

NoFas

27-29 MAY
2015

NORDISK ÄMNESDIDAKTISK KONFERENS
NORDIC CONFERENCE ON SUBJECT EDUCATION



UNIVERSITY OF HELSINKI
POWER OF THOUGHT
1640-2015

WELCOME TO NoFa5!

CITY MAP

- 1** Department of Teacher Education
- 2** Helsinki Congress Paasitorni
- 3** University of Helsinki Main Building
- 4** City Hall
- 5** Restaurant Kaisaniemi



DEAR FRIENDS AND COLLEAGUES

You are warmly welcome to the 5th Nordic conference on subject education (NoFa5) and to the University of Helsinki. The end of May is the most beautiful time to spend in Helsinki as the whole city is blossoming after a long and dark winter. The University of Helsinki was established in 1640 and this year we celebrate the University's 375th anniversary. Related to the University's anniversary there have been several events all around the year – this conference being one of the most important ones.

NoFa5 continues the tradition started in Oslo, Norway (2007), and followed by the conferences in Middelfart, Denmark (2009), Karlstad, Sweden (2011) and Trondheim, Norway (2013). This year Helsinki is hosting the conference for the first time. For the Department of Teacher Education and the Finnish Research Association for Subject Didactics it is our great pleasure to be in charge of this year's conference that manifests the Nordic co-operation and reminds us of the past and future we share. The Nordic societies, their school systems and research traditions in subject education are very similar. Together we also share the theme of our conference "Changing Subjects, Changing Pedagogies: Diversities in School and Education". All the Nordic countries have gone through social changes related to diversity in many levels. We believe that this conference will address the challenges and opportunities of these societal changes and that the discussions during the coming three days will open up fruitful perspectives for the future.

We are especially happy that among the participants in the conference there are also many colleagues from outside the Nordic countries! It testifies of the rich and close connections that exist between the Nordic and global networks of research in subject didactics and pedagogy more generally.

We hope that you will have an interesting and intellectually stimulating conference in Helsinki. There is a broad range of sessions to choose from. Enjoy the conference!

Arto Kallioniemi

Chair of the organising committee



CONFERENCE PROGRAMME

WEDNESDAY 27 MAY

Helsinki Congress Paasitorni
Paasivuorenkatu 5A

9.00–9.45	REGISTRATION AND BREAKFAST
9.45–10.00	OPENING WORDS
10.00–11.00	KEYNOTE BY DAVID LAMBERT
11.00–12.00	KEYNOTE BY MAMOKGETHI PHAKENG
12.00–13.30	LUNCH AND TRANSITION TO THE DEPARTMENT OF TEACHER EDUCATION

Department of Teacher Education
Siltavuorenpenger 3 / 5A / 10

13.30–15.00	PARALLEL SESSIONS A			
	A1 Diversities in craft and sloyd 1	K218	A8 Students' conceptions as a basis for subject education	AUR 118
	A2 Multimodal and embodied learning and teaching 1	AUR 226	A9 Global education 1	AUR 114
	A3 Drama education in a future perspective 1	ATH 169	A10 Second and foreign language education 1	ATH 168
	A4 Literacy and multiliteracy 1	AUR 209	A11 Teacher education 1	ATH 167
	A5 Geography and education 1	AUR 212	A13 Teaching and learning outside school 1	K112
	A6 Mathematically gifted students 1	AUR 223		
	A7 National perspectives on history and civics education 1	ATH 261		
15.00–15.15	BREAK			

 General program

 Evening program

15.15–16.45

PARALLEL SESSIONS B

B1	Diversities in craft and sloyd 2	K218	B8	Subject teaching for students with special needs 1	AUR 118
B2	Multimodal and embodied learning and teaching 2	AUR 226	B9	Global education 2	AUR 114
B3	Drama education in a future perspective 2	ATH 169	B10	Second and foreign language education 2	ATH 168
B4	Literacy and multiliteracy 2	AUR 209	B11	Teacher education 2	ATH 167
B5	Geography and education 2	AUR 212	B12	Civics education 2	K112
B6	Mathematically gifted students 2	AUR 223	B13	Teaching and learning outside school 2	K114
B7	National perspectives on history and civics education 2	ATH 261			

16.45–18.00

FREE TIME

City Hall
Pohjoisesplanadi 11–13

18.00–20.00

RECEPTION / CITY OF HELSINKI

CONFERENCE PROGRAMME

THURSDAY 28 MAY

Department of Teacher Education
Siltavuorenpenger 3 / 5A / 10

8.30–9.00

COFFEE

9.00–10.30

PARALLEL SESSIONS C

C1 Diversities in craft and sloyd 3	K218	C8 Subject teaching for students with special needs 2	AUR 118
C2 Multimodal and embodied learning and teaching 3	AUR 226	C9 Mother tongue 1	AUR 114
C3 Drama education in a future perspective 3	ATH 169	C10 Second and foreign language education 3	ATH 168
C4 Literacy and multiliteracy 3	AUR 209	C11 Teacher education 3	ATH 167
C5 Geography and education 3	AUR 212	C12 Civics education 3	K112
C6 Cultural and religious diversity in education 1	AUR 223		
C7 Subject-based integration	ATH 261		

10.30–10.45

BREAK

10.45–12.15

PARALLEL SESSIONS D

D1 Diversities in craft and sloyd 4	K218	D8 Connecting historical and moral consciousness	AUR 118
D2 Diversity in language testing	AUR 226	D9 Mother tongue 2	AUR 114
D3 Drama education in a future perspective 4	ATH 169	D10 Second and foreign language education 4	ATH 168
D4 Evaluation of learning outcomes 1	AUR 209	D11 Teacher education 4	ATH 167
D5 Geography and education 4	AUR 212	D12 History teaching 1	K112
D6 Cultural and religious diversity in education 2	AUR 223	D13 Science education 1	K114
D7 Safety questions in learning environments 1	ATH 261		

12.15–13.30

LUNCH AT UNICAFE OLIVIA

13.30–15.00

PARALLEL SESSIONS E

E1	RE and 'changing times' 1	K218	E8	Education for sustainable development	AUR 118
E2	Teacher education 5A	AUR 226	E9	Mother tongue 3	AUR 114
E3	Diversity of media education 1	ATH 169	E10	Second and foreign language education 5	ATH 168
E4	Evaluation of learning outcomes 2	AUR 209	E11	Teacher education 5B	ATH 167
E5	Hands on learning in diverse material world! 1	AUR 212	E12	History teaching 2	K112
E6	Inclusion: Challenge for history teaching	AUR 223	E13	Science education 2	K114
E7	Diversities in visual arts education	ATH 261			

15.00–15.30

BREAK AND TRANSITION TO THE MAIN BUILDING

University of Helsinki Main Building
Unioninkatu 34

15.30–16.30

KEYNOTE BY KENNETH NORDGREN

16.30–17.30

KEYNOTE BY FRED DERVIN

17.30–19.00

FREE TIME

Restaurant Kaisaniemi
Kaisaniementie 6

19.00–

CONFERENCE DINNER

CONFERENCE PROGRAMME

FRIDAY 29 MAY

Department of Teacher Education
Siltavuorenpenger 3 / 5A / 10

9.00–9.30

COFFEE

9.30–11.00

PARALLEL SESSIONS F

F1 RE and 'changing times' 2	K218	F8 GeoCapabilities	AUR 118
F2 Changing teacher education	AUR 226	F9 Music and art education	AUR 114
F3 Diversity of media education 2	ATH 169	F10 Teacher education 6A	ATH 168
F4 Evaluation of learning outcomes 3	AUR 209	F11 Teacher education 6B	ATH 167
F5 Hands on learning in diverse material world! 2	AUR 212	F12 History teaching 3	K112
F6 Learning mathematics in L2	AUR 223	F13 Learning styles	K114
F7 Safety questions in learning environments 2	ATH 261		

11.00–11.30

BREAK AND TRANSITION TO HELSINKI CONGRESS PAASITORNI

Helsinki Congress Paasitorni
Paasivuorenkatu 5A

11.30–11.50

FUTURE OF NOFA AND NORDIC RESEARCH COLLABORATION

11.50–12.00

CLOSING WORDS

12.00–14.00

LUNCH

CONFERENCE ENDS

KEYNOTES

WEDNESDAY 27 MAY 10.00–11.00

David Lambert, Institute of Education, University College London (UK)

David Lambert is Professor of Geography Education at University College London Institute of Education (UCL-IOE). His background is that of a former secondary school teacher and teacher educator. He also spent ten years as chief executive of the Geographical Association, an independent 'subject association' with over 6000 members. His writing and research has encompassed themes in curriculum, pedagogy and assessment. The overarching goal of his current work is to advance understanding of the role of geography in schools in relation to broad educational purposes, not least its role in helping young people grasp the significance of the Anthropocene.

Publications:

Lambert, D. & Morgan, J. (2010) *Teaching Geography 11–18: A Conceptual Approach*. Maidenhead: Open University Press.

Young, M., Lambert, D., Roberts, C., & Roberts, M. (2014) *Knowledge and the Future School: Curriculum and Social Justice*. London: Bloomsbury Academic.



POWERFUL DISCIPLINARY KNOWLEDGE: TEACHERS AS CURRICULUM MAKERS

In the context of contemporary change in schools and the intense (and beguiling) pressure to give students 'twenty first century skills' and help them 'learn how to learn', I am interested in the idea of the pedagogic rights of young people. I would like to explore the possibility that it is of profound importance, and an essential right, that young people are exposed a diverse range of knowledge that has its origins in disciplines, reconceptualised in the form of school subjects.

This is not an excursion 'back to the future'. It is an attempt to grasp the limits of school curricula based on competence and transversal skills, and the proposition that a progressive knowledge-led curriculum is not only possible but a prerequisite for social justice. This requires teachers to re-engage with 'curriculum making', a device designed to conceptualise the significance of specialist teachers.

My lecture draws from the book *Knowledge and the Future School: curriculum, leadership and social justice* (co-authored by Michael Young and David Lambert and published in 2014). The book is aimed principally at head teachers and policy makers, introducing Young's concept of 'powerful knowledge' and what we call the 'Future 3' framework for thinking about a knowledge-led curriculum. My talk will take the arguments into the context of subject specialist teaching and teachers' work. I will do this mainly, but not solely, through illustrations from my own subject background (geography) and from a current Comenius funded project entitled *GeoCapabilities: teachers as curriculum leaders*.

KEYNOTES

WEDNESDAY 27 MAY 11.00–12.00



Mamokgethi Phakeng, University of South Africa, Pretoria (South Africa)

Mamokgethi Phakeng is full professor and Vice Principal of Research and Innovation at the University of South Africa. She has served as National President of the Association for Mathematics Education of South Africa (AMESA) from 2002 to 2006. She served as co-chair of the International Commission on Mathematics Instruction (ICMI) Study 21 entitled, “Mathematics education and language diversity”. Kgethi, as she is popularly known has won several awards for her research and community work, the latest being the 2014 Most Influential Woman in Academia in Africa.

Publications:

Setati, M. (2005). Teaching mathematics in a primary multilingual classroom. *Journal for Research in Mathematics Education* 36(5), 447–466 .

Setati, M. (2012). Mathematics in multilingual classrooms in South Africa: from understanding the problem to exploring possible solutions. In Herbel-Eisenmann, B., Choppin, J., Wagner, D., (eds.), *Equity in Discourse for Mathematics Education: Theories, Practices and Policies*. Springer, 125–145.

MATHEMATICS EDUCATION AND LANGUAGE DIVERSITY: FROM LANGUAGE-AS-PROBLEM TO LANGUAGE-AS-RESOURCE

What does it mean to learn and teach mathematics in a classroom where students speak a variety of languages but none has the language of learning and teaching (LOLT) as their main or home language? Such is the situation in a majority of urban classrooms all over the world. How can mathematics learning enabled and/or constrained in such complex linguistic sites? What strategies are appropriate for use in these classrooms? While these questions have to do with mathematics, language as well as pedagogy, they all seek to address the uneven distribution of knowledge and success in mathematics. In this presentation I will draw on my research experience in multilingual mathematics classrooms in South Africa to explore these broader questions. I will begin the presentation with a brief review of research in this area of study.

Through this I will show how research in this area has moved from a conception of language-as-problem to language-as-resource. These discussions will provide a theoretical context for a description and analysis of a strategy that I have developed for multilingual mathematics classrooms in South Africa to ensure that learners are given the language support they need in order to succeed. From these empirical and theoretical bases I will draw out my argument for the deliberate, proactive and strategic use of the learners’ main languages as a transparent resource in the teaching and learning of mathematics in contexts of language diversity.

KEYNOTES

THURSDAY 28 MAY 15.30–16.30

Kenneth Nordgren, Karlstad University/ CeHum Stockholm University (Sweden)

Kenneth Nordgren is a senior lecturer in history at Karlstad University and a guest researcher at CeHum Stockholm University. His main research interest is history teaching in the multicultural society, the uses of history and migration history. He is involved in the research project "History teaching processes in the multicultural society" (Swedish research council). The project tries to develop both theoretical and methodological knowledge about what intercultural competence could be within history as a school subject.

Publications:

Nordgren, K. (2011). Historical consciousness and September 11 2001. In Nordgren, K., Eliasson, P., & Rönqvist, C. (eds.), *The Processes of History Teaching*. Karlstad University Press, 165–191.

Nordgren, K. & Johansson, M. (2014). Intercultural historical learning: A conceptual framework. *Journal of Curriculum Studies* 47(1) 1–25.



ABSTRACT:

In our contemporary multicultural and globalized society education, we face a number of challenges. My intention is to sort among these challenges to clarify some central issues about the role of school subjects for intercultural learning. To systematically discuss this I will adopt a somewhat brutal eclecticism by drawing from different scholars that would perhaps not have chosen each other's company with conviction. The purpose of research about diversity in education can not only describe its politicized minefield but also to influence the political practice. It is not enough to critically examine discourses and practices but, even more, to intervene in the development of educational strategies and address the didactic dilemmas that will arise. With the subjects of social studies and especially history as my examples I will focus on the following questions:

- How does such an interventional approach affect the educational purpose of socialisation? If intercultural competence is a goal for all

students regardless of background, it is also part of a national project. Is it possible to find a narrative that holds together an inclusive nation in a globalized world?

- How does such an approach affect the purpose of subjectification? The role of education is to support students' development as independent individuals, which, among other things, requires navigation between individual, group and societal perspectives. Is it possible to navigate between a hegemonic discourse of values and total relativism?
- How does such an approach affect the purpose of qualification: When focusing subject matter, what powerful knowledge could best contribute to intercultural competence? And, does such an aim change the school subject in relation to its content or structure? Is there an intercultural way of knowing that is viable both in the world of disciplines and in the everyday world of multicultural experience?

KEYNOTES

THURSDAY 28 MAY 16.30–17.30



Fred Dervin, University of Helsinki (Finland)

Fred Dervin is Professor of Multicultural Education at the University of Helsinki (Finland). Dervin also holds professorships in Canada, Luxembourg and Malaysia. He specializes in intercultural education, the sociology of multiculturalism and student and academic mobility. He has published over 30 books and he is the series editor of "Education beyond borders" (Peter Lang), "Nordic Studies on Diversity in Education" (with Kulbrandstad and Ragnarsdóttir; CSP) and "Post-intercultural communication and education" (CSP).

Publications:

Dervin, F. & Liddicoat, T. (eds., 2013). *Linguistics for Intercultural Education*. Benjamins, New York.

Byrd Clark, J. S. & Dervin, F. (eds., 2014). *Reflexivity in Language and Intercultural Education: Rethinking Multilingualism and Interculturality*. Routledge, New York.

SIMPLEXIFYING EDUCATION? TOWARDS REALISTIC DIVERSIFICATION

In my keynote I question the meaning(s) and value (s) of the word diversities. Diversification is becoming a new ideal in (subject teacher) education. Yet what the notion – and its derivations such as diversity and diversities, and synonyms heterogeneity, multiplicity and even variety – signifies and entails often appears to be a mystery. 'My diversity' might mean something very different from 'your diversity'. Furthermore the fact that the idea of diversity is used, overused and even, sometimes abused, by decision-makers does not help to make it useful in education. In the Nordic context diversity tends to be a politically correct term used to refer implicitly to certain others who have crossed a national border – or whose origins are based on 'crossings' – and whose difference is deemed to be obvious (language, 'culture', religion, skin colour, etc.). Instead of alluding to the dictionary meaning of diversity, the word is reserved for describing the racial and ethnic makeup of our classrooms. I shall claim that there is a big danger in this limiting and

limited ideological use of the word, which can easily lead to artificial encounters, increasing power differentials, essentialism and new forms of segregation. After discussing the problems with the "mantra" of diversities in education, I shall propose not to discard the word but to 'simplexify' it in order to make it worthwhile. Simplicity describes the state that every single social being faces on a daily basis: the continuum between having to simplify and complexify the way they see the world and (all) others, encounter (all) others and discuss identities – either ends of the continuum being inaccessible. I argue that it is only through this realistic approach to diversities that the 'other' can be really empowering and fruitful for educators.

PROGRAMME OF PARALLEL SESSIONS

A	WEDNESDAY 27 MAY 13.30–15.00	PAGE 14
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F	FRIDAY 29 MAY 9.30–11.00	PAGE 48

LOCATION GUIDE / DEPARTMENT OF TEACHER EDUCATION

K = Minerva building (Siltavuorenpenger 5A)
 ATH = Athena building (Siltavuorenpenger 3A)
 AUR = Aurora building (Siltavuorenpenger 10)

SESSIONS A–F 1 **K218**
 SESSIONS A–F 2 **AUR 226**
 SESSIONS A–F 3 **ATH 169**
 SESSIONS A–F 4 **AUR 209**
 SESSIONS A–F 5 **AUR 212**
 SESSIONS A–F 6 **AUR 223**
 SESSIONS A–F 7 **ATH 261**

SESSIONS A–F 8 **AUR 118**
 SESSIONS A–F 9 **AUR 114**
 SESSIONS A–F 10 **ATH 168**
 SESSIONS A–F 11 **ATH 167**
 SESSIONS A–F 12 **K112**
 SESSIONS A–F 13 **K114**

A1
K218**CHANGING PEDAGOGIES AND DIVERSITIES IN CRAFT AND SLOYD 1**

CHAIRS: Sirpa Kokko and Mia Porko-Hudd

**What is the meaning of handicraft in the Swedish school subject sloyd?
Teachers' perceptions of content and teaching methods in relation to
the syllabus**

Åsa Jeansson, Umeå University

**Enhanced focus on creative and innovative design processes –
Didactical challenges from a teacher's point of view**

Bolette Kremmer Hansen and Lissi Wiingaard Thrane,
Metropolitan University College

Crafts versus visual arts – experiences in basic education in Finland

Ulla Kiviniemi, University of Jyväskylä

**Diverse orientations in craft education: Student teachers'
perceptions and experiences**

Tarja Kröger, University of Eastern Finland

A2
AUR 226**DIVERSE PRACTICES IN MULTIMODAL AND EMBODIED
LEARNING AND TEACHING 1**

CHAIR: Eila Lindfors

**How to renew language education in comprehensive school?
Model for peer education in in-service and pre-service teacher
education**

Merja Kauppinen¹ and Pia Bärlund²,¹University of Jyväskylä, ²City of Jyväskylä, Basic education

**The role of language and embodied practices in promoting basic
arithmetic concepts**

Friederike Kern, Sören Ohlhus, and Thomas Rottmann, University of Bielefeld

WEDNESDAY 27 MAY
13.30–15.00

A

Manipulatives in primary school mathematics classroom: Needs, benefits and limitations on equations teaching and learning

Darane Lehtonen and Jorma Joutsenlahti, University of Tampere

Feedback criteria for multimodal texts

Ida Gyde and Jane Thygesen, VIA University College

A3
ATH 169

DRAMA EDUCATION IN A FUTURE PERSPECTIVE 1

CHAIRS: Tapio Toivanen and Anna-Lena Østern

What is quality in drama teaching?

Tapio Toivanen, University of Helsinki

Drama arts education in the frame of the theatrical event

Päivi Jyrämö and Pirjo Vaittinen, University of Tampere

Influential human rights education in school: Comparative action study of various pedagogical models

Hannu Niemelä and Marja-Liisa Hassi, UNICEF Finland

Devising a performance, a participatory research method for climate change education

Anna Lehtonen, University of Helsinki

A4
AUR 209

LITERACY AND MULTILITERACY 1

CHAIR: Liisa Tainio

Multimodal connections and practices in science education

Kristina Danielsson¹, Lay Hoon Seah², and Kok Sing Tang²,

¹Stockholm University, ²Nanyang Technological University

SESSION CONTINUES →

PROGRAMME OF PARALLEL SESSIONS

A

WEDNESDAY 27 MAY
13.30–15.00

PROGRAMME OF PARALLEL SESSIONS

What is time? Multilingual students' meaning-making in school physics

Monica Axelsson, Kristina Danielsson, Britt Jakobson, and Jenny Uddling,
Stockholm University

Boys' and girls' strengths and weaknesses as readers

Astrid Roe, University of Oslo

A5
AUR 212

GEOGRAPHY AND EDUCATION 1

CHAIRS: Lena Molin and Gabriel Bladh

Pre-primary and primary geography and education for sustainable development in Finnish school curriculums: Changing goals and contexts

Liisa Suomela, University of Helsinki

Climate change education in a pluralistic way

Andreas Grahn, Karlstad University

Content changes in geography curriculum in Finland?

Hannele Cantell, University of Helsinki

Student teachers' video inquiries: Learning how to facilitate student discussion in geography

Birgitte Lund Nielsen, VIA University College

A6
AUR 223

MATHEMATICALLY GIFTED STUDENTS 1

CHAIR: Inger Wistedt

High achievers in the mathematical kangaroo compared to high achievers in the Swedish national test in mathematics

Elisabet Mellroth, City of Karlstad / Karlstad University

Gifted mathematics education in Sweden – for whom?

Attila Szabo, Stockholm University

Finalists in mathematics competitions: their social situation and the importance of task commitment

Verner Gerholm, Stockholm University

Studio 3 – focusing on students with the will to do something more

Jan Holmgård and Peter Kotkamaa, Sursik school

A7
ATH 261

REMAINING NATIONAL PERSPECTIVES ON HISTORY AND CIVICS TEACHING 1

CHAIR: Hans Löden

Towards a global citizenship? Finnish school textbook descriptions of globalization, global economy and tourism

Pia Mikander, University of Helsinki

Education towards individual or collective citizenship in a national and/or globalizing world, 1945–1985

Henrik Åström Elmersjö, Umeå University

Intercultural historical learning: a conceptual framework

Kenneth Nordgren, Karlstad University

Problematising the concept of nation-building in history education

Bengt Schüllerqvist, Karlstad University

A8
AUR 118**DIVERSITY OF STUDENT CONCEPTIONS AS A BASIS FOR
CHANGED SUBJECT EDUCATION**

CHAIR: Anja Thorsten

How can students' ways of reasoning contribute to developing civic teachers' pedagogical content knowledge?

Malin Tväråna, Stockholm University

How can students' conceptions contribute to designing language teaching?

Anja Thorsten, Linköping University

How can diversity in students' conceptions contribute to learning in the mathematics classroom?

Joakim Magnusson, Gothenburg University

How can students' conceptions contribute to teachers' understanding of meaning-making processes in the history classroom?

Patrik Johansson, Stockholm University

A9
AUR 114**GLOBAL EDUCATION 1**

CHAIR: Hille Janhonen-Abruquah

Obstacles encountered in giving a voice to pupils in researchHille Janhonen-Abruquah¹, Edda Óskarsdóttir², and Hafðís Guðjónsdóttir²,¹University of Helsinki, ²University of Iceland**A headmaster perspective on cultures and beliefs in multicultural schools - evidence from a case study**

Mårten Björkgren and Mikaela Björklund, Åbo Akademi University

A10
ATH 168

SECOND AND FOREIGN LANGUAGE EDUCATION 1

CHAIR: Maria Kela

The teacher role in classroom tandem

Michaela Pörn, Katri Karjalainen, and Anna Korhonen, Åbo Akademi University

Development of student self-study activities

Hilmar Dyrborg Laursen, Henrik Scheel Andersen, Lóa Björk Jóelsdóttir, and Dorte Ansine Christensen, VIA University College

Co-constructing meaning and context in ELF based teacher education

Kaisa Hahl, University of Helsinki

A11
ATH 167

TEACHER EDUCATION 1

CHAIR: Eero Salmenkivi

Selection of teaching content in times of changing

Benedikte Petersen, VIA University College

Teacher education reform in Norway (2010–15): The gateway to professionalism?

Tobias Werler, University College Bergen

Teachers' social and relational competencies – Theoretical understandings and practical implications. Can relations be taught?

Else Skibsted, Merete Munkholm, Helle Vilain, Birgit Mogensen, Søren Fanø, and Mette Vedsgaard Christensen, VIA University College

A

WEDNESDAY 27 MAY
13.30–15.00

A13
K112

TEACHING AND LEARNING OUTSIDE SCHOOL 1

CHAIR: Anna-Liisa Kyhälä

A view into school-based outdoor learning: How teaching practices and pedagogical foundations in Udeskole support inclusive education?
Charlotte Østergaard and Karen Vesterager, Metropolitan University College

Students' opinions on out-of-classroom learning with mobile devices in class teacher education
Tomi Kärki, Marianna Hoikkala, Heli Keinänen, Hanna Maijala, Eila Matikainen, Hanna Niinistö, and Anu Tuominen, University of Turku

PROGRAMME OF PARALLEL SESSIONS

B1
K218

CHANGING PEDAGOGIES AND DIVERSITIES IN CRAFT AND SLOYD 2

CHAIRS: Sirpa Kokko and Mia Porko-Hudd

Perspectives on design-oriented learning in extended learning environments and communities

Henriikka Vartiainen, Sinikka Pöllänen, Petteri Vanninen, Anu Liljeström, and Jorma Enkenberg, University of Eastern Finland

Promoting knowledge-creation through collaborative designing in elementary school

Kaiju Kangas, University of Helsinki

Teacher reflections on the use of Talking Tools in sloyd

Kasper Hiltunen, Juha Hartvik, Marlène Johansson, Annika Wiklund-Engblom, and Mia Porko-Hudd, Åbo Akademi University

Modern sloyd education – assignments with diverse and contemporary content

Lotta Hermansson, University of Gothenburg

B2
AUR 226

DIVERSE PRACTICES IN MULTIMODAL AND EMBODIED LEARNING AND TEACHING 2

CHAIR: Marja-Leena Rönkkö

Multi-material design on the basis of authentic user-orientation – AuttiDesign-project as an example of multi-material craft

Eila Lindfors, Panu Hatanpää, and Matti Pirttimaa, University of Turku

The pedagogical methods of the entrepreneurship education as a part of students' craft process. The experiences of the 7th-grade students during holistic craft process.

Marja-Leena Rönkkö and Jaana Lepistö, University of Turku

SESSION CONTINUES →

B

WEDNESDAY 27 MAY
15.15–16.45

PROGRAMME OF PARALLEL SESSIONS

ImproStory – Storytelling and social improvisation as pedagogical tools in teacher training

Ari Poutiainen, Seija Kairavuori, Seija Karppinen, and Sinikka Rusanen,
University of Helsinki

English as an affordance in the multimodal CLIL classroom: Teachers' perceptions, values and practices

Ylva Sandberg, Stockholm University

B3

ATH 169

DRAMA EDUCATION IN A FUTURE PERSPECTIVE 2

CHAIRS: Tapio Toivanen and Anna-Lena Østern

The concept of face-work as a pedagogical resource in drama education

Tuija Leena Viirret, University of Jyväskylä

Drama teacher's body awareness and pedagogical interaction

Miia Kaasinen, University of Helsinki

How do music and drama scaffold understanding, and creating multimodal art environments

Mirja Karjalainen-Väkevää, University of Helsinki

B4

AUR 209

LITERACY AND MULTILITERACY 2

CHAIR: Anna Slotte-Lüttge

Developing classroom assessments for subject area literacy

Henning Fjortoft, The Norwegian University of Science and Technology

Learning by the book

Sara Routarinne, University of Helsinki

Studying the use of texts as a reflection of classroom discourse

Liisa Tainio, University of Helsinki

B5

AUR 212

GEOGRAPHY AND EDUCATION 2

CHAIR: Lena Molin and Gabriel Bladh

Why physical geography? An analysis of justifications in teacher magazines in Britain and Germany

Péter Bagoly-Simó and Anke Uhlenwinkel, Humboldt University of Berlin

Exploring children's sense of place and promoting equity in geography education

Bryan Wee, Tomas Torbjörnsson, Linda Oldebring, and Cecilia Lundholm, Stockholm University

Implementing equity, diversity and social justice in the national test in geography, year 6 and 9

Lena Molin, Ann Grubbström, Hanna Karlsson, Andreas Alm Fjellborg, Jonas Faxell, and Britt-Maria Holtz, Uppsala University

Is there fair testing in Swedish schools? Students' experiences of the national test in geography

Lena Molin, Ann Grubbström, Hanna Karlsson, Andreas Alm Fjellborg, Jonas Faxell, and Britt-Maria Holtz, Uppsala University

B6

AUR 223

MATHEMATICALLY GIFTED STUDENTS 2

CHAIR: Inger Wistedt

The mathematical talents in school – what do we do for them?

Einar Jahr

Prospective class teachers' attitude profiles toward mathematics

Harry Silfverberg and Tomi Kärki, University of Turku

SESSION CONTINUES →

Written languaging as a tool in learning of university mathematicsJorma Joutsenlahti¹, Hanna Sarikka², and Seppo Pohjolainen²,¹University of Tampere, ²Tampere University of Technology**B7**

ATH 261

REMAINING NATIONAL PERSPECTIVES ON HISTORY AND CIVICS TEACHING 2

CHAIR: Hans Löden

Citizenship education, national identity and political trust: The case of Sweden

Hans Löden, Karlstad University

Transnational issues on the political agenda?

Kjetil Børhaug, University of Bergen

Constitutional "Memory boom" vs globalized history and civics education?Svein Ivar Angell¹ and Brit Mari Hovland², ¹University of Bergen, ²University of Oslo**The war in 1864 and Danish national identity**

Harry Haue, University of Southern Denmark

B8

AUR 118

SUBJECT TEACHING FOR STUDENTS WITH SPECIAL NEEDS 1

CHAIR: Lotta Uusitalo-Malmivaara

Children's perception of disability: Reactions to guided visits of exhibitions; ignorance = darkness = obstacle

Kristina Desman, University of Ljubljana

The school staff's perception of their ability to teach special education students in inclusive settings in Finland

Birgit Paju, University of Helsinki

Inclusive teaching practices with compensational IT tools

Anders Henrik Bendsen and Majbritt Breum Nielsen, VIA University College

B9
AUR 114

GLOBAL EDUCATION 2

CHAIR: Hille Janhonen-Abruquah

Intercultural historical learning – Balancing models of theoretical conceptualisations and applied practice

Kenneth Nordgren and Maria Johansson, Karlstad University

Are they ready to teach ‘global issues’? A comparative research of students in teacher education in Finland and Japan

Kiyoko Uematsu, University of Oulu

Literature and literature education as a mirror and motor of diversity

Judith Leiss, University of Cologne

B10
ATH 168

SECOND AND FOREIGN LANGUAGE EDUCATION 2

CHAIR: Maria Kela

Finnish foreign language teachers’ views on teaching and study reality in their classes: The KIELO project’s rationale, method, and research findings

Pirjo Harjanne, Jyrki Reunamo, and Seppo Tella, University of Helsinki

Change and stability: Genre patterns in the EFL subject 1995–2014

Sigrid Orevik, University of Bergen

Towards diversity in foreign language teaching in Japan

Misuzu Toba, Kwansei Gakuin University

B11

ATH 167

TEACHER EDUCATION 2

CHAIR: Eero Salmenkivi

Making connections between theory and practice using role-play and forum theatre

Anne Eriksen, Annelise Brox Larsen, and Tove Leming, University of Tromsø

Teachers' professional judgement in real teaching situationsAnne Søndberg, Kirsten Rosholm, Jesper R. Pedersen, Lise Sommer, and
Peer S. Daugbjerg, VIA University College**Student teachers' management of autonomous learning activities**

Henrik Balle Nielsen, Chung Kim, and Anja Madsen Kvols, VIA University College

To develop PCK for teaching the school subject Swedish

Ingrid Mossberg Schüllerqvist and Pia Berg, Karlstad university

B12

K112

CIVICS EDUCATION 1

CHAIR: Jan Löffström

Competencies in social studies education in lower secondary schools a theoretical view with examples from the Danish folkeskole (samfundsfag 2014) and Germany (Politische Bildung)

Anders Stig Christensen, University of Southern Denmark

Teaching practices in social studies in the Norwegian ground school

Siv Eie and Marit Storhaug, Oslo and Akershus University College

Social studies education in ethnically diverse classrooms

Katarina Blennow, Lund University

WEDNESDAY 27 MAY
15.15–16.45

B

B13
K112

TEACHING AND LEARNING OUTSIDE SCHOOL 2

CHAIR: Anna-Liisa Kyhälä

Measured physical activity (24/7) of Finnish 1–7-year-old preschool children

Anna-Liisa Kyhälä, University of Helsinki

Sixth graders experiences concerning pharmacy: Medicine education intervention

Sirpa Kärkkäinen, Sirpa Kontturi, Jari Kukkonen, Nea Nikkanen, and Tuula Keinonen, University of Eastern Finland

Authenticity in school-industry partnership

Anders V. Thomsen, Metropolitan University College

PROGRAMME OF PARALLEL SESSIONS

C

THURSDAY 28 MAY
9.00–10.30

PROGRAMME OF PARALLEL SESSIONS

C1
K218

CHANGING PEDAGOGIES AND DIVERSITIES IN CRAFT AND SLOYD 3

CHAIRS: Sirpa Kokko and Mia Porko-Hudd

Mapping concerning newly arrived students' knowledge in sloyd

Emma Gyllerfelt and Peter Hasselskog, University of Gothenburg

Textile sloyd as emotional practice. Students' experiences and changing descriptions of the subject's emotional dimension

Stina Westerlund, Umeå University

History based live action role play (LARP) in an authentic surrounding as an option to teach and learn crafts

Outi Sipilä, University of Eastern Finland

C2
AUR 226

DIVERSE PRACTICES IN MULTIMODAL AND EMBODIED LEARNING AND TEACHING 3

CHAIR: Sinikka Rusanen

Hometown culture experienced by the child – A holistic approach to pre-school's cultural education through craft and literature education

Juli-Anna Aerila, Marja-Leena Rönkkö, and Satu Grönman, University of Turku

Colour-oriented walking as a learning environment

Anne Keskitalo, University of Turku

A-B-C – Shaping letters with methods of Earth Art and Thinking Skills

Juli-Anna Aerila¹, Anne Keskitalo¹, and Kirsi Urmson²,

¹University of Turku, ²Rauma training school

C3

ATH 169

DRAMA EDUCATION IN A FUTURE PERSPECTIVE 3

CHAIRS: Tapio Toivanen and Anna-Lena Østern

The postdramatic turn – Recasting the dramatic curriculum

Charlotte Fogh and Jan Mikael Alstrup Fogt, Metropolitan University College Copenhagen

How to understand fiction

Crister Nyberg, University of Helsinki

Thinking with the body – the drama teacher being alive during the development of a pedagogical design

Kristian Nødtvedt Knudsen, Norges teknisk-naturvitenskapelige universitet

Why a drama teacher gets worn out in the job as drama teacher

Rannveig Thorkelsdottir, Norwegian University of Technology and Science

C4

AUR 209

LITERACY AND MULTILITERACY 3

CHAIRS: Astrid Roe

Developing academic literacy: Teacher students' writing and revision of academic essays

Helena Wistrand, Jönköping University

Multimodal literacy in English as a school subject

Ingrid Jakobsen, University of Tromsø

Performance literacy (Lire le théâtre, Ästhetik des Performativen)

Pirjo Vaittinen, University of Tampere

C

THURSDAY 28 MAY
9.00–10.30

PROGRAMME OF PARALLEL SESSIONS

C5

AUR 212

GEOGRAPHY AND EDUCATION 3

CHAIRS: Lena Molin and Gabriel Bladh

Teaching geography and biology by using new mobile software outside the classroom

Arja Kaasinen, University of Helsinki

Visual literacy and geography textbooks

Yvonne Behnke, University of Potsdam

Approaching the diverse city by mapping the geographies of hanging out

Noora Pyyry, University of Helsinki

Challenges set by the media: How to interpret media images from a geographical perspective?

Markus Hilander, University of Helsinki

C6

AUR 223

CULTURAL AND RELIGIOUS DIVERSITY IN EDUCATIONAL SETTINGS 1

CHAIR: Mia Matilainen

Pupils' concepts of cultural and religious diversity in a pluralistic educational context – Results from Finnish comprehensive school

Arniika Kuusisto and Arto Kallioniemi, University of Helsinki

Integrative religion and worldview education in the Finnish context: Student perspective

Vesa Åhs and Salla Poulter, University of Helsinki

Construction of identities and worldviews among the adolescents amid cultural and religious diversity in schools: A social cognitive analysis

Gabriel Omotosho Adebayo, University of Helsinki

Literacy, identity and picturebooks in primary education: A report on ongoing doctoral research

Andrea Ramos, Canterbury Christ Church University

C7
ATH 261

SUBJECT-BASED INTEGRATION

CHAIR: Elina Kouki

Integrating writing into learning mathematics

Pirjo Kulju, Jorma Joutsenlahti, and Marja Tuomi, University of Tampere

Three approaches to critical reading skills as an educational objective

Elina Kouki and Arja Virta, University of Turku

**Research in dialogue about aesthetic pedagogical design and learning.
Transforming classroom practice informed by art based learning and
computer games.**

Hannah Kaihovirta¹, Anna-Lena Østern², and Matilda Ståhl¹,

¹Åbo Akademi University, ²The Norwegian University of Science and Technology

**The new learning environment in craft, design and technology
education**

Juha Jaatinen, Eila Lindfors, and Jaana Lepistö, University of Turku

C8
AUR 118

SUBJECT TEACHING FOR STUDENTS WITH SPECIAL NEEDS 2

CHAIR: Lotta Uusitalo-Malmivaara

**Supporting special education pupils' collaborative science learning
through the use of smartphones**

Kati Sormunen, University of Helsinki

**Low and high achievers in math. Early intervention for these two
groups of students with special needs**

Lena Lindenskov, Steffen Overgaard, Pia Beck Tonnesen, Peter Weng, and
Camilla Hellsten Østergaard, Metropolitan University College

**Dyscalculia ≠ math difficulties. A field analytical perspective on
conflicting positions in a time rife with the challenges of inclusion**

Maria Christina Secher Schmidt, Metropolitan University College

C

THURSDAY 28 MAY
9.00–10.30

PROGRAMME OF PARALLEL SESSIONS

C9

AUR 114

MOTHER TONGUE 1

CHAIR: Sara Routarinne

How to identify the concept of theme – A learning study of literary analysis in the Swedish compulsory school

Magnus Larsson, Utbildning Gävle

Book trailers as reading motivators in literature education

Satu Grünthal and Johanna Pentikäinen, University of Helsinki

The poetic language in the pedagogical context

Peter Degerman, Mid Sweden University

C10

ATH 168

SECOND AND FOREIGN LANGUAGE EDUCATION 3

CHAIR: Maria Kela

Teaching Danish as a second language in the context of new reform of the Danish public school

Thomas Thorning, VIA University College

Conceptions of teaching and assessing oral language skills – in-service teachers and upper secondary students

Outi Hakola, University of Helsinki

Reading as experience – beyond reading comprehension. A research study and some suggestions for foreign language teaching

Angela Marx Åberg, Linnaeus University

The native speaker role in L2 dyad interaction

Anna Korhonen, Åbo Akademi University

C11

ATH 167

TEACHER EDUCATION 3

CHAIR: Hille Janhonen-Abruquah

Exposing the transformative potential of sacred places and student learning through narratives

Imran Mogra, Birmingham City University

Home economics teacher education for diversities

Hanna Posti-Ahokas and Hille Janhonen-Abruquah, University of Helsinki

Multicultural perspectives in the Norwegian kindergarten teacher education and the reality in multicultural kindergartens according to personnel

Kari Krogstad, Telemark University College

Supporting intercultural and interreligious sensitivities in teacher education

Elina Kuusisto¹, Arniika Kuusisto¹, and Inkeri Rissanen²,

¹University of Helsinki, ²University of Tampere

C12

K112

CIVICS EDUCATION 2

CHAIR: Jan Löfström

Formative feedback: An analysis of dialogue between teacher and student in social science

Robert Kenndal, Lauri Kuru, and Daniel Larsson, Tumba gymnasium

Writing in multi-subject coursework in Danish upper secondary school. The issue of citizenship education

Peter Hobel, University of Southern Denmark

EU citizenship and democratic “bildung” – EU teaching in upper secondary schools in Denmark

Karen Marie Hedegaard and Carsten Linding Jakobsen, VIA University College

D1
K218**CHANGING PEDAGOGIES AND DIVERSITIES IN CRAFT AND SLOYD 4**

CHAIRS: Sirpa Kokko and Mia Porko-Hudd

The development of craft and technology education curricula and students' attitudes towards technology in Finland, Estonia and IcelandOssi Autio¹, Mart Soobik², Gisli Thorsteinsson³, and Brynjar Olafsson³,¹University of Helsinki, ²University of Tallinn, ³University of Iceland**Pedagogical and societal changes in Finnish craft education**

Päivi Marjanen and Mika Metsärinne, University of Turku

Textbooks of textile crafts in 1900s: Changes in sewing and garment making

Minna Kaipainen, University of Eastern Finland

D2
AUR 226**DIVERSITY IN LANGUAGE TESTING**

CHAIR: Pia Sundqvist

Rater variation: The balance between technical and hermeneutical rationality in the assessment of writing tests

Eric Borgström, Örebro University

Selecting next speaker in paired oral exams: The role of student questions

Silvia Kunitz, University of Illinois at Urbana-Champaign/Stockholm University

Standardized oral exams: Challenges for students, teachers/examiners, and test constructorsErica Sandlund¹, Pia Sundqvist¹, and Lina Nyroos²,¹Karlstad University, ²Uppsala University**Reading comprehension tests in Denmark, Norway, and Sweden: A comparative analysis of construct definitions, task samples, and response formats**

Michael Tengberg, Karlstad University

D3
ATH 169

DRAMA EDUCATION IN A FUTURE PERSPECTIVE 4

CHAIRS: Tapio Toivanen and Anna-Lena Østern

Drama in the curriculum – a Nordic comparison

Eva Österlind, Stockholm University

Is it possible to teach geometry in upper secondary school through drama in education?

Panagiota Kotarinou¹, Charoula Stathopoulou¹, and Alkistis Kontogianni²,

¹University of Thessaly, ²University of Peloponnese

Drama and theatre education research from 1995 until 2014 in Finland

Anna-Lena Østern, Norwegian University of Technology and Science

D4
AUR 209

EVALUATION OF LEARNING OUTCOMES 1

CHAIRS: Juhani Rautopuro and Raili Hildén

Modelling the background variables of learning and the learning outcomes in 2010 FNBE evaluation

Manne Kallio, Mika Metsärinne, and Kalle Virta, University of Turku

Matriculation examination in philosophy and secular ethics

Eero Salmenkivi, University of Helsinki

Validity of school grades at the end of compulsory basic education

Raili Hildén¹ and Juhani Rautopuro²,

¹University of Helsinki, ²The Finnish Education Evaluation Centre

Lower secondary grades as determinants of students' choice of academic vs. vocational track in upper secondary education

Sirkku Kupiainen, Risto Hotulainen, and Jarkko Hautamäki, University of Helsinki

D

THURSDAY 28 MAY
10.45–12.15

PROGRAMME OF PARALLEL SESSIONS

D5

AUR 212

GEOGRAPHY AND EDUCATION 4

CHAIRS: Lena Molin and Gabriel Bladh

Danish geography teachers pedagogical content knowledge

Søren Witzel Clausen, Aarhus University

Abilities in geography in compulsory school in Sweden

David Örbring, Lund University

The present situation of and issues with the subject-matter expertise of social studies teachers in Japan: Focusing on the geographical aspect

Takashi Shimura and Satoshi Ibarak, Joetsu University of Education

Teaching geography in Sweden – Swedish geography teachers' subject knowledge and teaching strategies

Gabriel Bladh, Karlstad University

D6

AUR 223

CULTURAL AND RELIGIOUS DIVERSITY IN EDUCATIONAL SETTINGS 2

CHAIR: Arniika Kuusisto

Interdisciplinary challenge of human rights education

Manfred Kwiran, University of Bern

Holocaust education as a tool for education about diversity in educational settings

Fred Dervin, Mia Matilainen, Kaarina Lyhykäinen, Eero Salmenkivi, Arto Kallioniemi, and Anna-Maria Veijo, University of Helsinki

THURSDAY 28 MAY
10.45–12.15

D

Holocaust and themes related to existential philosophy –
Enlightening similarities and differences between different subject
areas through a “common third”; virtual cooperation as a means of
intensifying and diversifying the didactical discourse

Jesper Garsdal¹ and Michael Penzold²,

¹VIA University College, ²Ludwig-Maximilians-Universität

D7

ATH 261

SUBJECT-DIDACTICAL SAFETY 1

CHAIRS: Brita Somerkoski and Eila Lindfors

Physical safety as an element of safety culture in learning environment

Matti Waitinen, Helsinki City Rescue Department

Tutor audit – a tool in evaluation of safety and security management in
schools

Tiina Ranta¹ and Eila Lindfors²,

¹Laurea University of Applied Sciences, ²University of Turku

Running risk prevention systems – Teachers’ experiences in primary
school craft education

Atso Tulosmaa¹ and Brita Somerkoski²,

¹University of Eastern Finland, ²National Institute for Health and Welfare, Finland

D8

AUR 118

OUTLINING THE THEORETICAL CONNECTIONS BETWEEN HISTORICAL CONSCIOUSNESS AND MORAL CONSCIOUSNESS

CHAIR: Jan Löfström and Niklas Ammert

Ethical responsibility as an embodied mediator between past–present–
future: An educational possibility to oppose violence?

Silvia Edling, Gävle University

SESSION CONTINUES →

PROGRAMME OF PARALLEL SESSIONS

D

THURSDAY 28 MAY
10.45–12.15

PROGRAMME OF PARALLEL SESSIONS

The moral-ethical objectives in history teaching – analysing key texts of history education from the turn of the Millennium

Jan Löfström, University of Helsinki

Patterns of reasoning – A tentative model to analyse historical and moral consciousness among Swedish 9th grade students

Niklas Ammert, Linnaeus University

D9

AUR 114

MOTHER TONGUE 2

CHAIR: Satu Grünthal

A systematic review of Finnish studies on writing in basic education

Pirjo Kulju¹, Merja Kauppinen², Mari Hankala², Elina Harjunen³, Johanna Pentikäinen⁴, and Sara Routarinne⁴, ¹University of Tampere, ²University of Jyväskylä, ³Finnish Education Evaluation Centre, ⁴University of Helsinki

Writing instruction and assessment in lower secondary school – a case study

Anna-Maija Norberg, Stockholm University

Developing a shared practice for reading and writing instruction. A classroom-based study in a school for children with intellectual disability

Åsa Lyrberg, Stockholm University

D10

ATH 168

SECOND AND FOREIGN LANGUAGE EDUCATION 4

CHAIR: Maria Kela

Traces of methods for the teaching of writing in EFL textbooks

Aud Solbjoerg Skulstad, University of Bergen

Exploring English teachers' reasoning about the texts they choose for their lower secondary learners

Anja Synnøve Bakken, Nord-Trøndelag University College

Teachers' strategies for supporting adult second language learners

Marianne Seppä, University of Helsinki

D11

ATH 167

TEACHER EDUCATION 4

CHAIR: Pia-Maria Niemi

Is the supervision of student teachers during school practice sufficiently subject specific?

Anne-Brit Fenner, University of Bergen

Comparing the objectives expressed in the curricula of two class and subject teacher education programmes

Harry Silfverberg, University of Turku

Guiding teacher students in practice

Lene Vera Wagner and Inger Ubbesen, VIA University College

D12

K112

HISTORY TEACHING 1

CHAIR: Jukka Rantala

What can we actually know about history as a subject matter?

Heidi Eskelund Knudsen, University College Lillebaelt

The role of students' contextual knowledge in interpretations of historical sources

David Rosenlund, Malmö University

How children interpret images in historical picturebooks

Arja Virta, University of Turku

D

THURSDAY 28 MAY
10.45–12.15

D13

K114

SCIENCE EDUCATION 1

CHAIR: Markku Hannula

Teachers' concerns when adopting "Responsible Research and Innovation" into teaching modules

Miikka de Vocht¹, Antti Laherto¹, and Ilka Parchmann²,

¹University of Helsinki, ²University of Kiel

Teachers' perceptions of purpose and aims for science education in primary school

Ann-Catherine Henriksson, Åbo Akademi University

Flipped classroom, active learning?

Thomas Dyreborg Andersen, Peter Jespersen, Kristian Kildemoes Foss, Henrik Levinsen, Marie Lohmann-Jensen, and Morten Philipps, Metropol University College

PROGRAMME OF PARALLEL SESSIONS

THURSDAY 28 MAY
13.30–15.00

E

E1
K218

DIVERSITIES IN SCHOOL AND EDUCATION: WHAT ROLE DOES/CAN RELIGIOUS EDUCATION PLAY IN “CHANGING TIMES”? 1

CHAIR: Kerstin von Brömssen

What can and should religious education achieve?

Geir Skeie, Stockholm University

Worldview education in relatively autonomous schools

Siebre Miedema, VU University Amsterdam

Lived religion – religion embedded in the body and materiality

Kerstin von Brömssen, Karlstad University

E2
AUR 226

TEACHER EDUCATION 5A

CHAIR: Eero Salmenkivi

Counseling in teacher education – State of art

Dorthe Busk Mølgaard and Linda Breum Andersen, VIA University College

**The responsibilities of coeducation as part of teachers’
professionalism – The case of pre-service teacher**

Ritva-Liisa Järvelä, Merja Kauppinen, and Marja Kemppinen, University of Jyväskylä

Professional guidance in teacher education

Tina Kjær and Frede Krøjgaard, VIA University College

E3
ATH 169

DIVERSITY OF MEDIA EDUCATION 1

CHAIR: Heikki Kynäslähti

Designing didactic design

Jan Fogt, Metropolitan University College

SESSION CONTINUES →

NoFa5 | 41

PROGRAMME OF PARALLEL SESSIONS

Fab Lab in education – A Danish school project

Steen Lembcke, VIA University College

Transforming poems into poetic film

Ove Nielsen and Raffaele Brahe-Orlandi, VIA University College

E4

AUR 209

EVALUATION OF LEARNING OUTCOMES 2

CHAIRS: Juhani Rautopuro and Raili Hildén

Recent and early immigrants' achievements in mathematics

Jöran Petersson, Stockholm University

Not only teachers are actors in the Swedish assessment system

Viveca Lindberg, Stockholm University

Teacher-intentionality in lower secondary school under the influence of final assessments in writing literacy

Solveig Troelsen and Thomas Iskov, VIA University College

E5

AUR 212

**HANDS ON LEARNING IN DIVERSE MATERIAL WORLD!
INNOVATIVE ORIENTATIONS IN SLOYD AND TECHNOLOGY
LEARNING AND TEACHING? 1**

CHAIR: Erja Syrjäläinen

Interaction and embodiment in sloyd teaching

Anniina Koskinen and Pirita Seitamaa-Hakkarainen, University of Helsinki

Hands on teaching and learning. Three perspectives on demonstration as a form of teaching craft skills

Emmi Holopainen and Erja Syrjäläinen, University of Helsinki

THURSDAY 28 MAY
13.30–15.00

E

Material mediation and embodied actions in collaborative design process

Henna Lahti, Kaiju Kangas, Veera Koponen, and Pirita Seitamaa-Hakkarainen,
University of Helsinki

Approaching embodied experience of materiality

Tellervo Härkki, University of Helsinki

E6
AUR 223

**INCLUSION: A CHALLENGE FOR SUBJECT MATTER
TEACHING AND LEARNING PROCESSES IN SCHOOL?
(HISTORY TEACHING)**

CHAIR: Andreas Körber

Introduction to the session

Johannes Meyer-Hamme, Universität Paderborn

Inclusive history teaching as a challenge – The German perspective

Andreas Körber, Universität of Hamburg

Deafness and deafhood. Historical thinking among deaf students as a cultural and/or disabled minority

Lise Kvande, Norges Teknisk-Naturvitenskapelige Universitet Trondheim

Inclusive history teaching – The British experience. Challenges, approaches, problems

Michael Fordham, University of Cambridge

E7
ATH 261

**DIVERSITIES IN VISUAL ARTS EDUCATION – CURRENT
CHANGES IN PRACTICES AND PEDAGOGIES?**

CHAIR: Seija Kairavuori

The model of visual multiliteracy: An approach based on cultural diversities and multimodality

Marjo Räsänen, University of Turku

SESSION CONTINUES →

NoFa5 |

43

PROGRAMME OF PARALLEL SESSIONS

Producing intercultural diversities in art education by constructing glocal places through social media*Martina Paatela-Nieminen, University of Helsinki***Visual orders and diversities in visual arts education perspective***Leena Knif, University of Helsinki***My culture, my roots – A community art-project with children in five Nordic countries***Tarja Karlsson Häikiö, Göteborgs universitet***E8**

AUR 118

EDUCATION FOR SUSTAINABLE DEVELOPMENT**CHAIR:** Hannele Cantell**Environmental responsibility as an issue in social school subjects***Essi Aarnio-Linnanvuori, University of Helsinki***Social studies from an interdisciplinary perspective***Hans Petter Dahl-Hansen, Høgskolen i Bergen***Education for sustainability in teacher education***Veli-Matti Vesterinen¹, Caitlin Meleney Wilson², Jaana Herranen³, Susan Gollifer², and Sakari Tolppanen³, ¹Stockholm University, ²University of Iceland, ³University of Helsinki***E9**

AUR 114

MOTHER TONGUE 3**CHAIR:** Sara Routarinne**What does “cognitive activation” mean in literature classes? First steps to an empirically based conceptualization***Iris Winkler, University of Jena***Applying language in learning metalanguage***Kaisu Rättyä¹, Pirjo Kulju², and Jorma Joutsenlahti², ¹University of Eastern Finland, ²University of Tampere*

THURSDAY 28 MAY
13.30–15.00

E

**Why become a mother tongue and literature teacher?
A Finnish-Estonian perspective**

Satu Grünthal¹ and Kersti Lepajõe², ¹University of Helsinki, ²University of Tallinn

(Mainstream) movies and pedagogy of change: Students' reflective essays on Laurent Cantet's *Entre les murs* (2007) and Richard LaGravenese's *Freedom writers* (2008)

Johanna Pentikäinen, University of Helsinki

E10
ATH 168

SECOND AND FOREIGN LANGUAGE EDUCATION 5

CHAIR: Maria Kela

Beyond comprehension: Mining authentic literary texts in ELT

Elsebeth Hurup, VIA University College

Teaching English to would-be teachers: How to profit from ESP in the Spanish faculties of education

Edgardo Galetti, Universidad Autónoma de Madrid

Poetry and phonetics at primary and secondary school: The poem as a means of introducing and practising sounds in the EFL class

Edgardo Galetti, Universidad Autónoma de Madrid

E11
ATH 167

TEACHER EDUCATION 5B

CHAIR: Elina Kuusisto

Promoting teacher development through the use of Lesson Study in an in-service course for teachers

Rebecca Charboneau, University of Stavanger

'Lesson Study' as a research and development tool in teacher education – Giving students a voice in the Lesson Study process

Deborah Larssen and Ion Drew, University of Stavanger

SESSION CONTINUES →

NoFa5 | 45

PROGRAMME OF PARALLEL SESSIONS

Feedback and metacognition

Vibeke Christensen¹, Søren Pejngaard¹, and Grete Dolmer²,
¹University College Northern Jutland, ²VIA University College

E12

K112

HISTORY TEACHING 2

CHAIR: Jan Löfström

History as a school subject in Denmark – what's going on?

Heidi Eskelund Knudsen and Jens Aage Poulsen, University College Lillebaelt

Design-oriented pedagogy in history teaching – Openmetsa portal as a learning environment (with reference to Finnish teacher education)

Ismo Pellikka, Saara Nissinen, Anu Liljeström, Henriikka Vartiainen, and Petteri Vanninen,
 University of Eastern Finland

Teaching historical competence in a Norwegian context

Christian Sæle, University of Bergen

E13

K114

SCIENCE EDUCATION 2

CHAIR: Markku Hannula

Different teaching methods and their relationship to students' affective states in Finnish science classrooms

Janna Linnansaari¹, Kalle Juuti¹, Katariina Salmela-Aro¹, Barbara Schneider², and
 Jari Lavonen¹, ¹University of Helsinki, ²Michigan State University

Tools for information mapping: A theory-practice approach in transcultural contexts and science education

Carlos Manuel Pacheco Cortés, Universidad de Guadalajara

THURSDAY 28 MAY
13.30–15.00



Changes of students' explanation models during DC-circuit interviews

Terhi Mäntylä¹, Tommi Kokkonen², and Markus Mattila²,

¹University of Tampere, ²University of Helsinki

Variables of innovation competence

Laura-Maija Hero, Eila Lindfors, and Vesa Taatila, University of Turku

PROGRAMME OF PARALLEL SESSIONS

F1
K218**DIVERSITIES IN SCHOOL AND EDUCATION: WHAT
ROLE DOES/CAN RELIGIOUS EDUCATION PLAY IN
“CHANGING TIMES”? 2****CHAIR:** Kerstin von Brömssen**Religious education for minorities – perspectives from Islamic
education in Finnish schools**

Inkeri Rissanen, University of Helsinki

**Managing diversity in Finnish schools and education:
Religious education as a bridge builder**

Gabriel Omotosho Adebayo, University of Helsinki

**A methodological model to analyse informal and formal
educational settings**

Fredrik Jahnke, Södertörn University

F2
AUR 226**CHANGING TEACHER EDUCATION****CHAIR:** Janne Holmén**Governing education practices – A study of the
de-professionalization of teachers and the fate of the profession’s
‘technical core’ in Sweden**Eva Bejerot¹, Hans Hasselbladh², Tina Forsberg Kankkunen¹, and Niklas Stenlås³,
¹Stockholm University, ²Örebro University, ³Uppsala University**Perspectives on teaching of subject teaching in teacher education with
examples from geography and civics**

Martin Kristiansson and Gabriel Bladh, Karlstad University

Reforms of teacher education in Sweden and Finland

Janne Holmén and Björn Furuhausen, Uppsala University

Four organizing themes of Finnish teacher education (since 1950s)

Janne Sääntti and Jari Salminen, University of Helsinki

F3

ATH 169

DIVERSITY OF MEDIA EDUCATION 2

CHAIR: Heikki Kynäslahti

Digital design for learning

Alice Bonde Nissen, Johannes Fibiger, and Inger Maibom, VIA University College

Supporting development of intercultural communication skills with internet applications

Laura Pihkala-Posti, University of Tampere

National evaluation of art in Swedish secondary schools 2013

Hans Örtengren, Umeå University

F4

AUR 209

EVALUATION OF LEARNING OUTCOMES 3

CHAIRS: Juhani Rautopuro and Raili Hildén

Recent assessment of oral proficiency in German

Laura Lahti, University of Helsinki

What may be learnt in ethics? Varieties of conceptions of ethical competence to be taught in compulsory school

Olof Franck¹, Annika Lilja¹, Annika Lindskog¹, Christina Osbeck¹, Karin Sporre², and Johan Tykesson³,

¹University of Gothenburg, ²Umeå University, ³Chalmers University of Technology

Does evaluation environment count – and how

Juhani Rautopuro and Elina Harjunen, The Finnish Education Evaluation Centre

F

FRIDAY 29 MAY
9.30–11.00

PROGRAMME OF PARALLEL SESSIONS

F5
AUR 212

**HANDS ON LEARNING IN DIVERSE MATERIAL WORLD!
INNOVATIVE ORIENTATIONS IN SLOYD AND TECHNOLOGY
LEARNING AND TEACHING? 2**

CHAIR: Erja Syrjäläinen

The craft teachers' views on the skills of the pupils

Antti Hilmola, University of Helsinki

**Futures on craft (craft, design and technology) education –
Student teachers' perspective**

Jaana Lepistö and Eila Lindfors, University of Turku

**Material and surface – experiences in developing synergy through
courses**

Päivi Fernström, Ana Nuutinen, and Riikka Räisänen, University of Helsinki

**Estonian and Finnish craft teachers' views on the purpose of
contemporary craft education**

Eva Veeber and Erja Syrjäläinen, University of Helsinki

F6
AUR 226

LEARNING MATHEMATICS IN L2

CHAIR: Päivi Portaankorva-Koivisto

**PISA 2012 Mathematics: Measuring mathematics or the language of
instruction**

Maria Kela and Päivi Portaankorva-Koivisto, University of Helsinki

**Student-initiated question sequences in maths' classes with L2 users of
Finnish**

Niina Lilja, University of Tampere

Student teachers in collaboration: Integrating science and language

Eija Aalto and Mirja Tarnanen, University of Jyväskylä

F7

ATH 261

SUBJECT-DIDACTICAL SAFETY 2

CHAIRS: Brita Somerkoski and Eila Lindfors

Technology education for a girl? My daddy told me to!

Jan Grenlund and Edvard Nordlander, University of Gävle

Safety in teacher education curricula – Craft, design and technology education as an example

Brita Somerkoski, National Institute for Health and Welfare, Finland

The development of craft and technology education curriculums and students' attitudes towards technology in Finland, Estonia and Iceland

Ossi Autio, University of Helsinki

F8

AUR 118

GEOCAPABILITIES: WHAT DOES THE CAPABILITIES APPROACH OFFER FOR GEOGRAPHY EDUCATION?

CHAIR: Sirpa Tani

Panel discussion

Gabriel Bladh, University of Karlstad

Anke Uhlenwinkel, Humboldt University of Berlin

Michael Solem, Association of American Geographers

Discussant: David Lambert, Institute of Education, University College London

F9

AUR 114

MUSIC AND ART EDUCATION

CHAIRS: Minna Muukkonen and Anna-Mari Lindeberg

The role of arts in Singapore and Finland, distinctions and similarities

Mikko Ketovuori, University of Turku

SESSION CONTINUES →

F

FRIDAY 29 MAY
9.30–11.00

PROGRAMME OF PARALLEL SESSIONS

Teacher profiles in change: Classroom-music teachers' views on teacher education and working life

Minna Muukkonen and Anna-Mari Lindeberg, University of Eastern Finland

F10

ATH 168

TEACHER EDUCATION 6A

CHAIR: Pia-Maria Niemi

Counseling in teacher education

Torben Bjerre and Dorthe Busk Mølgaard, VIA University College

Teaching academic writing based on professional roles

Tero Juuti¹ and Kaisu Rättö²,

¹Tampere University of Technology, ²University of Eastern Finland

A stepping stone to working life or the biggest stress factor ever: Student teachers comment on writing a Master's thesis

Anne Huhtala, University of Helsinki

F11

ATH 167

TEACHER EDUCATION 6B

CHAIR: Elina Kuusisto

A reflection tool to an open investigating approach to teacher education practice

Lisbeth Lunde Frederiksen and Mette Beck, VIA University College

Implementation of quality assessment and quality improvements in teaching practice at university

Danijela Trskan, University of Ljubljana

Digital assessment forms in teacher education of literature and writing

Ingrid Mossberg Schüllerqvist and Zara Hedelin, Karlstad university

F12
K112

HISTORY TEACHING 3

CHAIR: Jan Löffström

National minority schools – Between majorities use of history and identity construction

Tom Gullberg, Åbo Akademi University

The diversity of aims and purposes in history teaching: The teacher's view

Katrin Kello, University of Tartu

What did you learn in “The Old Town” today?

Marianne Axelsen Leth, VIA University College

F13
K114

LEARNING STYLES

CHAIR: Torben Spanget Christensen

Student notes as learning strategy

Torben Spanget Christensen, University of Southern Denmark

Diversity in students' approaches to learning in parallel psychology courses

Maria Öhrstedt, Stockholm University

Influence of teacher gaze and gestures on student visual attention during teacher's presentation – A gaze tracking study

Enrique García Moreno-Esteva¹, Markku S. Hannula¹, Man Ching Esther Chan², David Clarke², and Miika Toivanen³,

¹University of Helsinki, ²University of Melbourne, ³Finnish Institute of Occupational Health

Who benefits from visual illustrations in psychology teaching – A question of diversifying teaching according to learning style or not?

Ann-Sofie Jägerskog and Fredrik Jönsson, Stockholm University

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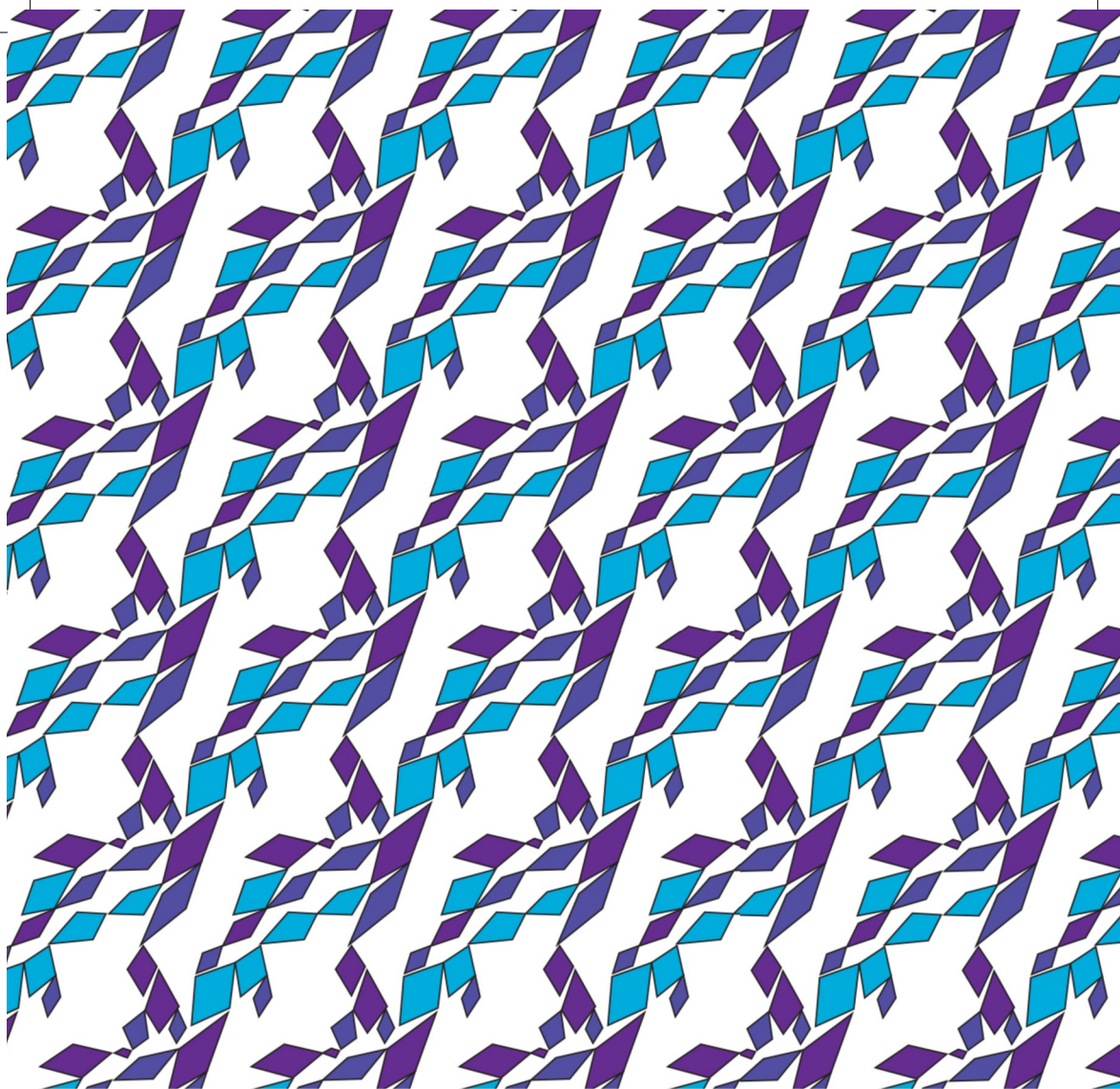
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