StudData survey conducted by the Centre for the Study of Professions at Oslo University College in 2008 show that students in the part-time nursing program at Oslo University College are far more satisfied with their education than students in the full-time program. Internationally, student satisfaction is often used as an indicator of the quality of an educational program. It is also pointed out that student satisfaction can reflect how teaching and student learning are organized. This paper is based on data from focus group interviews with students chosen from five previous classes in the part-time program. The topic of the focus group interviews was how the program prepared students for their careers as nurses. The interviews were conducted in spring 2008. A preliminary analysis of the data shows that students are very satisfied with the way the program is organized. They experience the program as relevant to the profession. This paper attempts to show more specifically, what the students are satisfied with and how this satisfaction is expressed.

How do part-time nursing students express their satisfaction with the nursing program?

Inger Taasen and Kari Toverud Jensen
Faculty of Nursing
Oslo University College

This paper is based on data from qualitative and quantitative student evaluations and qualitative interviews with teachers about their experiences. The data is seen in connection to the program’s organization and teaching.

The quantitative student evaluations were conducted in spring 2008, and are concerned with student satisfaction. The qualitative descriptions are produced by the students each semester and put into a system by their teacher. A preliminary analysis of the data shows that the students express that they use both peer student feedback and their advisors’ feedback when they work on written assignments. There are reports that the students use more time on their studies than students in other programs. Students emphasise that integrating theory and practice is particularly motivating and inspiring. The students enjoy working in groups and say that their fellow students are a valuable resource. This paper will discuss possible explanations for these results. Why do students in the part-time program report that their fellow students’ feedback has an impact on their professional development, while students in the full-time program do not report this? Why do students in the part-time program say that they use more time on their studies than full-time students? Why do students in the
part time program report that they use feedback from their teachers more than full time students?

Reflection – the core of professional development?

Two central goals for educational institutions is to develop a students ability to critically examine their own professional knowledge and practice, and to facilitate life long learning. Nurses who have followed the part time program feel that they have acquired both the ability to think critically and to be a critical learner. A preliminary analysis of the data from the StudData survey and the following selected focus group interviews implies that students who are involved in organizing the program, assignments that integrate theory and practice, group work, peer responses and reflection papers, have been important for their learning and professional development.

This paper attempts to show how nurses have specifically described how they have learned to think critically during the program, and how this affects their professional development and identity as nurse.
Literacy as a performative act

(Symposium)

**Symposium organizer:**
Kari Nes
Hedmark University College,
Norway

1. Introduction

Inger Assarson PhD Stockholm University Sweden

Learning how to read and write is in Western society considered as a necessary resource for active citizenship. The importance of literacy is highlighted in national assessments and has become an issue for national competition within the global market economy. As a performative act literacy is reiterating cultural norms expressed in language at the same time expelling other appearances of literacy than those constituted within accepted genres and dominant modes. When children learn how to read and write, they not only adopt a technique but also those built-in discursive codes concerning use of language. Post-structural studies have made it possible for educational research to acquire the prerequisites in order to evolve as a philosophical science questioning former taken for granted values. The intention with this symposium is to problematize the concept of literacy from post-structural, inclusive and multicultural points of view. First presentation deals with literacy seen in the perspectives on writing from Jacques Derrida: “Plato"s Pharmacy” in *Dissemination* and “The violence of the letter” in *Of grammatology*, combined with some perspectives from Nicolette Gray: *A History of Lettering* and John Carter & Percy H. Muir: *Print and the Mind of Man*. Different general strategies used to promote literacy often disregard local and multilingual literacy teaching why this issue is highlighted according to potentiality of strategies to succeed in relation to subordinate groups. Using the theory of Jacques Lacan the desire for knowledge and meaning is illustrated by analyzing how it can be used to set creativity in motion and how this could be used practically in pedagogy. Some of the questions asked at the symposium are: How can we face challenges concerning instrumentalism, reductionism and utilitarianism? How can we find strategies to succeed in relation to subordinate groups? Can literacy be regarded as a platform for illusionary control? Is becoming literate also to be considered as a disciplining intervention?

2. Literacy - counteracting instrumentalism

Jenny Steinnes Lillehammer University College

In many western societies there is a growing concern of an increasing functional illiteracy. Educators and politicians alike agree to take steps against this. But, in this, we might have to face some challenges concerning instrumentalism, reductionism and utilitarianism. In *Phaedrus* Plato warns, through Socrates, that the art of writing might provoke forgetfulness. An Egyptian myth provides with the arguments for making preference for the *idea* over the
craft, - for philosophy expressed orally, against the art of writing. Two millenniums later people think differently. Educators, researchers and politicians agree to disagree with Plato on this. The remedy of writing is seen as a means of vital importance for the formation of the individual - as well as of society. Still, the art of writing might call for renewed attention, as such.

I will argue that literacy should not be reduced to competence and skills adapted and restricted to a society’s here and now. In my attempt to counteract instrumentalism I will use perspectives on writing from Jacques Derrida: “Plato’s Pharmacy” in Dissemination and “The violence of the letter” in Of grammatology, combined with some perspectives from Nicolette Gray: A History of Lettering and John Carter & Percy H. Muir: Print and the Mind of Man.

3. Can one and the same approach of literacy teaching function as an oppressive instrument for some subordinated groups and as a liberating instrument for others?

Thor Ola Engen, Hedmark University College, Norway

Abstract Throughout the world literacy is to day associated with progress, civilization, social mobility and economic advancement. But even through this is recognized by most governments, literacy competence is promoted through widely different over all strategies, such as national literacy teaching, cultural literacy teaching, critical literacy teaching and functional literacy teaching, – in addition to local and multilingual literacy teaching, and with just as different outcomes for students when it comes to developing technical and empowering skills. In the paper I will discuss the potentiality of different strategies to succeed in relation to subordinate groups, including linguistic minority children, using Norway and the Norwegian history of literacy teaching as an illustrative case.

4. Reading, Creativity and the Subject!

Bosse Bergstedt, Ass. Prof. University of Lund Sweden

Taking Jacques Lacan’s theory as a starting point it is discussed how the subject can become activated during the processes which are involved in reading and writing texts. How is it possible to circumvent the ego’s production of meaning? How can we elicit the subject’s speech? What does this mean for our understanding of creativity? It has been shown that a detail creating breaks and turning points in a text can be of special importance when it comes to widening the ego’s conscious production of knowledge. What happens when the „detail“ is made to cover object a (the object of desire in Lacanian theory)? The desire for knowledge and meaning wants us to know what lies behind the detail. But since the detail does not symbolize anything other than a movement in the text it can not give meaning per se. It does however set creativity and language in motion and can therefore contribute to eliciting the subjects speech. When we discover how this works we can use this practically in pedagogy! More concerning this theory and concrete examples how it can be used practically will be given in the recently published book Kunskapen och språket – om pedagogiken, texten och hjärnan, written by Anna Herbert och Bosse Bergstedt. Keywords: the subject, creativity, text, the detail, poststructuralism.
Writing and Cultures of Writing in Norwegian Kindergarten and School

(Symposium)


Abstract describing the entire symposium

In 2006 a new curriculum was introduced in Norway both for Kindergarten (Framework Plan for the Content and Tasks of Kindergartens, R06) and for school, encompassing the 10-year compulsory school and upper secondary education (The Curriculum for the Knowledge Promotion, LK06). For the first time a framework plan for the Kindergarten explicitly aims at ensuring that children become familiar with symbols such as numbers and letters. The greatest change in the new school curriculum was the introduction of five basic competencies to be developed in all school subjects. Traditionally development of writing has been a central responsibility for Standard Language Education, “Norwegian”, but from LK06 writing is a part of all subjects. This was the background for a research project initiated by and directed from the Sør-Trøndelag University College (head: Jon Smidt). Similar projects in other Nordic countries show the relevance and the current interest of the topic, like Ingrid Pramling-Samuelsson and Ferenc Marton’s project on literacy in preschool, “Learning to discern”, and the ones on writing across the curriculum in school in Sweden headed by Caroline Liberg (Liberg 2008) and in Denmark by Ellen Krogh (Krogh, work in progress).

The full title of the WRITE Project (SKRIV), started in 2006, is: “Writing as a basic competence and challenge. Children and young people’s way to different subjects through the cultures of writing in school and Kindergarten”. The project studies writing activities at different age levels from the last year of Kindergarten (5-6 year olds) to the first year of upper secondary school (16-17 years old). The researchers have different backgrounds, from the school subject “Norwegian” and from social science/history, science, religion, and mathematics, all focusing on writing in 14 Kindergartens and schools over two years. It is a qualitative study with special attention given to the uses and purposes of writing, and whether different cultures of writing can be found in different institutions and different subjects, and also within them. We discuss to what degree writing is used to promote knowledge in different subjects, to what degree writing is used as a medium of self-invention and self-definition, and how the different functions of writing vary with institution, with subject, and over years. The researchers involved have different theoretical frameworks, but the project as a whole is built on a sociocultural and social semiotic view of writing.

Our data are observation notes of writing practices and writing situations, student texts, assignments given and textbooks used, and interviews of teachers and focus students. The same students were followed over two years, which implied that some of them went from Kindergarten to school or from their last year of compulsory school to their first year of upper secondary school. Central topics discussed in the project are:

1. What is writing used for?
2. What happens with the texts after having been written?
3. Fragmented writing or coherent writing? Copying or the student’s own text?
4. The development of terminology and genres within different subjects.

In the symposium members of the research group will present some preliminary findings and results with an eye especially to writing and what we have called cultures of writing within various institutions, stages and subjects. The titles of the papers are as follows:

1. Rutt Trøite Lorentzen: Writing in Kindergarten and in Grade 1 – Same children, Different Cultures of Writing?
2. Marit Hopperstad and Marit Semundseth: Cultures of writing in two Norwegian Kindergartens
3. Randi Solheim and Anne Charlotte Torvatn: “All I know”, or writing for a purpose? Two different cultures of writing in Norwegian primary school
4. Ann Sylvi Larsen: Narratives in Grade 5 - a comparison between the children’s written narratives in workbooks and their stories in the story book
5. Synnøve Matre: Writing as exploring activity in science in Grade 6
6. Ola Erik Domaas: Religious Literacy through Writing?
7. Dagrun Kibsgaard Sjøhelle: Digital writing and multimodal assessment
8. Arne Johannes Aasen: Computer games versus critical literacy?

**Plan for the presentations.**

We suggest that our symposium is organised on the basis of the age of the students involved, starting with Kindergarten /Grade 1 (paper 1 and 2), then Grade 4, 5 and 6 (paper 3, 4, 5 and 6), Grade 9/10 (paper 7 and 8), and at last the first year of Upper Secondary School (paper 9). Further organisation we leave to the organizing committee and what you find appropriate.

a short presentation of the abstracts:

**Organizer and network convenor:** Rutt Trøite Lorentzen

**Chair:** Jon Smidt

**Discussant:** Name of discussant(s) will be given later on.
1. Writing in Kindergarten and Grade 1 – Same Children, Different Cultures of Writing?

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In the WRITE Project two groups of children have been followed through their last year in Kindergarten and their first year at the neighbouring school. Based on observation of writing situations and analysis of children’s texts, this presentation will discuss the differences between the Kindergarten and the school setting for writing, and also reflect on the reasons why the cultures of writing seem to differ. Both the historical background of the institutions and the education of the teachers will be taken into consideration, and former and present framework plans as well. 

Our material consists of texts written by the teacher in cooperation with the children, and texts written by the children themselves. The texts resulting from joint writing will be analyzed with respect to what the writing is used for, how the writing process is utilised to teach writing in specific genres for specific purposes, and to help the children develop an appropriate terminology, a functional metalanguage and use of various semiotic resources. Some children’s texts will be presented to show what they tell about written competence and competence within different subjects. Reflections will also be done on traces in the texts revealing to what degree the children have engaged in their writing.

2. Cultures of writing in two Norwegian kindergartens

Marit Hopperstad and Marit Semundseth

In our research, involving qualitative observations over a period of one year, we study how children might become familiar with letters in the preschool setting and how the kindergarten might work as a context for children’s early writing. Acknowledging that writing might mean different things for children and that writing and drawing often go hand in hand, we apply the concept of text to study writing cultures in two kindergartens. In this paper we address the following questions: What is the context for making texts in the kindergarten? What kinds of texts do the children make and what seems to inspire them? What seems to be the meaning of making texts? What is the role of writing? We present and discuss examples to illustrate our findings. We also discuss educational implications for preschool settings. We start from the socio cultural assumption that children are meaning making subjects establishing knowledge in the different social contexts in which they participate (Halliday 1994; Barton 1994). We benefit from research on the close connection between children’s drawing and early writing and the multimodal quality of young children’s early texts (Kress 1997). The work of Dyson (1993) and Pahl (1999) is used to discuss our findings.
3. All I know” or writing for a purpose?
Two different cultures of writing in Norwegian primary school

Authors: Randi Solheim and Anne Charlotte Torvatn, Sør-Trøndelag University College, Faculty of Teacher and Interpreter Education.

In this paper, we describe and compare two contrasting cultures of writing, through material collected from two different classrooms in 5th and 6th grade. We also discuss theories on writing development and components from different theories of genre, which may shed light over the empirical data. A theoretical point of departure is Ongstad’s (2004) and Krogh’s (2003) triadic concepts of content, form and use.

A central experience is that writing assignments and exercises, to a varying degree, underscore content, form and use as central aspects of writing. In the first classroom, most texts focus on content, rather than form and use. Some of the texts may be characterized as “all I know-texts”. Functionally, they may help the writers to organize established knowledge. However, this kind of writing seldom has a purpose beyond the actual situation, and it will not help the pupils to acquire knowledge on the discourses of the actual subject. In the second classroom, in addition to the content aspect, we have observed a culture where the writing assignments and exercises to a greater extent emphasize favored ways of working with the texts, genres and structures. Most of these texts also take the readers and the presentation of the texts into consideration.

4. Narratives at 5th grade
A comparison of 5th grade childrens’ written narratives in workbooks and stories in story book

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The paper discusses differences in written narratives in 5th grade that are written in the subject’s “Norsk”. The differences are discussed on the basis of the various tasks given: Is the story written in a particular book for stories, or is it written as a task in a workbook?

In my material there is a profound difference between the narratives written as an answer to a task in a workbook and narratives written for their own purpose.

My team consists of two scientists who, from 2006 till 2008, have observed a class in their 4th and 5th year. We have focused on 11 pupils. We have observed the lessons one to two times a month, and collected most of the written work in the subject; additionally, we have performed interviews with both pupils and teachers about writing in school.

The paper will compare different written narratives from the same pupils. The quality of the work from the same pupil is very different, and a central question to address is why this is the case.

The theoretical starting point is narratology (Genette, Brooks), but the question about genres leads me into a sociocultural and social semiotic field about texts and writing (Halliday, Kress, Ongstad, Swales).
5. Writing as exploring activity in science.

Synnøve Matre

This presentation will report from a project focusing on the topic ‘light’ in a 6th grade classroom. The students have written texts where they reflect upon what light is and how light works. A selected number of texts will be analysed and discussed trying to find out how writing is used as exploring activity in this class. Dialogues accompanying their writing will also be presented to shed light on the students written explanations.

6. “Religious literacy” through writing?

Ola Erik Domaas HIST-ALT

The presentation will focus on writing assignments and texts produced by students in the subject RLE (Religion, worldviews and ethics) in a primary school; the cultures of writing that have influenced them, and the approaches to religious education they might exemplify.

The data used in the presentation was collected over a period of nearly two years, and includes texts and tasks, as well as interviews with teachers and students. The texts are from 11 students in their 4.th and 5.th. year at a multicultural primary school on the outskirts of Trondheim.

Writing, one of the basic skills in the RLE subject, is described in the curriculum as being able to express knowledge and viewpoints as well as thoughts, experiences and opinions on different religions, worldviews, ethics and philosophy. The analyses of my data shows that different writing purposes are represented in the material, and that the culture of writing influences both the frequency and the way the different purposes, forms and contents are present in the texts.

The findings will also be discussed in a literacy perspective; more specifically related to “the religious literacy approach” (Wright, 1993, 1996a). The British scholar Andrew Wright regards linguistic competence as the basis for understanding religions and worldviews. The aim for religious education is to make students able to handle religious language and truthclaims with intelligence and informed judgement. This constitutes religious literacy, according to Wright.
7. Digital writing and multimodal assessment
Dagrun Kibsgaard Sjøhelle

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The composition of texts in the new media includes the use of verbal language, images, animation, sounds and videos. Combining these different modes of representation gives students opportunities to express themselves in new and different ways, but students need to be taught how to combine different elements in a text in order to make it coherent and meaningful.

In this paper I will present some multimodal compositions made by 9th grade students. These compositions are digital stories, that were carried out as individual assignments in an interdisciplinary project. I have analysed the texts to show how students combine different modes in order to make the communication meaningful. The students seem to have a vague notion of the fact that modes have different affordances, and that each mode carries a different load (Kress 2003: 46), but there is a clear need for more guidance in order for the students to make disciplinary progress. I will discuss how the terms functional specialisation an functional load (ibid) can be of use for teachers when responding to and assessing students multimodal text.

Theories about design in new multimedia primarily based on Gunter Kress’ and Theo van Leeuwen’s research represent the theoretical framework for this study.

8. Computer games versus critical literacy?

Arne Johannes Aasen

This paper presents an ongoing research project concerning the use of computer games in lower secondary school. Gee and David argue that several principles of learning are built into good games. Inspired by these ideas, a study was designed in order to make a group of pupils write and reflect about games and their playing habits. The theoretical framework for the study is a combination of theory of interpretation of computer games and theory of literacy. The study focuses on the aspects of literacy that concerns developing the ability of qualified reflection on own use of texts in different contexts and for different purposes. The theoretical perspective is inspired by the notion of multiliteracies used by The New London Group. The research design is formed as an instruction study where the pupils were given assignments in the form of a blog and seminars. Some of the material presented here represents the answers given in response in the blog, written essays and digital presentations. Developing scientific knowledge about how to use computer games for educational purposes in the perspective of critical literacy is one way of developing the pupil’s competence in multimodal texts, an emphasised object in “Kunnskapsløftet 2006”.

Sture Nome
PhD-student at HiST

The theoretical framework for the research design and the analysis in a social semiotic perspective. This includes both the thinking about digital literacy with Kress as found in *Literacy in the New Media Age* and with Halliday and his understanding of the situational context.

The research design is developed to be able to study the developing student text written while using PowerPoint-software. It includes an observation study, document analysis and an interview study.

The aim of the study is to describe and understand how these documents are developed focussing on revision strategies and multimodality. The study is a part of a doctoral study developed to answer two basic questions: How do the students modify their texts? How do they choose and understand their images and sound files together with texts? The documents are explorative texts where the students develop an understanding of a phenomenon. In the material presented at this conference I will give a presentation of the development of a document where the topic that the students explore, is the Reinessance as a part of their L1-subject in their second year of upper secondary school. A moderatum generalization of my study could be that when using the specific technology and software that students in my study are using, they have other ways of revising their texts then what current theory claims. This might lead to other ways of both understanding and teaching about how to write these documents.
Kant(ians) on education

(Symposium)

**Organizer:** Klas Roth, Department of Education, Stockholm University
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The practical philosophy of Immanuel Kant has become of interest again. New interpretations and reconstructions by philosophers such as, Christine C. Korsgaard, Onora O’Neill, and Allen W. Wood, have to a large extent contributed to the renewed interest. Other scholars, not only within philosophy, but also within the field of philosophy of education, are taking part by discussing the value and relevance of Kant’s practical philosophy, especially when it comes to the core of fundamental ethical and moral issues in our current societies.

The philosophy of Immanuel Kant has also influenced two of our most influential political philosophers of our time, namely John Rawls and Jürgen Habermas. Kant’s thought has also generated a current and vivid debate on cosmopolitanism.

The practical philosophy of Immanuel Kant is not only an alternative to theories such as virtue ethics, feminist ethics, and ethics of care, postmodern ethics and utilitarianism. Kant’s practical philosophy is perhaps one of the most well articulated expressions for some of the deepest and strongest intuitions on the meaning and value of emancipation, humanity and education.

In this symposium several aspects of Immanuel Kant’s practical philosophy and its relevance and value for education is discussed by Klas Roth, Lars Lovlie, Adrian Thomasson and Viktor Johansson.

Abstracts

**Cosmopolitan Education: Principles for the Unification of our Agency**

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Do we need principles for the unification of our agency? Immanuel Kant and Christine Korsgaard argue that the reflective structure of our mind forces us to have some conception of ourselves, others and the world – including our agency, and that it is through will and reason, and in particular principles for our agency that we take upon ourselves to unify and test the way(s) in which we make our lives consistent. In this paper I argue that the principles suggested – the hypothetical imperative and the categorical imperative – function to unify our agency as cosmopolitans, and that the extent to which education is cosmopolitan is due to the extent to which the suggested principles and in particular the latter – the categorical – are recognised in education.

I first discuss how the principles function to unify our agency and how the categorical imperative functions as a test of maxims for our actions, how the will is the source of our morality, and how we are forced to have practical identities. I end with some remarks on what it means to recognize the mentioned principles in education and in particular a cosmopolitan one.

**Keywords:**
Cosmopolitanism, Cosmopolitan Education, Principles, Agency, Deliberation
The (good) will: Education as a site for deliberation?

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Why should we deliberate? In this paper I discuss a Kantian response to this query and argue that we cannot as rational beings avoid deliberation in principle, and that we have good reasons to consider the value and strength of Kant’s philosophical investigations concerning fundamental moral issues and their relevance for the question why we ought to deliberate. I will also argue that deliberation is a wide duty. This means that it is one’s duty to set it as an end, that we ought to deliberate on our own and together, that the realization of deliberation is meritorious, and that it cannot be specified exactly which acts can be identified with deliberation or are required in order to realize it.

I begin by discussing why we cannot avoid deliberation in principle, that deliberation is a wide duty and why we ought to set it as an end. In the second part I argue how deliberation can be acknowledged in education, and how we can inquiry into the quality of communication in terms of deliberation.

Keywords:
the good will, Immanuel Kant, education, deliberation

Notes to a “lesser” philosophical didactics

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Is there a didactics (in the sense of German Didaktik) that is relevant for philosophy not only in the sense of picking out the salient features of a subject matter and giving us a method for teaching it, as in the case of a philosophy for children, but is actually set within and grows out of philosophy itself? That is to say, not didactics as applied to the subjects as they usually appear for example in the national curriculum, but answers to the problems of philosophy, or even stronger, is working in tandem with such problems. There is such a didactics I believe, and Kant seems to furnish that philosophical didactics in his philosophical method of moral education – a genuine philosophische Methodik der Moralpädagogik according to Lutz Koch (2003). However, this philosophical didactics is not confined to ethics, but gets it individual expression also in the philosophy of law – Rechtslehre –, religion and aesthetics. My thesis about a lesser didactics is worked out in relation to Kants On Education and the individual so-called Methodenlehren that is found more as appendices in his Critique of Practical Reason, his Metaphysics of Morals, and the Critique of Judgement. (Løvlie 2007a, Løvlie 2007b). Why a “lesser” didactics? Because it is not structured by the main or garden variety didactics, in which the tools of the trade are established and applied generally to whatever subject that is made part of a curriculum. Lesser means not generally applied but starting from the special requirements of moral or political or aesthetic philosophising. Lesser also means that philosophy delivers the criteria for what are adequate and what are not adequate methods of teaching. This approach is dependent on the interpretation of relevant philosophical terms, first and foremost “freedom”, “autonomy” and political maturity or “Mündigkeit”.
Keywords:
Philosophical didaktics, morality, freedom, autonomy

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Løvlie, Lars. ”Efterskrift”. I Immanuel Kant: Om pedagogik. Daidalos 2008 ISBN 9789171732644. s. 6983

A brief remark on the origins of a good will

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Immanuel Kant’s conception of the fundamental ideas on the individual’s rationale, on the one hand, and the free will on the other, is somewhat problematic. The purpose, by Kant, was by all means to vindicate the consistency of the balancing, converging, surfaces of the system of the three critiques. I am not intending to dwell on any overall coherent approach to the construction of the alleged master piece of Kant’s thought. Rather, in this paper, I am aiming for scrutinizing a few foundational assumptions on the second Critique (1788), related to the assumptions to be found in the Groundwork of the Metaphysics of Morals (1785); hence, the chronological factor shall not be overlooked. One of the foundational ideas articulated in Groundwork, e.g., conceiving common sense assumptions on ethics, might be the assertion on acknowledging and recognizing the goodness, in its own right. The latter idea deviates, according to Kant, from a person’s actions, or contingent goodness, such as e.g. being kind or generous. Kant’s proceedings, when articulating the idea of thorough striving for a positioning of the foundations of morality, deals with the upcoming project in his second Critique. The main topic of the paper is supposed to come down to the foundational ideas of a rationale, concerning the free will and a conception of learning.

Key words:
rationale, will, causation
Sharing Children’s Fate: 
Children and Playfulness as Constituents of Moral Rationality

Viktor Johansson, Department of Education, Stockholm University Viktor.johansson@ped.su.se

Analogous of how Wittgenstein understands language as consisting of game-like practices where the teaching of language to children and playfulness with words and reasons plays a principal part, this paper argues that in moral rationality these are also principal elements. Building upon Wittgenstein’s philosophy of language and in particular the idea that language itself gives us pictures of how certain concepts work that often are misleading in getting a clear understanding of our linguistic and the moral practices that the author investigates the role of playfulness in moral rationality. The investigation departs from the moral philosophy of Wittgensteinians such as Cora Diamond and Stanley Cavell; where the role of imagination, the concept of human being, and the moral relevance of realizing the difficulty in philosophizing on these issues is considered as a complement to Kantian ethics. It is argued that the Kantian and the Wittgensteinian perspective taken together will more clearly elucidate the role of children and playfulness in moral reasoning and how Dewey’s invocation to speak about children in problematic educational contexts, in moral reasoning is accompanied with speaking for and with children. In concluding the author tentatively considers implications of this view of moral rationality for education and how it is complementary to the children’s rights discourse.

Keywords:
Moral rationality, Moral education, Games, Playfulness, Wittgenstein, Kant, Diamond, Cavell
Symposium on experience (Philosophy of Education)

(Symposium)

Organiser and chair: Huggler, Jørgen, School of Education, University of Aarhus. 
Discussant I: Uljens, Michael, Faculty of Education, Åbo Akademi
Discussant II: Säfström, Carl Anders, School of Education, Culture and Communication, Mälardalens högskola

This symposium brings together studies focused on ‘experience’ - within different conceptual and political patterns. Experience will be discussed from ethical, epistemological, metaphysical, “social-analytical” and political perspectives, through investigations of ways in which this many faceted concept is related to sensation, sensibility, attention, arguments, language, expression, mimesis and society.

Contributors:

(I)
Peter Kemp: "Experience by Mimesis"
Jørgen Huggler: "Pre-theoretical and Post-theoretical Perception"
Sune Frølund: "Writing and Scientific Experience"
Henrik Vase Frandsen: "Sensation and Attention"

(II)
Thomas Aastrup Rømer: "The Structure of Political Experience in the Work of J.-J. Rousseau"
Asger Sørensen: "Experience, Politics and Critique"
Anne-Marie Eggert Olsen: "Who is Pikachu? Culture Industry, Lived Experience, and the Generation Gap"

(All contributors: School of Education, University of Aarhus,)

Abstracts:

(I)

Experience by Mimesis

Peter Kemp

According to Lévinas we gain experience in two ways: Either by conquering objects or by reception of the other. In the process of reception mimesis in the sense of creative imitation plays an important role, in particular between teacher and student.
Pre-theoretical and Post-theoretical Perception

Jørgen Huggler

As Richard Höningwald remarked (1913), a perceptual object used in a pedagogical context is not only perceptual. It is connected with an interpretation relating it to something it signifies. Perception is thereby a means to a possible insight; pedagogically it indicates that the object takes part in a system of relations and that the perceptual object might be judged as if it represents something transgressing it. Thus it is given a process relation to a future state of knowledge towards which it has the task to conduct. The knowledge to which the perception is related has not only to make sense, it claims to be true. However, theoretical patterns of argument introduce new possibilities of qualifying (giving reasons pro or con) and questioning falsity and error. The theoretical pattern claims to overcome and to rectify the immediate perception. In consequence, pedagogical thinking has to consider the antinomies of pre-theoretical and post-theoretical perception and to contemplate the value of error for experience.

Writing and Scientific Experience

Sune Frølund

Writing plays a pivotal role in the development of scientific experience. The invention of writing, reading and interpretation has created a new attitude to language. Written texts separate the words from their direct interpersonal communication and create forms of representation in which the meaning of words can function as generalised ideas and notions. Writing makes it possible to transform actions to entities, to nominalise verbs to nouns, to construct an ‘objectified’ world through the grammar of written, scientific prose that plays a dominant role in the ‘scientification’ of experience.

Sensation and Attention

Henrik Vase Frandsen

The paper deals with the concept of sensation as defined by the Danish theologian and phenomenologist K. E. Løgstrup in his late metaphysical works. The issue to be discussed is: Is there an attention that cannot be reduced to the kind that comes to the fore as a question? Can we philosophically formulate attention as awareness of the foreign, as admiration rather than wondering, as sincerity rather than doubt?
The Structure of Political Experience in the Work of J.-J. Rousseau

Thomas Aastrup Rømer

The work of Rousseau is full of what seems to be contradictions and at its best his thoughts are multifaceted. In this paper I attempt, primarily with Rousseau and secondarily with Hannah Arendt and Gert Biesta as sources, to suggest an organisation of experience and political education that face some of those challenges. I argue that we find four different ideas of education. The first one is in *Emile* where we hear about the awareness and use of sense experience in the process of understanding nature. The second one in *The Social Contract*, where the relation between Emile and nature is replaced by the relation between the citizen and the general will. The third idea of education is found in Rousseau’s book about the government of Poland where a more traditional pedagogy of pointing and emotion is brought forward. Finally, I argue that the ideas of Hannah Arendt and Gert Biesta may be used to describe a fourth educational ideal on which Rousseau himself is silent, namely that of becoming a citizen by yourself, i.e. without teaching.

Experience, Politics, and Critique . Political Philosophy after Durkheim

Asger Sørensen

Experience of politics is very different whether you are part of the government, or you are simply being governed, and this is also valid for the relation between politics and critique. This is a basic problem for political philosophy trying to conceptualize the possibility for political justice in society. Liberalists and socialists alike have tried to solve the problem by denying the necessity of political government, but this leaves open the political scene for all kinds of amateurism and opportunism. Instead one should take the problem of political government and of the different perspectives seriously. This means bringing together politics as critique and the political experience of government as it is spelled out in political science and classical political philosophy. A good place to start is Durkheim’s political philosophy.
Who is Pikachu? Culture Industry, Lived Experience, and the Generation Gap

Anne-Marie Eggert Olsen

In reflections upon the concept of experience the real conditions of experience are often overlooked. Experience (Erfahrung, in contrast to Erlebnis, therefore often translated ‘lived experience’ within critical theory) designates a change of consciousness as a result of the awareness of something not previously experienced. Through the analysis of culture industry, i.e. cultural goods mass produced, Adorno and Horkheimer question the possibility of any genuine experience today.

The paper purports to apply this consideration to considerations of formation and education (Bildung): Is Bildung possible if experience is not? If consciousness and thereby experience is (partly, mainly, if not totally) pre-formed by culture industry functioning as ‘consciousness industry’, how come most theories of Bildung ignore the issue? How come most school teachers and parents don’t know the culture industrial content of the children’s experience? Or put the other way around: Why doesn’t it seem to matter what children’s heads are filled with through mass media?
A Nordic perspective on how theory and skills gained at teacher education programmes support beginner teachers’ professional career

(Symposium)

Chair: Ulla Lindgren

During their practice periods, teacher students are concerned with forming their new identities from being a teacher student to becoming a teacher. Despite the theoretical courses and the literature in teacher education, the process of becoming a teacher can be complicated for teacher students. The first practice period often makes them aware that complex processes such as teaching and learning include more than theoretical knowledge. Student teachers also often realize that there are many different opinions among both teacher educators and school teachers about what teachers work really involves and what the best ways are to develop professional teaching skills that support pupils’ learning. Furthermore, teacher education programmes do not always stay current with the ongoing societal changes that influence pupils and teachers alike. Consequently, teacher students and beginner teachers can feel unprepared when they face the reality in schools.

With the theoretical studies as a base, learning to teach can be viewed as the first step to becoming a professional teacher. To a large extent student teachers’ teaching competence is developed during their practice periods. During these periods, student teachers are influenced by their supervisors and often imitate their supervisors’ teaching methods. But to understand teaching, teacher students need to build a base of knowledge concerning both pedagogical concepts and practical experience. In order to minimize the risk that the practice periods in teacher education programmes conserve old traditions instead of preparing teacher students for the society of tomorrow, the interaction with the supervisor ought to be based on current research based knowledge and analyzing discussions where the supervisor challenges the student teacher’s thinking and reflection instead of telling the student “the best methods for teaching”.

In this symposium researchers from Finland, Denmark, Norway, Iceland and Sweden will present data from current studies concerning teacher education programmes and beginner teachers. Increased knowledge about similarities and differences between the countries will influence the development of teacher education programmes and also have importance for teachers’ professional development not only in the Nordic countries but also in Europe. Associate professor Ulla Lindgren from Umeå University, Sweden is the organizer and will be the chair.

Finland: Student teachers’ and newly qualified teachers’ perceptions of the profession and professional growth

Professor Sven-Erik Hansén, professor Kaj Sjöholm and doctoral students Jessica Aspfors and Marina Bendtsen, Abo Academy, Vasa, Finland

The aim of the Finnish part of the symposium is to expose the design of a research project aiming at promoting student teachers’ and newly qualified teachers’ professional growth by contributing to a deeper understanding of the role of teacher education for the future career,
encouraging teachers to “stay in business” (a measure to avoid shortage of teachers), preventing new teachers from exhaustion, and establishing a platform for support and mentoring programs. We want to highlight tentative findings concerning student teachers’ and newly qualified teachers’ perceptions of the profession, professional growth, and expressed needs of support. The design of the study is explorative and directed at the Master-based Finnish Teacher Education. The study comprises class teachers and subject teachers. Qualitative data have been collected by means of electronic questionnaires, interviews, essays, and self-directed focus groups. The motives behind the study are partly pragmatic and partly related to system weaknesses. The former motive is linked to societal needs of teachers. Many newly qualified teachers in Finland, particularly in large urban areas, tend to leave the teaching profession. 20% of male primary school teachers shift jobs within the education system and 16% move to other areas in 2008. System weakness relates to the weak link between pre-service and in-service education.

Iceland: Learning from others. Teacher students’ practice experiences and supervision as sources for developing professional competence

Associate professor Ragnhildur Bjarnadóttir, Iceland University of Education, Iceland

The study presented is part of a larger research project aiming at deepening the understanding of how teacher students’ practice experiences and supervision connected to practice can contribute to the professional competence needed by the students’ future life. The purpose of the first part was to seek understanding of difficult teacher tasks from the perspective of Nordic teacher students, especially tasks that are challenging for the teacher as a person and to conclude about the personal competence needed for mastering such tasks. The findings illustrate that social relations are the essence of these challenges and they are connected to the teacher role as well as a wider social and cultural context. In the second part of the project, presented in this paper, conclusions from the first part provide the background for exploring how supervision and collective reflection methods can support students in mastering and learning to live with the complicated professional and personal challenges of teachers. The theoretical background draws on definitions of the competence concept and social-cultural psychology. The practical background is the new landscape of teaching practice at the University of Iceland, which emphasizes the partnership between the university and primary and secondary schools, based on shared responsibility for teacher.

Norway: Late in the program, early in the career - assessments of professional education programs, affected by the “practice shock”.

Professor Karl-Øyvind Jordell and Ph.D. lecturer Finn Hjardemaal, Pedagogical Research Institute in Oslo, Norge

Research on professions and semi-professions is often insular, in the sense that only one profession is focused in a given project. The data collection procedure at the Centre of Studies of Professions at Oslo University College is in this respect unusual, as data are collected from students in about 20 programs at several institutions, and at four stages: at an early and a late stage of the program, soon after entering the profession, and some years later. This paper shows data form three different programs: teacher education for the 10 year compulsory school, pre-school teacher education, and nursing, limited to data collected 1) late in the
program, 2) early in the career. The explorative analysis of the data is in progress. One result is that teachers, but not pre-school teachers and nurses, give a more positive assessment of the program early in the career, than they give late in the program. This result will be related to other variables, to gain insight into possible reasons why the groups differ in this respect. We are tentatively concluding that the practice shock is less of a reality for teachers than for the other groups, and working to relate this claim to characteristics of the work context for the three groups.

**Denmark: Is Teaching a Career? Teacher’s Professional Development and Careers through Seven Years Teaching**

PhD, lecturer Martin Bayer, Danmarks Pædagogiske Universitet, Denmark

Teacher careers can be described as a successive, institutionally embedded sequence of different positions, which are either hierarchically, arranged organized in order of prestige or are arranged in lateral movements with similar levels of prestige. Teacher career can also be described as changed professional identities and a changed handling of the professional performance. In a case study we followed two male teachers from their debut as teachers and through seven years. The purpose of the study was to describe and analyze teachers’ professional development and the relationship between teacher careers and teachers’ strategies, identity and performance. The study was theoretically and methodologically inspired of the theory of pedagogical practice developed by Basil Bernstein. The teachers entered on two very different careers but in spite of that the results of the study shows that teacher careers not necessarily are promoted or prevented by their teaching. Although teaching is the core of teachers’ work, teacher careers and teacher career strategies are a question of everything else than teaching. This means that teaching seems not to be a career.

**Sweden: Student teachers’ perceived teacher competence development**

Professor Claes-Göran Wenestam, University of Kristianstad and Associate Professor Ulla Lindgren, Umeå University, Sweden

Being a teacher student is different from being a newly qualified teacher, although there must be assumed there exists a close relationship. Central to both is the acquisition of what is generally called “teacher competence”, which is the explicit goal of the studies. Such competence is the target goal for the education and is not very well developed in the beginning student teachers but more fully in the student teachers, who is leaving the teacher education. This should manifest itself in different approaches to questions about teachers’ work and class performances between beginning student teachers and student teachers longer into the studies. There is also expected that there are differences among new student teachers and older ones, regarding what they consider to be important for their future as professional teachers. In this paper we present results of a study, where student teachers, in different stages of their education, position themselves to questions about teacher competence and to questions about teachers’ work, didactic knowledge, pupils’ learning and the every-day activities typical for today’s school. The questionnaire data are analyzed statistically and qualitatively in order to show in what ways beginning student teachers diverge from student teachers on the verge of leaving their education.
The plan.
Each country gets 15 minutes each for their presentations. The last 15 minutes will be used to answer questions and discuss with the listeners.
What happens if you try to think the other way around?
– Theoretical knowledge and practical knowing in teacher education.

(Symposium)

Chair: Ulla Karin Nordänger

A symposium containing four papers:

- Understanding teaching. A study of organizational linkage and rituals in the transition from teacher education to schools. Glenn Hultman, Linköping University
- Subject didactics in practice. Jan Schoultz, Linköping University
- Teachers’ practical knowing – and how they talk about it. Per Lindqvist & Ulla Karin Nordänger, University of Kalmar
- Between academy and profession. Teacher knowledge forms on school-based teacher education. Henrik Hegender, University of Kalmar

Since the day vocational training programs was placed under the academic umbrella, they have also been criticized for the lack of integration between, what traditionally is characterized as, their theoretical and practical components. The conception of “practice as applied theory” is strengthened by the fact that in almost every Swedish teacher education the university based courses equip the students with various assignments that are required to be carried out under the practice based courses, you “test the theory in practice”. This remains persistent even though new instructions for teachers’ training postulate that the theoretical parts of the program shall be more anchored in concrete, practical experience than previously.

We often apply the concepts theory and practice as though these were separate entities and as these entities could be located to different components of teacher education.

Rather, our point of departure is that teacher education supplies the students with a wide range of practice periods taking place not only during school-based training but also during the campus based part of the education. They can be described as two different social practices with slightly different perspectives on the professional skills of teachers.

In a project, financed by the National Science Council in Sweden, studies have been performed during 2005-2008 to develop knowledge pertaining to the consequences of attempting to manipulate the traditional positions of, and relations between, theoretical and practical knowledge in teacher education. The central questions of the study are: How do school teachers view their professional knowledge and skills and to what extent can such knowledge and such skills be transferred to and introduced into the university based part of the teacher education?

In the study different methods are triangulated: the Delphi technique, stimulated recall and dialogue seminars are used to negotiate and formulate practical knowledge and to try to identify the parts of the professional knowledge and skills of teachers that can be decontextualized. An important part of our analyses consists of active participation by the participants of the study through casting them as contributors to the research process.

In the symposium we present and discuss some of the results from the project.
Abstracts

**Understanding teaching. A study of organizational linkage and rituals in the transition from teacher education to schools.**

Glenn Hultman

This paper explores the interaction that takes place in the transition from teacher education to schools. Teachers and teacher-students exchanges will be highlighted in order to promote our understanding of knowledge-creating processes, in situ, and processes that mould actor’s behaviour. Our data will be connected to the literature on learners as apprentices (teachers as masters), sense making and linkage in organizations. A closer look at informal teacher “training” and situated learning.

**Subject didactics in practice**

Jan Schoultz
Department of Behavioural Sciences and Learning
Linköping University

Subject didactics is wide area of knowledge that can be interpreted and described in many different ways. One important aim for subject didactics is to focus on and comprehend the relation between teaching and learning with reference to a particular subject matter area. There are many expectations with regard to subject didactics. Didactics is supposed to have a potential to improve the quality of teaching and learning at schools, to help teachers to better understand subject-specific difficulties in learning and to find ways of overcoming them. That’s why subject didactics is emphasized in the present school debate.

In this paper we want to discuss some results from a study, se above, whose comprehensive purpose is teachers’ professional knowledge. A central question in this context has been: How do working school teachers perceive and formulate their professional knowledge? The study is a case study where different research methods have been used. When analyzing the interviews, the tapes from the dialogue seminars and the texts from the teachers it can be seen that the teachers in the study have a great ability to create contexts for the students learning. This was evident when they for instance introduced new tasks or problems for the students. “Together with the students we have to create permitting and confident settings for learning.” said one of the teachers. Other important professional knowledge according to the teachers is the competence to take care of students one by one or in a group, to organize, to be a leader and to understand the students.

On the other hand there were few occasions when the teachers got into the subject didactics area when they emphasized teacher professional knowledge. Some of the teachers in the study even considered the subject didactics literature too difficult to understand while others didn’t regard subjects and subject didactics important. “The most important thing, as far as I can see, is that the students leave school with social competence and belief in the future.” Emphasized one of the teachers. “The teacher shall act as a sounding board, like a lifeline. The student helps himself to get knowledge and he is responsible for his own learning.” said another
teacher. The last statement may indicate reasons why the subject didactics area is not considered important. Cause for a rather long time there has been a trend that the students themselves shall get knowledge and the teacher shall only act a supervisor. As a consequence there is probably no need for subject didactics. Our results can be interpreted as if subject didactics knowledge formulated by researchers is too far away from the teachers. Do teachers need subject didactics or is there subject didactics in the classroom that we don’t se? These are some questions that we want to discuss during our presentation.

**Teachers’ practical knowing – and how they talk about it**

Per Lindqvist & Ulla Karin Nordängér

Teachers’ practical knowing is usually considered as deeply contextual embedded and narratives or case studies are frequently used as tools for exploration. To be able to bridge the gap between teachers’ personal and embedded knowing and presumed generic teacher knowledge it is of importance to succeed in tracking down, holding on to and formulating professional experiences in such a way that crucial and fundamental qualities of the professional field are retained. In order to achieve this, four different methods has been used in the project: life stories, E-Delphi technique, stimulated recall and dialogue seminars. In the presentation we firstly discuss how the first of these methods, the EDelphi method, a method which traditionally precludes the personal context, and in which knowledge is produced with help of “experts” taking part in an anonymous “conversation”, was used. Attention is drawn to the method’s potential for bringing out and developing the formulations of the participants. Secondly, we highlight the use of metaphors in the teachers’ descriptions and how such use of language can contribute to professional learning. We demonstrate the use of “living metaphors” as such a possibility. Finally we present the teachers descriptions of work experiences and situations that are crucial for their apprehension of professional skill. The teachers’ stories are put in relation to what Martin Buber calls insight, a relational phenomenon where teachers for a short moment have sensed a close encounter or a true relation with a student, and to the framework theory of Erving Goffman. Comparing data to the latter shows that the ability to establish, negotiate and uphold frameworks is central for what teacher’s defines as professional knowing.

**Between academy and profession.**

**Teacher knowledge forms on school-based teacher education**

Henrik Hegender
University of Kalmar, Sweden

The aim of this paper is to present some results of a coming doctoral thesis, worked out in the frame of a broader joint research project. The research question in the thesis is: Which teacher knowledge forms are described, discussed and assessed on Swedish school-based teacher education?

Several review articles have claimed that defining teacher knowledge is very complex, or, the process of conceptualizing teacher knowledge is a “mission impossible” (cf., e.g.,
Jordell, 2003). However, teacher knowledge can be framed as propositional or procedural knowledge and knowledge-for-practice or knowledge-in-practice (cf. Fenstermacher, 1994; Cochran-Smith & Lytle, 1999). These concepts have been used as an analytical framework with a focus on student teachers’ so called theoretical and practical knowledge.

The empirical material consist of: (i) text documents from Swedish teacher education programs (intended learning outcomes directed to school-based placements) and (ii) student-teaching conferences on school-based placements where student teachers, their mentors (teachers) and teacher educators discuss and assess student teachers’ teacher knowledge.

The results show that the formulated intended learning outcomes are distinguished by a mishmash of forms of teacher knowledge. When the conferences’ discussions are analyzed student teachers’ procedural knowledge and knowledge-in-practice is the dominating knowledge issue. In contrast, only propositional knowledge can be assessed in some of the conferences, due to specific contextual circumstances. A discussion about why teacher knowledge is managed in these ways in teacher education is held, according to theories of vocational education, occupational learning and professional knowledge.
Social pedagogical initiatives for mentally and/or physically handicapped adults – Danish research projects

(Symposium)

Chair: Niels Rosendal Jensen

Niels Rosendal Jensen, Associate Professor, Kasper Kofod, Associate Professor, Søren Langager, Associate Professor. Danish School of Education, Department of Education, University of Aarhus, Tuborgvej 164, DK 2400 Copenhagen NV

The Research Programme in Social Pedagogy and Special Education at the Danish School of Education, University of Aarhus, is carrying out a number of research projects within the field of social pedagogy and mentally and/or physically handicapped adults. These projects are characterized by a variety of empirical methodological approaches and theoretical reflexions with the aim to contribute to develop ‘better practice’ within a specific social pedagogical field. This field is under pressure in Denmark because of massive media critique of the actual and practical professional and ethical approaches in the daily day work in several institutions.

In the presentations we will focus on three perspectives based on preliminary results from the research projects.

Mentally or physical handicapped, social policy, human rights and the question of capability in a societal perspective

People with impairment are offered a lot of attention within the framework of discussions and discourses on social justice connected with Rawls’ famous Theory of Justice and his list of primary social goods. Equal treatments and equal rights of handicapped people are usually seen as allowances of the welfare society. Thereby, the policy aims at defending the freedom of the handicapped not to be exploited, humiliated, become neglected, and so on. It seems to correspond with Kuklys’ conclusion: When comparing the capability sets of handicapped and people without handicaps, the hard facts are handicapped people are reduced by 40%. The challenge is: equal amounts of primary social goods cannot be of identical value to the receiver. As Sen notes: “Judging advantage purely in terms of primary goods leads to a partially blind morality” (1980: 216).

Therefore, we would like to introduce another kind of freedom. The states of being and doing constitute a person’s well-being. Such states do we call functioning’s. A person’s capabilities consist of the set of functioning she/he can achieve, given the personal, material, and social resources available to her/him. Capabilities measure not actually achieved functioning’s, but a person’s freedom to achieve valued functioning. A person enjoys more freedom the greater the range of effectively accessible, significantly different opportunities she/he has for functioning or leading her/his life in ways she/he values most (Sen 1992: 39-42, 49). The egalitarian aim – inherent in the Nordic welfare state arrangement – to secure for everyone the
social conditions of their freedom may be understood in terms of capabilities. The open or large question is:

- Which capabilities does society have an obligation to equalize?

Organizational development within institutions for mentally and/or physically handicapped adults

With a departure from an organizational development project in a major Danish institution for mentality handicapped persons, we will report on organizational development projects in these sorts of organisations in Denmark. The aim of the concrete development project is:

- To work with the organizations basic output in order to improve and renew it for organizations residents
- To work with the management room in order to establish a common leadership foundation among the organizations’ four leaders’ visions for the future direction of the organization
- To develop the organizations working environment in order to make the organizations a continuing attractive work-site for present and coming employees

Two researchers have in connection with the project done extensive interviewing with employees and leaders and observations on daily work with the residents in order to map what methods are used in the work with the residents? How the freedom and respect of residents is handled by the employees? What leadership initiatives are launched in order to better the quality of the organizations output and the employees’ working environment? The interviews and the observations give new insight in organizational development processes of Danish social pedagogical institutions, and it gives an overview of this specific organization’s work with this development project. The research gives new knowledge about how such institutions can steer development processes in a rapidly changing world (Kofod 2007).

The professional social pedagogues’ description of primary tasks, goals and ethical dilemmas in daily day work with mentally handicapped

Based on questionnaire surveys among employees and leaders in institutions for mentally and/or psychical handicapped in various parts of Denmark supplied with anthropology field studies of daily day life in two institutions, the third perspective will be to draw a representative picture of the professional social pedagogues understandings and experiences concerning:

- Tasks, challenges and difficulties in daily day work within the institutions
- Ethical dilemmas and main goals in the social pedagogical vocation
- Important areas for developing ‘better practice’
Nurturing Praxis: School-University Partnership in a Nordic Light

(Symposium)

Chair: Karin Rönnerman

Discussant: Hannu L.T. Heikkinen,

Contributors:
Karin Rönnerman, Petri Salo and Eli Moksnes Furu with Monica Nyvallen, Ann Ahlberg, Anette Olin, Rachel Jakhelln, Tor Vidar Eilertsen, Torbjørn Lund, Liselott Forsman

This symposium is about school and professional development. Twelve different cases from the Nordic countries are presented in the perspective of ‘collaborative and action research’. All cases can be regarded as examples of how actors in schools (teachers, teacher-researchers, principals) deal with reforms or developmental challenges initiated from outside as well as inside. The cases are about strengthening educational praxis (Kemmis & Smith 2008), through partnership between schools and universities. Partners from the schools work with students from different levels including preschools. The role of the university has been to facilitate and support educational change through a collaborative partnership. When analysing the cases of partnerships, we have asked if we might speak about a Nordic tradition in professional development. Our aim is to present a comprehensive framework for nurturing praxis, and to further reflect on lessons learned by relating them to the traditions of bildung and (folk) enlightenment as we have interpreted and understood them. Our ambition is to reflect upon the cases presented in terms of experiences, understandings and knowledge, or, in other words, in terms of “sayings”, “doings” and “relatings” in everyday practices (Kemmis & Grootenboer 2008) in schools, through the lenses of ‘collaborative and action research’. This is done in order to reflect upon what we would like to call ‘professional enlightenment’ and the ways in which it might be enhanced by reciprocal challenges to collaborative arenas, such as action research. Our ambition is also to scrutinise some of the aspects presented in different cases and to develop them further by relating them to the concept bildung and how, currently, it is conceptualised and used to understand praxis in the Nordic countries.

“Nurturing Praxis” is book number three in a new series on Pedagogy, Education and Praxis edited by scholars from Australia, the Netherlands and the Nordic Countries. The international research collaboration is coordinated by Prof Stephen Kemmis, Australia.

Examining Praxis and Practicum in Teacher Education

(Symposium)

Chair: Matts Mattsson, Ass. Prof.

Abstract # 1

Examining Praxis and Practicum in Teacher Education

(A description of the proposed symposium)

Title: Examining Praxis and Practicum in Teacher Education

Form: A Multiple-Presenter Symposium

Corresponding author: Matts Mattsson, matts.mattsson@ruc.su.se

Participants:

1. Matts Mattsson, Stockholm University, Sweden, coordinator
2. Tor Vidar Eilertsen, Tromsø University, Norway
3. Peter Emsheimer, Stockholm University, Sweden
4. Sirkku Männikkö-Barbutiu, Stockholm University, Sweden
5. Doreen Rorrison, Charles Sturt University, Australia.
6. Inge Johansson, Stockholm University, Sweden and Anette Sandberg, Mälardalens University, Sweden

This Multiple-Presenter Symposia have two aims.

(A) To start with, the authors of a new book will introduce and discuss some of their findings:

Mattsson, Johansson & Sandström, eds. (2008). Examining Praxis: Assessment and knowledge construction in teacher education. This is book number four in a new series on Pedagogy, Education and Praxis edited by scholars from Australia, the Netherlands and the Nordic Countries. The international research collaboration is coordinated by Prof. Stephen Kemmis, Australia.

Examining Praxis deals with the degree project in teacher education, its history, the requirements, experiences, models and alternatives. Based on experiences primarily in Sweden, three models for assessment of student achievements are analysed: the small thesis model, the portfolio model and the case based model. What are the characteristics of these types and how could they be understood in a broader perspective? The small thesis model is predominant. The authors argue for alternative and complementary ways of assessing student achievements.

(B) The findings reported in Examining Praxis form a background to the Practicum and Praxis Project.

This new research project will explore professional practice knowledge and how it is constructed in teacher education. The practicum (work place learning) is in focus. So is praxis development, a key concept in the international Pedagogy, Education and Praxis collaboration. Participants plan for different studies, raising questions about practicum like:

- What is professional practice knowledge in teacher education?
- What characterises practicum in Australia, Canada and Sweden? (Rorrison)
- What and how do students learn during practicum? How do they reflect? (Emsheimer)
- The relationship between mentor and student in forming professional practice knowledge? (Johansson & Sandberg)
- Practicum as an arena for knowledge creation? (Männikkö-Barbutiu & Rorrison)
- How is professional practice knowledge examined? (Mattsson)
- How to integrate research based knowledge and professional practice knowledge? (Eilertsen)
- What key concepts and theories would be helpful in understanding and developing professional practice knowledge in teacher education? What about the Aristotelian concepts epistémê, technê, phronêsis and praxis? (Eilertsen & Mattsson)
The contributors in this symposium will introduce their studies for discussion with the audience.

References:

Abstract # 2
**Teacher students as partners in schools based development.**

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The point of departure is a newly established, national research and development project, “Practicum (praksis) as an integrative element in teacher education”. Based on a number of national evaluations of teacher education in Norway during the last decade the central aim of this state funded project is to develop models and strategies that can provide a better interplay between theory and practice and a more professionalised teacher education. 6 colleges/universities participate in the research program, including the university and teacher education college of Tromsø. The emphasis of the latter is to involve students as partners in and contributors to school development through participation in various school based projects locally, regionally and internationally. This implies extended and more flexible ways of organising the practicum, and the project will also include more extensive and versatile cooperation between the stakeholders, e.g by inviting mentors and others from schools and other relevant agencies as lecturers and by students feeding back their findings to schools. The presentation will address the basic ideas behind the project and some of the preliminary experiences.

Abstract # 3
**How do students reflect during practicum?**

Peter Emsheimer, Stockholm University, Sweden
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This study will scrutinize how students deal with the gap between what learned in theoretical studies and in praxis. As well as another sort of gap – the gaps between different parts of the reflection circle. How do the students perform the gaps in between Experience and Reflection and observation? How do they go on to forming abstract concepts and generalisation and so on to testing implications in a new situation? These are parts of Kolbs (1984) circle of reflection. The figure seems neat but for the students it is a problem to go from one stage of the reflection circle to another. We will study how students work/reflect when considering different events in their practicum and how they relate or fail to relate experiences to theories so that theories will be isolated monuments without...
influence. The method will use critical incident identification where students will self identify experiences they were concerned about: What happened? How did they tackle the problems? What would reflection mean to solve? How did it really solve and how were differences which could not be overcome handled? The outcome will help us understand how reflection can occur in practicum and support praxis-related studies.

Abstract # 4

Emerging Pedagogical Content Knowledge – practicum as an arena for knowledge creation

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We are going to explore the process of knowledge creation in practicum from the student teacher perspective. We will ask: In their own voice, how do student teachers construct their pedagogical content knowledge during the practicum?

Our studies (Männikkö Barbutiu, 2007; Rorrison, 2007, 2008) in the Swedish and Australian contexts show that teacher education has not been able to solve the problem of the theory and praxis dichotomy. This raises questions of how student teachers understand theory and practice and how they understand knowledge and knowledge creation in the context of their studies and in the context of their profession-to-be. It also raises questions of what is the status of the knowledge base of the teaching profession. Can such a knowledge base be defined, how is it defined, and how the knowledge base is presented to student teachers?

Student teachers interpretations and reflections on classroom events that they are involved in during their practicum are central to their development towards a professional teacher. So-called ‘critical incidents’ or ‘bumpy moments’ (Romano, 2005) will be applied as analytical tools for capturing, describing and analysing the process of knowledge creation.

Abstract # 5

Practicum Research in Swedish Schools - a comparative study

Doreen Rorrison, Charles Sturt University, Australia
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Teacher education will be pushed into the shadows if we cannot articulate more explicit theories to explain what is seen as the time when theory and practice inform each other (Rorrison, 2007). Although the practicum has traditionally offered novice teachers an opportunity to ‘practise’ what they have learned at university and gain experience in, and of, classrooms, there is limited data about how this is achieved. There is also criticism in the literature that most of the research in teacher education is too ‘local’ and too ‘interested’. From research in practicum classrooms in Australia and Canada I have developed ten “principles of practicum learning” (constructed to ensure that practicum experiences are central, consistent, empowering and valued). By observing the practicum classroom and analysing the field data through both the ‘critical questions’ (Smyth 1989) and the ‘practicum learning principles’ (Rorrison, 2007) this comparative study will interrogate whether these “principles of practicum learning” are also relevant in Swedish schools. Some interesting cross-international themes might emerge.
Abstract # 6.
Learning and knowledge development in the school-based teacher education.

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In the Swedish teacher education all students must include a school-based element, meaning to attend and take part in a local educational practice, in school or another form of educational setting. During these periods each student has a mentor, usually an experienced teacher working in the school. She is a part of the daily educational practice and shall use this knowledge to guide the student to a more active understanding of the basically professional work as a teacher.

In this study we will ask a group of mentors about their view of what is going on during practicum. How does the mentor experience the professional knowledge in the every-day work of the teacher? How do they see the needs from the students view to form and transform such knowledge? What is essential in the relationship between mentor and student for forming such knowledge?

The theoretical base for our analysis are theories of interaction and intersubjectivity, meaning learning is seen as a process that develops in relationships between individuals in a certain professional valueloaded context.

Empirical data shall be sampled from a questionnaire including two critical – incident parts. The structure for this design have previously been developed by the authors and been used in a study of how pre-school teachers and teacher students experience the concepts learning and participation in educational praxis (Johansson & Sandberg 2008).
Theory and research on ‘unequal childhoods’ and reproduction of social inequality.

(Roundtable discussion)

Bent Olsen, PhD., Mag. Art.
Ass. Professor of educational sociology, Department of Education, NTNU in Trondheim.

Main theme relates to structures and processes of social reproduction and social inequality associated the earliest years of life, ‘preschool’, kindergarten and so on.

Some few projects – in progress or completed - will be presented and discussed in detail, regarding theory, methods and findings.

The primary participants are researchers and project associates, but the forum will of cause be open for others, not involved in specific research within the seminars research frame.

Papers should be available for review in advance.

Proposal of Roundtable discussion on theory and research on ‘unequal childhoods’ and reproduction of social inequality:
Gender and Career in Academia

(Roundtable discussion)

Elisabet Öhrn
Petra Angervall
Jan Gustafsson
Lisbeth Lundahl
Eva Nyström

In this roundtable we wish to discuss a new Swedish national project, *Gender and Career in Academia*. The project starts in 2009, involving researchers from University of Gothenburg and Umeå university, and takes as a starting point the proposed changes of contemporary gender relations within the academia. These are suggesting on the one hand that traditional masculinities are losing ground as growing numbers of women position themselves in research, and on the other hand that present pressures from a performative culture strengthen structures working to the disadvantage of women and other groups not traditionally in power. The study builds on theories and previous research that emphasise the need to study the gendered nature of institutional life and its implications for the positions of various groups. To achieve this, the study explores relations and positions in educational departments by focussing on research groups and doctoral programmes, as well as the experiences and views of doctoral students and junior researchers. The latter are chosen for interviews because they are in the process of establishing themselves within the research community, and thus assumed to be well suited for reflecting on power/gender relations in universities. Research questions are concerned with doctoral students’ and junior researchers’ experiences of power- and gender relations in the universities locally and globally; their interest in research and research careers, the perceived options and hindrances to achieve this and their actions to position themselves within research; the relative importance of gender to positions in research settings, networks and formal assignments; and how to understand this in light of a growing emphasis on competition and performativity within universities. The researched departments are chosen to include different subjects within educational science, different research traditions and different extent of externally funded research. In the roundtable we wish to discuss the project and in particular its design with fellow colleagues and to learn about adjacent projects, problems and findings within Nordic research on higher education, and also to invite to and prepare for future research exchange.
Pedagogical challenges arising from difficulties in foreign language learning – a case of teaching ancient languages

(Roundtable discussion)

Hirsto, L., University of Helsinki
Alanne, M, University of Helsinki
Huttunen, N., University of Helsinki

In this round table we would like to discuss the pedagogical challenges which arise from difficulties of university students in foreign language learning. The basis for the discussion is provided by a research data from first and second year theology students. According to surveys (Hyry 2002, Taipale & Hirsto 2004) it seems that difficulties in learning ancient languages are important reasons for prolonging theology students’ university studies in the University of Helsinki. Some students have difficulties in passing the courses of ancient languages, others abandon the course in the middle or start them many times. In the curriculum the course of New Testament Greek is designed to be taken during the first year of studies and the Biblical Hebrew during the second.

In order to understand the difficulties experienced by students, the reasons why they abandon these ancient language courses were surveyed. A questionnaire was sent to students who abandoned the courses of New Testament Greek and Biblical Hebrew. According to the preliminary analysis, the students reported the workload and long-term commitment to be most important reasons for abandoning the courses. Also, they referred to that they were not able to evaluate beforehand the amount of time the courses would require from them. Least meaningful aspects were uncertainty of about the field of study in general and the meaninglessness of the know-how in this area in the future. In determining the most challenging things in studying ancient languages, the students referred to 1) workload, 2) the relation of these courses to other things and 3) motivational problems. The workload clearly seemed to be the most challenging thing: in addition to the general amount of work the course requires, also the amount of grammar and vocabulary were mentioned as well as the amount of homework. The relation of these courses to other things was related to working, other courses which they were taking at the same time, and also the different nature of the ancient language studies compared to other courses and earlier language learning. Motivational problems were related to general approach to language learning, experienced demand of surface learning and difficulties in motivating oneself to long-term courses. In general, it seems that the courses of ancient languages form their own entity inside the theology studies where students’ earlier ways of thinking about studying do not apply. The results will be discussed in the light of research from learning environments, curriculum and pedagogical design and students’ perseverance in studies.
Reading and Writing in the 21st Century
Ongoing research project in Swedish speaking Finland

(Roundtable discussion)

Ria Heilä-Ylikallio, Annette Kronholm-Cederberg, Caroline Lindholm, Katarina Rejman, Anna Slotte-Lüttge & Heidi Sunabacka

Åbo Akademi University

The research project ‘Reading and Writing in the 21st Century’ brings together researchers with a broad interest in reading and writing and considers these concepts from multimodal, sociocultural and aesthetic perspectives (Barton 1994; Iser 1978; Kress 2003; Rosenblatt 2003; Vygotsky 1978). The project is also based around an interactional perspective of learning which focuses upon a wider regard for the language use and activities concerning the textually orientated interests of children and youths both in and outside of school (Heath 1983; Fast 2007; Lareau 2003). The subject of research can be more narrowly defined by noting that the arena of study is situated in Swedish speaking Finland (about 6% of Finland’s population) which is becoming ever more diversified in terms of language. The amount of bilingual or multilingual children in Swedish speaking schools can counted at around 40%. The school subject, Swedish language and literature, is described in the national curriculum as a subject concerning life management and cultural knowledge and which is based on a broad conception of texts. This research project directs a particular interest towards the possibilities surrounding digital text culture and the development of textual competence in an increasingly multilingual society.

The aim of the project is to gain more knowledge about the reading and writing development of pupils between the ages of 6-19 whilst creating a strong empirical basis for further research on this topic. To achieve this goal researchers working in this project are using varying methodological approaches such as, ethnographical classroom investigations, video observations and narrative analyses deciphering the nature of young writers’ and teacher’s voices. Micro-longitudal recordings from a child’s everyday language (at home, school, after school program) enhance the possibilities for analyses concerning how a child’s textually orientated activities in different situations and different languages, can be related to each other. Even elements of action research are included where the teacher is given concrete support in practice. Consequently the research material is made up of observations, pupil texts, interviews and narratives. It is hoped that via such methods an accurate image can be created of literacy practices in and out of school in Swedish speaking Finland.

Preliminary results of Swedish speaking Finnish children’s and youth’s reading and writing development will be described. Examples of the meeting between the alphabetical school culture and the digital and often multilingual child and youth culture will be given. The consequences of these results and their meaning for further research (teacher education and the continued development) and for pre-service and in-service teacher training in Finland and the other Nordic countries are being currently discussed.
MAKING THE PERFORMATIVE TURN IN NORDIC WELFARE STATE EDUCATION:
Trajectories, technologies and implications.

(Roundtable discussion)

Organiser:
Palle Rasmussen

Participants:
Sverker Lindblad (Sweden), Gustav Erling Karlsen (Norway), Hannu Simula / Risto Rinne (Finland) Stavros Moutsios / Palle Rasmussen (Denmark), Ingólfur Ásgeir Jóhannesson (Iceland).

The topic of this workshop is the performative turn in Nordic Welfare State Education. In a panel we invite to discussions concerning the following issues:

• How has a performative turn developed in different Nordic contexts?
• What tools are used for implementing and governing education under a performative turn – e.g. governing by goals and results, management, information systems on school performances, marketisation etc?
• What does a performative turn imply for education as an institution producing subjects or citizens?

We aim to present and discuss the state of the art in research on this topic in Nordic contexts. Of special interest are comparative studies concerning aspects of a performative turn. From each country we will present short presentations of education governing trajectories. We then turn to what research there is in different Nordic contexts in terms about tools and technologies for such a turn in terms of “new public management”, funding mechanisms, re-professionalisation, and governance. With this as a basic structure we present and discuss implications in terms of gender politics, social inclusion/exclusion, and globalisation. The session will consist of education policy researchers from different Nordic countries with prepared contributions concerning education policy trajectories, the tools listed above and considerations on the implications of such trajectories and tools. However, with this format we invite other scholars and interested to participate in a discussion on the performative turn and to develop a Nordic arena for this field of study.

Given such presentations we identify different and similar trajectories of education governing in Nordic contexts as well as the state of research on the performative turn in education. By means of this we hope to contribute to furthering the development of research on education policy and politics in education in the Nordic countries.
WERA, a World Education Research Association – including NERA?

(Round table discussion)

Lejf Moos, Danish School of Education, Aarhus University, Moira von Wright, University of Örebro

NERA has – represented by Lejf Moos (president) and Moira von Wright (board member), participated in preparations for a WERA together with almost 30 other research associations. This group has agreed on a set of paper (purpose, governance, finances etc.) that can be downloaded from the NERA web site. Now the associations – the Board and the AGM - have to find out if they want to be members of this association.

In this round table we will present the outlines of the WERA idea and discuss, what could be gained by participating, see from a Nordic point of view.

We invite all members of NERA to join us in discussing the “pros and cons” of this emerging worldwide association:
What’s in it for NERA? Is there a Nordic perspective to bring forward? Can WERA be a platform for global understanding and learning from others?
WORKSHOPS
The Implicit Cognitive Demands of Literacy as Self-Invention

(Workshop)

Jonathan Reams

**Purpose and Rationale of Session:**
The purpose of this workshop is to explore the implications involved in describing literacy as self-invention and self-definition. In particular, it is to examine the cognitive demands implicit in this framing according to the lens of adult constructivist developmental psychology theory. My experience teaching in the masters in counseling program at NTNU is that this “mental demand” is asking students to operate from an order of consciousness that is not well supported in their previous educational experience.

**Description of workshop:**
This session would begin by framing this issue and explaining in more depth the background, core ideas and implications of constructivist developmental psychology. These would then be related to pedagogical issues. This would demonstrate what is implicitly being asked of students from the conference theme of literacy as world making. From this opening framing, participants would then engage in dialogue to explore the impacts of this for pedagogical practice in higher educational settings.

For instance, much work has been done in K-12 education to implement Piaget’s findings of cognitive development to pedagogical practices. Yet there is substantial research from neo-Piagetians to indicate that cognitive development does not end at formal operations, and that asking students to be self-inventing and defining requires cognitive functioning that begins to move beyond formal operations. Yet pedagogical practices in university settings often still operate from a set of assumptions about knowledge, truth and learning that are not informed by post-formal operations or their implications. In a phrase, this conference theme implies moving from being "a sage on the stage" to "a guide by the side." How do we become aware of the inner/cognitive demands this makes on us as educators? How do we support students maturation to these kinds of functional levels capable of coherently addressing the complex challenges of modern society?

**Audience Involvement:**
This workshop would operate as a group dialogue. There is an explicit expectation of participants contributing to the conversation, sharing how they perceive the issues being framed and the possibilities they perceive for moving towards implementing such a framework in pedagogical practices.
Individual- and Group Based Student Assessment. A comparative Study.

(Workshop)

Erik Laursen

Topic/aim: A comparative study between student assessments in relation to project - and group organized studies with an individual – or group orientated focus...

For more than three decades Aalborg University has practiced a problem-based. Project- and group – organized frame for the studies. From 1974 up to 2006 the student assessment at the institution has been organized in accordance to this. That means, that also the assessments has been held in the context of the whole study group, presenting the project-rapport and discussing the results, as well as the selection and use of the theoretical frame and the methodological set up.

Due to political intervention in 2006 the form of the assessment was changed to a strictly individual organized practice, focusing on the individual student.

The aim of the study presented is to make a comparison between the two formats of assessment, which both refers to group organized project work, carried out at the 1. year level at the department of social studies. The study focuses on the following aspects: forms of symmetry and asymmetry in the relation between teacher/censor and the student(s), the scope of the themes discussed during the assessment and the overall orientation of the assessment. (Formative-summative, declarative knowledge – functioning knowledge).

The dataset consists of two subsets of audio recordings from the assessments, produced at two occasions: (a) June 2003 (group-based assessment), (b) June 2008 (individual-based assessment). The level of study (1. year) as well as the contents (social theory and social research methods) are the same for the two subsets. Both subsets include a number of different persons as teachers (eksaminator, censor).

Theoretical frames of reference are theories of assessment, - of learning. And the field of conversation- and discourse analysis.

Expected conclusions/findings: A more asymmetrical relation between the teacher and the student. In the individual organized assessment compared to the group organized. Plus a stronger focus on declarative knowledge. A more summative orientation, - but also a more precise operationalization of the learning objectives of the study, and as a consequence of this: maybe a better reliability and validity in the individual organized assessments.

Relevance for Nordic Educational Research : For a long time the different ways of assessing the students in the context of problem based, group – and project-organized studies has been a controversial and much discussed issue in the educational debate. This study is one of the first efforts, - actually doing an empirical, comparative study on the theme.
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