

The Nordic Centre of Excellence 'Justice through Education in the Nordic Countries'

SUMMER SCHOOL 2016:

Cultures of Justice

Gothenburg, 8-12 August

PROGRAMME



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GENERAL INFORMATION

Welcome to the third JustEd summer school

JustEd Summer School is an annual intensive course organised by the Nordic Centre of Excellence 'Justice through Education in the Nordic Countries' (NCoE JustEd), funded by NordForsk. NCoE JustEd is a multidisciplinary, cross-national research network of 14 partners and over 130 researchers. JustEd's research is focused around the question: How do systems, cultures and actors in education enable and constrain justice in the context of globalizing Nordic welfare states? Apart from research, JustEd has a strong commitment to researcher education. One of our contributions towards researcher education is the annual JustEd summer school. The first JustEd summer school 'Methodological Approaches to Justice through Education' was arranged in Helsinki, Finland, in August 2014 and the second 'A Nordic Model?' took place in Oslo in August 2015. We are happy to welcome you in Gothenburg in August 2016 to join the third summer school 'Cultures of Justice.'

Summer school theme: 'Cultures of Justice'

What kind of social justice is desired, pursued and feasible in diverse educational systems and societies in the Nordic countries and globally? Different educational, political, legal, economic, religious and other social systems and institutions lean on different conceptualizations of social justice. Consequently, the diverse conceptualizations of social justice enable and are part of constituting a wide range of cultures of justice education. The diverse cultures of justice are again continuously shaped and re-shaped through everyday discourses and practices in different communities and contexts, such as schools and classrooms, cabinet meetings, youth organizations and recreation clubs.

In the summer school 2016, we will approach the multifaceted field of 'cultures of justice' from a variety of disciplines, theories and viewpoints. On one hand, we will discuss broadly how social justice with regard to education is conceptualized and theorized. On the other hand, we will examine the policies and practices furthering or hindering justice in diverse formal and non-formal educational contexts. How does social justice materialize in institutions such as schools? How do people understand justice through their everyday life and lived educational experiences? And how do they act to further change?

We hope you will enjoy the paper and poster sessions, lectures, workshops, discussions and other shared experiences during this summer school!

Gunilla Holm	Tuija Veintie	Mia Smeds
Director	Coordinator	Communications specialist
gunilla.holm@helsinki.fi	tuija.veintie@helsinki.fi	mia.smeds@helsinki.fi
Tel +358 (0)50 327 5907	Tel. +358 (0)50 416 0494	+358 (0)50 448 9086

Location

The Summer School takes place at the Hotel Scandic Crown in Gothenburg. Scandic Crown is very centrally located, close to the Central station. Just a few meters from the hotel, there is a nice park, Trädgårdsföreningen, for recreation. The hotel services include a lobby bar, gym, sauna and Jacuzzi.

Hotel address: Polhemsplatsen 3, 411 11 Göteborg, Sweden

Telephone: +46 31 751 51 00

E-mail: crown@scandichotels.com

www.scandichotels.com/Hotels/Sweden/Gothenburg/Scandic-Crown

Online registration by 1 June 2016

Link to the online registration form will be sent to you separately. The online registration form will be open **until Wednesday 1 June 2016**. When completing the registration form you will:

- submit your paper (see paper session guidelines on p.9)
- submit a receipt of the payment of your summer school fee (see payment details below)
- inform us about your travel dates and possible needs or wishes related to accommodation
- choose the workshops that you wish to attend (see workshop descriptions on p.11-15)

Registration fee

The registration fee is 100 euro and it should be paid by **1 June 2016**. Accommodation (in shared double room) and all meals mentioned in the programme will be provided free of charge. Note that the summer school participants who are members of JustEd should first contact the JustEd coordinator (tuija.veintie@helsinki.fi) before paying the fee.

Bank name: Nordea Pankki Suomi Oy
Bank Address: Aleksanterinkatu 36, FI-00020 NORDEA, Finland
Payment to: University of Helsinki
SWIFT (BIC): NDEAFIHH
IBAN: FI23 1660 3000 0777 20
Amount: EUR 100
Reference code: H630/WBS 7630133
Payment due by: 1 June, 2016
Contact person: Tuija Veintie, tuija.veintie@helsinki.fi

Travel reimbursement

If you do not have other funding for travel, JustEd can cover travel costs up to 300 euros per person. Costs that can be reimbursed include the direct travel costs that you have paid for your tickets (air, bus, train). For the transportation to and from airports we recommend using public transportation instead of a taxi, whenever possible. We can reimburse you for the eligible travel expenses provided that you submit a completed travel invoice form (attached) together with the original receipts and tickets. Therefore, if you intend to request reimbursement for any travel costs, make sure you keep all your receipts and tickets, including the boarding passes. The travel invoice form and the original receipts should be sent to the JustEd coordinator within two months after the summer school to the address given below. Please note that the receipts should be originals. We recommend you to keep a copy of the receipts for yourself. Postal address for sending the reimbursement claim is: Tuija Veintie, NCoE JustEd, Institute of Behavioural Sciences, P.O. Box 9, 00014 University of Helsinki, Finland

Accommodation, food and beverage

Summer school covers the accommodation at hotel Scandic Crown in shared double rooms from Sunday 7 to Friday 12 August (day of departure being Friday the 12th). Any additional nights before or after the summer school will be covered by the participant.

All rooms are equipped with private bathroom, television and free WiFi. Breakfast is included for the participants who are staying at the hotel. Also the lunches, dinners, coffee breaks and the social event that are mentioned in the summer school programme are included for all the participants.

If you wish to share the room with someone you know from before, please let us know about this through the online registration form. Also, if you have any special needs related to the accommodation or food, use the registration form to inform us.

How to get there?

Gothenburg is well connected by air and train. The summer school hotel is located in the city centre and it is easy to reach.

Public transportation

- From Gothenburg airport Landvetter to the city centre (Nils Ericson Terminalen, Central Station)

Take the Airport Coach to Nils Ericson Terminalen (30 minutes). Tickets can be bought online in advance: <http://flygbussarna.se/en/landvetter>. Tickets can also be bought in the ticket machine by the bus stop or on board the bus by card using VISA, MasterCard, American Express, Diners Club, VISA Electron and Maestro. Note that cash is not accepted on board the bus. Online ticket prices: SEK 95 one-way, SEK 185 return. Ticket price when bought on board the bus: SEK 105 one-way.

- From Central Station (Nils Ericson Terminalen) to hotel Scandic Crown

The hotel is only a 7 minute walk from where the airport bus stops. Cross through the train station, then take a left, then right and you are there!

Taxi

We strongly recommend you to use public transportation. If you need a taxi, the ride between the Gothenburg airport Landvetter and the hotel Scandic Crown takes approximately 20 minutes. Taxi fares differ according to the time of the day, route and car company. Free price setting applies to taxi rides in Sweden since the taxi market is deregulated. Therefore, make sure to check the price in advance as you might otherwise end up with an overpriced ride. A reasonable price suggestion from Landvetter Airport to Scandic Crown would be SEK 400-500. Both Taxi Göteborg, +46 31 650000, www.taxigoteborg.se/En/Home, and Taxi Kurir, +46 31 272727, www.taxikurir.se/ offer fixed prices in this range.

Getting around

The summer school site is centrally located and you do not need to arrange for public transportation while in Gothenburg. When you need a breather, note that there is a nice park in just a couple of minute walk from the summer school site. This park, called Trädgårdsföreningen (The Garden Society), is open every day, and the entrance is free. The nearest entrance to the park is through Slussgatan.

If you are planning to stay in Gothenburg before or after the summer school and want to get around in the city, it is recommended that you get a travel card from Västtrafik, www.vasttrafik.se/#!/en/, the public transport authority for Gothenburg and its surroundings. Västtrafik has their own ticket shop inside Nils Ericson Terminalen where the airport coach stops. However, tickets can also be bought on press shops like Pressbyrån and many other places. The tickets can be used on train, bus, tram or ferry. There are a few options that might be particularly suitable, like a 3-day-card from SEK 170 or a pay-as-you-go-card that can

be charged with SEK 100-1500. A refundable deposit of SEK 50 applies, which you can get back when you leave.

Within a short tram ride from the summer school site there are places of interest such as the Botanical garden and the Slottskogen park (Tram 1 or 2, about 15 min from the central station). The online Gothenburg city guide, www.goteborg.com/en/, is the best source of information on things to see and do in Gothenburg. For instance, on how to explore Gothenburg's archipelago on your own, using the previously mentioned Västtrafik card. Or, if you enjoy the thought of a boat ride but want to stay in the city, you might want to go on a tour with the famous 'Paddan'. The city guide provides information even on the spots for taking a dip in the sea.

PROGRAMME OUTLINE

Monday 8 August

- 9:30-10:00 Welcome and introduction
- 10:00-12:00 Keynote: Bree Picower, Assistant Professor, Montclair State University, USA. **Practice What You Teach: Social Justice Education in the Classroom and the Streets.**
Discussants: Valgerður S. Bjarnadóttir, University of Iceland; Sandra Fylkesnes, Oslo and Akershus University College of Applied Sciences; Jenni Helakorpi, University of Helsinki
- 12:00-13:00 Lunch
- 13:00-14:00 Poster session 1
- 14:00-15:00 Poster session 2
- 15:00-15:30 Coffee break
- 15:30-16:30 Poster session 3
- 19:00 Dinner

Tuesday 9 August

- 08:30-10:00 Parallel paper sessions
- 10:00-10:15 Break
- 10:15-11:45 Parallel paper sessions
- 11:45-13:00 Lunch
- 13:00-14:30 Lecture: Kristiina Brunila, Associate Professor, University of Helsinki and Paola Valero, Professor, Stockholm University, Sweden and Aalborg University, Denmark.
Power, Agency and Academia.
- 14:30-15:00 Coffee break
- 15:00-17:00 Workshops and discussion groups
- The Unexamined Whiteness of Teaching: Understanding teachers' oppositional stances and what we can do to interrupt them.
Facilitator: Bree Picower, Assistant Professor, Montclair State University, USA.
 - Discourse, power and agency.
Facilitators: Kristiina Brunila, Associate Professor, University of Helsinki and Paola Valero, Professor, Stockholm University, Sweden and Aalborg University, Denmark.
 - Cultures of Disability and the problem of Social Justice and Solidarity in Education.
Facilitators: Antti Teittinen, Research manager, The Finnish Association on Intellectual and Developmental Disabilities (FAIDD) and Katariina Hakala, Senior researcher, FAIDD.
- 19:00 Dinner

Wednesday 10 August

08:30-10:00 Parallel paper sessions

10:00-10:15 Break

10:15-11:45 Lecture: Marianne Dovemark, Professor, University of Gothenburg, Sweden; and Dennis Beach, Professor, University of Gothenburg, Sweden.

Researching Cultures of Education InJustice: Conditions of Precarity

11:45-13:00 Lunch

13:00-15:00 Workshops and discussion groups

- Education justice and precarity, the methodological challenges.

Facilitators: Marianne Dovemark, Professor, University of Gothenburg, Sweden; and Dennis Beach, Professor, University of Gothenburg, Sweden.

- Building up intersectional analysis on gendered cultures of injustice.

Facilitators: Sirpa Lappalainen, Senior university lecturer, University of Helsinki; and Ylva Odenbring, Senior university lecturer, University of Gothenburg

- What might democratic learning spaces in Schools and Preschools be?

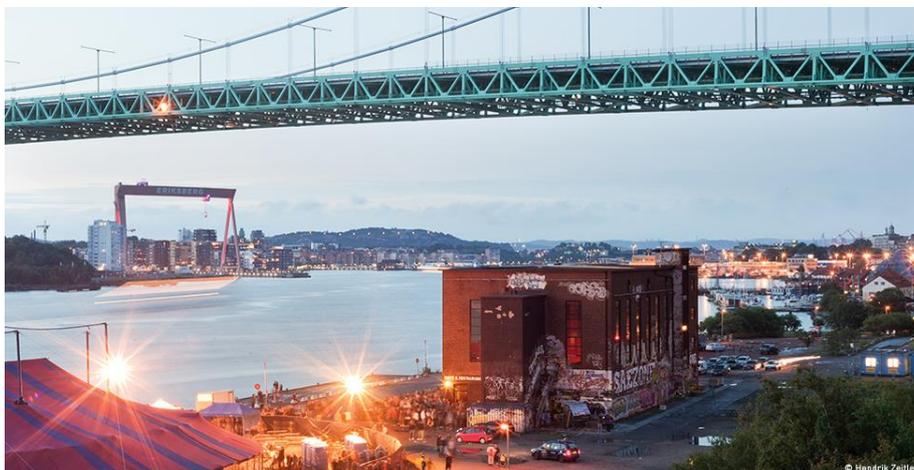
Facilitators: Anette Hellman, University lecturer, University of Gothenburg, and Johannes Lunneblad, University lecturer, University of Gothenburg

15:00 Coffee break

15:30-20:30 (approximately) **Social programme: Röda Sten (Red stone) Art Hall “The Anthropocene”**

We will leave the hotel at 15:30 to take a ferryboat ride from the city centre (Lilla Bommens Hamn) to Klippan. From the Klippan ferry stop we will walk through the lively Klippan and Röda Sten area to the Röda Sten Art Hall. At the art hall we will have a one hour guided tour (17:30-18:30), some free time to explore the exhibition more closely, and dinner at the Röda Sten Restaurant at 19:00. The exhibitions at the art hall explore the concept of the Anthropocene – humans’ relationship with planet Earth and how human activity is changing the planet.

Note that this programme includes some walking: about 15 minute walk from the summer school site to the Lilla Bommens Hamn, and a 5-10 minute walk from the Klippan boat stop to the Röda Sten Art Hall. In case of bad weather conditions, we will take a tram instead of the ferry.



Thursday 11 August

- 08:30-10:00 Parallel paper sessions
10:00-10:15 Break
10:15-11:45 Parallel paper sessions
11:45-13:00 Lunch
13:00-14:30 Roundtable discussion

Rethinking class analysis: consolidation, renewal or abandonment?

Confirmed participants include: Dennis Beach, Professor, University of Gothenburg, Sweden (chair); Ina Juva, Doctoral students, University of Helsinki, Finland; Mattias Nylund, University lecturer, University of Gothenburg, Sweden Elisabet Öhrn, Professor, University of Gothenburg, Sweden.

- 14:30-15:00 Coffee break

- 15:00-17:00 Workshops

- Multilingual classrooms as cultures of justice - how, for whom and the meaning of the context?

Facilitators: Joke Dewilde, Postdoctoral fellow, University of Oslo; Associate professor II, Hedmark University of Applied Sciences, and Anna Slotte, University lecturer, University of Helsinki

- A social dimension in the Nordic higher education

Facilitators: Ulpukka Isopahkala-Bouret, Senior university lecturer, University of Helsinki, and Sonja Kosunen, Post-doctoral researcher, University of Helsinki

- Examining the colonial histories and intersectionalities with regard to the contemporary migration movements and the challenges facing the Eurocentric education systems

Facilitator: Zahra Bayati, Senior university lecturer, University of Gothenburg

Friday 12 August

- 08:30-10:00 Parallel paper sessions
10:00-10:15 Break
10:15-11:30 Keynote: Elisabet Öhrn, Professor, University of Gothenburg, Sweden.
Urban education in the Nordic countries
11:30-12:30 Wrap up
12:30-13:30 Lunch

POSTER AND PAPER SESSION GUIDELINES

Which is my group in the poster session, parallel paper sessions and workshops?

Please note that poster and paper sessions are not alternative to one another, but everybody will have a time slot to present their work both in the poster session as well as in the paper sessions. Based on your papers or research proposals that you send by the first of June, you are grouped in three small groups. The grouping is the same both for the paper sessions as well as for the poster sessions. Meaning that if you are grouped in paper session group number 1, your poster session group is also number 1.

As for the parallel workshops on Tuesday, Wednesday and Thursday, you will choose the workshops when you register for the summer school (by 1 June).

Paper sessions

Submit your paper through the online registration form by **first of June** 2016 at the latest. Please make sure to include a **cover page** to your paper. The cover page should include your name and affiliation, e-mail address, title of your paper, and instructions for the reader (see attached example cover page).

The paper sessions are spread over four days from Tuesday to Friday. There will be a time slot within the paper session programme to discuss your work. You will also be expected to read the papers of your peers in advance and be prepared to discuss their work. Closer to the summer school you will have access to the papers of your peers and receive more information about your paper session group from the session group leaders.

Poster sessions, Monday 8 August

The poster sessions will take place on Monday 8 August. The poster session is divided in three time slots:

- 13:00-14:00** Poster session 1: posters by **group 1**
- 14:00-15:00** Poster session 2: posters by **group 2**
- 15:00-15:30** Coffee break
- 15:30-16:30** Poster session 3: posters by **group 3**

During your respective time slot you are requested to stand by your poster to answer questions and discuss informally with the audience. You do not need to prepare hand-outs. During the other two time slots, you are invited to learn about the work of your fellow doctoral students who are not in the same paper session group with you.

Preparing for the poster session

The idea of the poster session is that you present your work in a nutshell and have a chance to learn about the research projects of those fellow doctoral students who are not in the same parallel paper session group with you.

As for the poster size, a standard A1 (or even A2 if you don't have much text) or similar medium sized poster, portrait or landscape, would work fine for this purpose. We have limited space, so try to avoid the largest poster size (A0) if possible. Make sure to use a font that is big and clear enough to read from about

one meter (3-4 feet) away. If you have the possibility of printing out a poster directly on a big piece of paper, that's good. If not, don't worry, you can print out multiple sheets of regular sized paper and assemble the pieces to create a full-sized poster on site. Or you can prepare a hand-written poster, assuming that you have clear handwriting. If you have never made a poster before, never mind, you're not the only one. This is a great opportunity to make your first poster. If you've had enough of making traditional conference style posters, feel free to use your imagination and try something different if you wish.

Mounting the poster

Bring the poster with you and mount it on the wall of the lecture room. The welcome and keynote sessions are taking place in this same lecture room. Therefore, we ask everyone to take care of mounting their own poster on Monday 8 August either before the Welcome session which starts at 9:30 in the morning, or during the lunch break at 12:00-13:00.

The poster spots on the walls will be marked with a number from one to three. This number corresponds with the number of your session group. This means that if your session group is number three, you should mount your poster to any of the spots that are marked with number three. Tape will be available for mounting the posters.

LECTURE ABSTRACTS

Practice What You Teach: Social Justice Education in the Classroom and the Streets

Bree Picower, Assistant Professor, Montclair State University, USA.



Many teachers enter the profession with a desire to "make a difference." But given who most teachers are, where they come from, and what pressure they feel to comply with existing school policies, how can they take up this charge? This talk shares themes from Picower's book, *Practice What You Teach* which follows three different groups of educators to explore the challenges of developing and supporting teachers' sense of social justice and activism at various stages of their careers. The talk will look at White pre-service teachers typically enrolled in most teacher education programs, a group of new teachers attempting to integrate social justice into their teaching, and experienced educators who see their teaching and activism as inextricably linked. The talk will delve into each of these group's triumphs and challenges, providing strategies and suggestions for all teachers. By understanding these challenges, those concerned with social justice in

education will be in a better position to develop the kind of political analysis that lays the foundation for teacher activism. The goal of this research is to better prepare and support all educators to stand up for equity and justice both inside and outside of the classroom and to offer a more nuanced portrait of what the struggle to truly "make a difference" looks like.

Power, Agency and Academia

Kristiina Brunila, Associate Professor, University of Helsinki and Paola Valero, Professor, Stockholm University, Sweden and Aalborg University, Denmark.

This keynote is a mode of joint drifting of experiences of two critical scholars in the Academia. The concept of experiences is not used in the sense of individuals having experiences; rather, it is about academic subjects, who constitute themselves as experiencing subjects. As critical scholars, we are eager to understand more about how we come to think of, and recognize, particular statements and affects belonging to certain discourses, and how we maintain but also challenge and change these discourses in the neoliberal Academia. The intention is to provide a framework to think on how becoming as researchers is entangled in the multiplicity of forces that constitute academia now-a-days. Another aim is to overcome the political disempowerment caused by anxiety as the dominant reactive affect of precarious neoliberal Academia.

Researching Cultures of Education InJustice: Conditions of Precarity

Marianne Dovemark, Professor, University of Gothenburg, Sweden; and Dennis Beach, Professor, University of Gothenburg, Sweden.

Different educational, political, legal, economic, religious and other social systems and institutions employ different conceptualizations of social justice that are continuously shaped and re-shaped through everyday discourses and practices in different communities and contexts, including those of schools, youth organizations and recreation centers. In this lecture we will consider justice in education from educational sociological theoretical as well as ethnographic and meta-ethnographic methodological perspectives. We will look at how education justice is conceptualized and theorized for the most exposed pupils in Nordic schools today. Dovemark will lecture from two recently completed projects on education justice for pupils enrolled on upper-secondary school holding programmes in Sweden: specifically the former Individual Programme and the new Introductory Programmes. Beach will lecture from ethnographic research about the educational experiences of young men from multi-poverty, multi-ethnic, territorially stigmatized suburbs on the outskirts of major cities in the Nordic region. The two-part lecture will thus touch the educational experiences of the most exposed pupils in our schools today. It will be followed in the afternoon by a workshop and discussion session on education justice and precarity, the methodological challenges such complex, global objects of research offer, and mobile (i.e. multi-sited, networked and meta-)ethnographic responses to these challenges.

Roundtable: Rethinking class analysis: consolidation, renewal or abandonment?

Participants: Dennis Beach, Professor, University of Gothenburg, Sweden (chair); Ina Juva, Doctoral students, University of Helsinki, Finland; Mattias Nylund, University lecturer, University of Gothenburg, Sweden; Elisabet Öhrn, Professor, University of Gothenburg, Sweden

What does 'class' mean today? Wendy Bottero asked this question in a 2004 article ['Rethinking Class', *Sociology*, Volume 38(5): 985–1003]. She pointed out that two distinct schools of thought can be identified. One that adopts a 'containing approach' that tries to render existing class theoretical distinctions increasingly precise. She cited Goldthorpe (1996) and Marshall (1997) as examples. The other 'argues for an

expanded and transformed class theory'. Researchers such as Crompton (Crompton, 1998; Crompton and Scott, 2000) and Devine and Savage (e.g. Devine and Savage, 2000; Savage, 2000) were included in this group. Their ideas react to perceived deficiencies of the first school, whose theories are described as based on increasingly circumscribed claims about class differences on the one hand and the obvious and increasing theoretical exhaustion of class on the other (Pahl, 1993).

The JustEd summer school panel discussion will join this debate. The debate is timely we feel. Class has perhaps never been more globally significant in education than it is today, and yet at the same time, the class concept has never been more questioned as a relevant analytical concept.

The panel debate will include an invited panel comprising members of JustEd and external researchers and will be directed at the tensions between the renewal (intersectionalisation and pluralisation) of class concepts and analyses and the tightening and reassertion of conventional class analyses within the current conditions of global capitalism. We will also consider whether class should simply be abandoned as an important analytical concept.

Urban education in the Nordic countries

Elisabet Öhrn, Professor, University of Gothenburg, Sweden.

Urban education is a largely unfamiliar term in the Nordic countries, and generally in Europe, but although the concept of urban education is rarely used, there is ample research to offer insights into education in Nordic urban and suburban areas. In this presentation I discuss contemporary research from the Nordic countries, and also aim to dismantle the concept of 'urban education' as a means of revealing its complexity and multiple usage. I will explore various meanings of 'the Nordic', posing as both an identity and a model, where education has been central to the development of their welfare systems, with a strong emphasis on providing equal educational opportunities. However, as we all know more recently with restructuring and moves towards deregulation, decentralisation and marketisation, there is a shift away from past commitments to 'equality for all'.



WORKSHOPS AND DISCUSSION GROUPS

The Unexamined Whiteness of Teaching: Understanding teachers' oppositional stances and what we can do to interrupt them.

Facilitator: Bree Picower, Assistant Professor, Montclair State University, USA.

Schools in the United States are increasingly filled with students of Color, yet the teaching force remains overwhelmingly White. With record numbers of White teachers in the field, it is imperative for school communities to examine the ways in which understandings about race impact how teachers see themselves, their students, and urban schooling. This interactive workshop uses research about White teachers' constructions of people different from themselves as a jumping off point to explore the ways in which Whiteness shapes their understandings and assumptions about urban schools, students and communities. By carefully examining the seemingly race-neutral comments of White teachers, session participants will develop skills for critically analyzing racialized assumptions in their own school communities. The session will provide time to discuss institutional and individual responses to these dominant and problematic assumptions that have real-life consequences for students of Color in today's classrooms

Discourse, power and agency.

Facilitators: Kristiina Brunila, Associate Professor, University of Helsinki and Paola Valero, Professor, Stockholm University, Sweden and Aalborg University, Denmark.

The purpose of this discussion group is to further the topic of the plenary session "Power, Agency and Academia". The production of research and academic work binds together people and institutions, in particular spaces and time. Issues such as what times of research are being construed as important educational research, how those topics emerge in existing political and economic configurations, and how they both subject and subjectivize individual researchers are topics of discussion. The intention is to provide the participants a framework to think on how their becoming as researchers is entangled in the multiplicity of forces that constitute academia now-a-days. Attention to this type of dimensions of being a PhD student is important for throwing light into the question of what kind and how educational research in universities itself engages with issues of justice.

Cultures of Disability and the Problem of Social Justice and Solidarity in Education.

Facilitators: Antti Teittinen, Research manager, and Katariina Hakala, Senior researcher, Finnish Association on Intellectual and Developmental Disabilities (FAIDD).

The purpose of the workshop is to bring together perspectives from educational research and disability studies. The workshop is focused on combinations and contradictions between educational and disability policy in relation to cultures of justice from the perspective of disabled people. It will reflect on the emergence of an ideology of inclusion in disability and educational policy that has been generated and developed over recent decades into international declarations, statements and programmes by policy agencies such as United Nations, UNESCO and European Commission and which national governments have

co-signed. This ideal aims at organizing the education and everyday life of people with disabilities in “ordinary” communities and schools that are inclusive “for all”. This fits well with the “Nordic model” of welfare societies, which has traditionally drawn on the principles of universalism, equality, solidarity and public responsibility that ensure wellbeing for all.

Despite these advances at the policy level, both in basic education and vocational education, institutional practices of separate, segregated educational pathways for students with special educational needs still exist and the so-called ‘one school for all’ concept has in practice strong traditions of segregation with consequences with respect to future employment, subsidized employment, further studies or early retirement (European Agency for Development in Special Needs Education). From the perspective of the possibilities of the students with special educational needs these alternatives could be understood therefore as both inclusive and exclusive. Basically these paths provide many possibilities, but at the same time special paths in education seem to lead quite directly also to special arrangements in further education and employment. As the performed demands of working life also emphasize excellence and multitasking skills it is hard for people with disabilities to fulfill these demands.

The workshop invites participants of the summer school to an open discussion with scholars doing research on these issues. The workshop facilitators wish that the participants of this workshop would feel free to send questions or examples of their own data or article manuscripts that are related to the workshop topic. Please send these to the workshop facilitators by 25 July 2016 (Katariina.hakala@kvl.fi).

Education justice and precarity, the methodological challenges.

Facilitators: Marianne Dovemark, Professor, University of Gothenburg, Sweden, and Dennis Beach, Professor, University of Gothenburg, Sweden.

The aim of the workshop is to discuss and problematize the concept of 'precarity'. How can we understand the relationship between class and economic inequality? How can we understand the definition and understanding of the 'precariat class'? What methodological issues can we see as important when focusing on 'precarity'? Prepare yourself by reading one or two articles in which 'precarity' is a key concept. See for example *Ethnography and Education Special Issue 2, 2016*.

Building up intersectional analysis on gendered cultures of injustice.

Facilitators: Sirpa Lappalainen, Senior university lecturer, University of Helsinki, and Ylva Odenbring, Senior university lecturer, University of Gothenburg

The workshop is designed as a forum, where participants will be able to get an insight into the possibilities analyzing gendered cultures of injustice from the intersectional perspective. The tutors of the workshop reflect on their experiences on intersectional analysis. Although the workshop is mainly focused on gender it will be useful for those participants, whose research interests are in intersections of differences, such as ethnicity, class or disability. For the hands-on exercise participants are encouraged to bring examples of their own data (translated into English).

What might democratic learning spaces in Schools and Preschools be?

Facilitators: Anette Hellman, University lecturer, University of Gothenburg, and Johannes Lunneblad, University lecturer, University of Gothenburg

While findings of research in the Nordic countries (Holm & Londen, 2010; Horst & Gitz-Johansen, 2010; Jónsdóttir & Ragnarsdóttir, 2010) as well as many other countries (Brooker, 2002; Coard, 2005; Gundara, 2000; Hernandez, 2004; Nieto, 2010; Rumbaut and Portes, 2001) have revealed the marginalization of students with an immigrant background some studies have also shown that there are some examples of the opposite, i.e. individual students and particular schools have succeeded in spite of what could be expected (Ragnarsdóttir & Schmidt, 2014). Such stories have been explored in an ongoing Nordic project in which the facilitators of this workshop take part, called Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Four Nordic Countries (2013-2015) which gathered researchers from Finland, Iceland, Norway and Sweden. The main aim of this workshop is to explore what might be fruitful spaces in order to develop learning contexts that are equitable and socially just. Further, we will explore how ideas about identity politics as well as about expanded democracy might work in theory and practice.

Multilingual classrooms as cultures of justice - how, for whom and the meaning of the context?

Facilitators: Joke Dewilde, Postdoctoral fellow, University of Oslo; Associate professor II, Hedmark University of Applied Sciences, and Anna Slotte, Senior university lecturer, University of Helsinki

Cultures of justice are continuously shaped and re-shaped through everyday discourses and practices in communities and contexts, such as schools and classrooms. What does cultures of justice mean in relation to the language usage – oral and written – in the schools? Is there a norm for language use and how is it constructed? What does cultures of justice mean with regard to subject matter and the relation to school language? What are the links between school and spare time or previous language experiences and how are these constructed? How do pupils draw on their out of school literacy experiences in school activities? How do teachers respond to these practices?

In the workshop we focus on what cultures of justice can mean in multilingual classrooms and other educational settings. We will discuss these and similar topics on the basis of analyses of ethnographic video data and student texts written in and outside of school, gathered in different multilingual contexts.

Schools need to provide equity for the students, their languages, their cultures and their communities by guaranteeing equal participation, which means providing democratic classrooms where everyone has an equal opportunity to participate. The teaching needs to build on students' linguistic and cultural strengths and develop students' multilingual awareness. High expectations and high support are the corner stones of inclusive education for all (Cummins 2014; García 2009; Gibbons 2014).

A social dimension in the Nordic higher education

Facilitators: Ulpuukka Isopahkala-Bouret, Senior university lecturer, University of Helsinki, and Sonja Kosunen, Post-doctoral researcher, University of Helsinki

Recent policy changes in the HE sector have introduced an increased emphasis on efficiency, competition, internationalization and market orientation. Under the new governance regime, state authority is delegated to the institutions by the use of performance-based funding and 'soft' forms of steering. Universities have introduced competitive structures that are driven by the 'excellence' discourse and efforts to establish elite institutions and elite tracks for selected students. It can be assumed that the most prestigious universities benefit most from the new policies and practices, as they have more resources to take part in international rankings and institutional audits, and attract external funding, for example. In short, the systems appear to have been transforming from cohesive and standardized systems, administered largely within the state, into more diverse and complex national and international higher education landscapes.

The overall focus of this workshop is on the effects that current changes in higher education have on educational opportunities and equality (in regards to gender, academic/non-academic family background, immigration background, prior education, etc.), which thus far has received only limited attention in the Nordic context. A critique of higher education reforms, policies and practices reveal that HE often leads toward increased social stratification along class lines and produces socially biased student populations to universities. Both the diversification of the educational provision, as well as the students' choice and changing recruitment patterns will be reflected in the workshop. Moreover, the focus will be on how precisely higher education produces and reproduces societal and occupational (elite) positions. What are the formation processes of social selectiveness and segregation within and through the Nordic higher education? In this workshop we will experiment with visual methods.

Examining the colonial histories and intersectionalities with regard to the contemporary migration movements and the challenges facing the Eurocentric education systems

Facilitator: Zahra Bayati, Senior university lecturer, University of Gothenburg

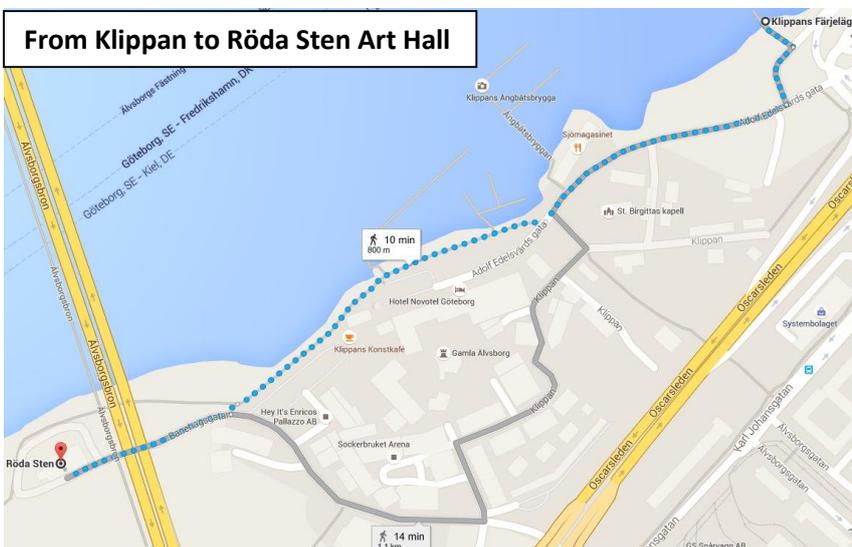
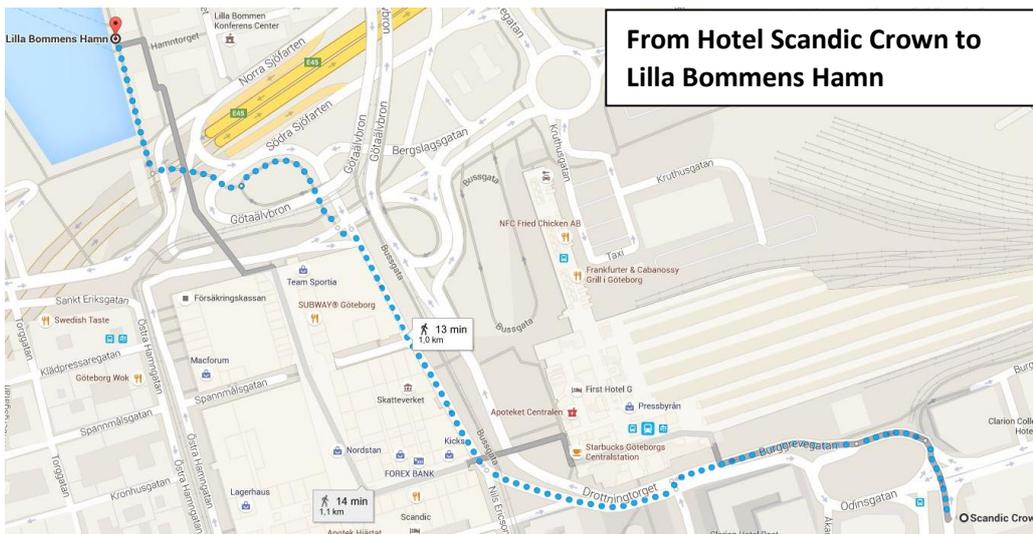
The workshop starts with an introductory talk about the historical frame for the contemporary migration movement. This introduction will discuss the connection between colonial history, which is one of the largest globalization movements ever, and our contemporary migration movement, and globalization. In this workshop we will examine intersectionality and how colonial stereotypes affect our social positions in society and different educational institutions today. We will use a method created by professor Lory Dance from Nebraska University. Cards with different social category properties written on them are handed out, as their intersection and effects in social positions in society are examined. It's a simple but clever tool to examine intersectionality of social categories, which is useful for analyzing diverse educational settings.

MAPS

A 5 minute walk from the Central Station to the Hotel Scandic Crown



Social programme, Wednesday



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