Dear Reader

This book of abstracts is consists of two parts. The first part contains the abstracts for all the papers and posters. The abstracts are in alphabetical order based on the family name of the first author. The second part comprises the roundtables and symposia also in alphabetical order, this time based on the title. The abstracts within each symposium or roundtable are in the order given by the organisers.

Most of the content is published as provided by the author(s) during the Call for Proposals. Some issues have been dealt with during the typesetting and many of the authors’ layout ideas have not survived all the translations from the proposal database into this document. We do apologise for any inconvenience this may cause.

The cover illustration is a word cloud consisting of words which appear at least 190 times in the abstracts and are at least four characters long.

This is the initial edition of this book of abstracts. Improved editions will be published on March 4 and if necessary on March 8.
Possibilities and limitations for deliberative democratic classroom practices

(Presented in English)

According to Thomas Englund’s concept of democratic education the school system has to give deliberative communication, in which different opinions and values must have a ‘prominent place’. It is about students’ adopting positions in relationship to the world. Schools are considered to be ‘weak public’, potential public spaces in which there is a preference for pluralism’ (2006, p 504). The social constructionist perspective speaks about positioning of ourselves and others in conversations in ways to make ‘identities fashioned and power relations played out’ (Burr, 2003, p 115). The also stress the fact that everyday conversation in an important arena ‘fay beyond the immediate social event’ (ibid, p 115). This paper is based on a study on classroom communication in schools and discusses possibilities and limits for deliberative democratic practices. The empirical data is collected as qualitative and non-participant observation of teaching communication in four lower secondary schools in academic subjects. The analysis in this paper focuses on the discussions in whole class talk in the classroom where students are invited to give opinions, comments or arguments to the subject matter. The paper explores what kind of discussions the students are invited into. The analysis shows that the most usual way of discussion is characterized by plurality of student voices, with short statements as a kind of rattling on. The quantity of student participation seems to be important for teachers. It means no reasoning, exploring or defense, which may not conduct visible consequences for the conversation. The students are positioned as Gallup respondents, and teachers’ task is to sustain the students’ legal or psychological rights to have an opinion. The other identified way of discussion which takes place more seldom in the classroom, is characterized by plurality of statements in a common discussion. The teacher gives possibilities for exchanges of statements, urges explanations and nuances and brings in more information to take the statements a bit further. Students are positioned as debaters as well as learners. These two types of discussions will be discussed in light of the Scandinavian idea of equality and participation, teachers’ restraints in dealing with sensitive issue and possible limits of dominant conceptions of knowledge transmission and the purposes of schooling.

**Mentor Education and critical reflection**

(Presented in English)

International research indicates that there is reason to be concerned about a significant drop-out rate among novice teachers during the first five years of their teaching career. Emotional support is seen as necessary to reduce the reality shock experienced by many teachers during their transition from teacher trainee to teacher. The present study is motivated by the 2010 establishment of a national program in Norway to provide professional guidance for newly graduated teachers, involving close collaboration between Hedmark University College (Hamar, Norway) and five partner municipalities. A mentor education course was organized by the college and complementary guidance programs were organized by the municipalities, leading to the 2011 certification of 35 experienced teachers as mentors for novice teachers. During the certification process these 35 teachers wrote logs addressing the following question: What kind of support do you think novice teachers need at the start of their careers? This study categorizes and analyzes the log entries in light of previously existing research (Sondenå 2004, 2009, Timperley, 2010, Bjerkholt,Ødegård,Sondenå &Hjardemaal 2014,) to explore the extent to which reflections during and about mentor education by such student mentors contributes to critical thinking about the supervision of novice teachers. This research is embedded in a social constructive learning philosophy assuming interaction between mentors and novice teachers. Our underlying supposition is that reflective mentoring will promote increased insight and motivation, and thereby contribute to a higher retention rate of novice teachers as well as to increased organizational learning. Our findings indicate that student mentors suppose novice teachers need different kinds of support at the start of their careers. Specifically, they believe that the primary need during the early career stages relates to practical issues. Furthermore, student mentors believe novice teachers require guidance about planning, professional collaboration and personal well-being. These findings are explored through a critical discourse analysis of the student mentors’ understanding concerning supervision of novice teachers: their understanding aligns more with practical skills rather than any critical reflection over newly-educated teachers’ needs for guidance. Our research is relevant not just for the Norwegian context, but also for mentor education programs in other countries.

**Transnational occupational spaces in health care: comparing the informal learning experiences of Filipino and Estonian health professionals**

(Presented in English)

Transnational occupational spaces in health care: comparing the informal learning experiences of Filipino and Estonian health professionals Pauliina Alenius & Päivi Vartiainen The aim of the study is to compare the transnational occupational spaces and the informal learning experiences of health professionals who have migrated to Finland from Estonia and the Philippines. The study combines theoretical perspectives and concepts from the situated learning framework (Lave & Wenger 1991; Wenger 1998) and transnational migration studies (e.g. Faist 2000; Levitt & Glick Schiller 2004; Pitkänen et al. 2012). The situated learning perspective highlights how people do not learn only in formal education but more broadly in their everyday life through participating in the activities of various communities. This engagement enables them to gradually acquire new skills and ideas, and also to construct their identities. Transnational migration studies have scrutinised transnational spaces connecting both migrants and non-migrants residing in different nation-states. Transnational occupational space is understood here as a socially constructed space based on the border-crossing occupational ties and activities of people who work or have worked in...
Equality and Education Policy in Social Europe

(Presented in English)

General description & Focus This presentation offers a critical account of the equality debates within the European Union context in education and social policies over the last 15 years – with a particular focus on policies aimed at the Roma minority. The Lisbon strategy launched by the European Council in 2000 provided a framework for newly established education policies across the EU, and the elaboration of pre-existing (yet still underdeveloped) social policies. After three major reviews of the progress of the 'Lisbon process' the Europe-2020 strategy came into being. The design of Europe-2020 includes a reinforced social dimension that aims at 'inclusive', 'smart' and 'sustainable growth' with a reinforced role for education and training. Social issues emanating from the EU are still seen as of secondary importance compared to issues of economic growth and competitiveness – this has implications for the ways in which equality and inclusion debates are integrated in institutional and policy developments at the European level. The argument in this presentation is that neoliberal approach of the EU to the framing of equality does not provide answers to the more challenging questions posed by the politics of redistribution but also of cultural recognition for particular minority groups across Europe. Methods/methodology This is a policy analysis paper, that draws on documentary material produced by the European Union in relation to: (a) definitions of equality as a social right; (b) the links between these definitions and education policy (by examining processes of Europeanisation and the open method of coordination in education); and, (c) the application of these ideas on the opportunities of Roma children in Europe. The analytical approach towards equality and education policy in the EU relies on two sets of theoretical arguments, first, socio-legal arguments around definitions of equality in relation to individual and minority rights (connected to antidiscrimination but also citizenship), and second, policy analysis on Europeanisation as a process of modernizing education systems across Europe towards common agreed objectives. The paper adopts a critical perspective to these developments, through an analysis of developments on Roma rights to equal education. Expected outcomes/results 

ALEXIADOU, NAFSIKA (Umeå University, NAFSIKA.ALEXIADOU@UMU.SE)

different nation-states (Alenius 2015). In this study, there are two different data sets: the 1st data includes 20 interviews with Filipino nurses who participated in a pre-departure training in the Philippines in 2014. 10 nurses were interviewed again in 2015 when they had started to work in Finland. The data is supplemented by 9 interviews with the Filipino authorities. The data were collected in the TRANS-SPACE project funded by the Finnish Work Environment Fund and coordinated by the University of Tampere. All interviews were analyzed by using interpretative content analysis. The 2nd data set includes eight interviews (6 semi-structured and 2 life-course interviews) with 6 Estonian health professionals. The interviews were conducted in the TRANS-NET project (2008-2011). This data were analysed qualitatively, with the combination of database-based and theory-guided content analysis (Tuomi & Sarajärvi, 2009). The data was first analysed taking a data-based approach, organising data into preliminary categories. At the later stages of analysis, theory-guided content analysis was applied: theoretical concepts assisted in theoretically conceptualising and contextualising the phenomena examined. The preliminary findings indicate that in spite of the Filipino nurses’ high education and career ambitions, their professional development in Finland is questionable. Neither their education nor experience seems to be productively utilized. The language barrier may hinder their integration and recognition of their skills. The Estonian health professionals had been able to apply their professional expertise in their new workplaces in Finland although power differentials created challenges for sharing professional knowledge. The macro-level factors were conducive to cross-border migration and supported the mobility of occupational know-how in the Estonia-Finland space. Labour migration and the recruitment of foreign health care professionals are on increase in the Nordic countries. Yet there have been so far few studies examining the informal learning trajectories of labour migrants in the Nordic countries and emerging transnational occupational spaces. Attachment to NERA-network (first and second priority) 1.

...
Collective moral disengagement and school bullying: An initial validation study of the Swedish scale version

(Submitted in English)

Social-cognitive theory states that moral agency has to be understood as situated and learned through the environment and culture in which people establish their social relationships. Although school children typically judge bullying as morally wrong, moral disengagement can take place as a set of self-serving cognitive distortions by which self-regulated mechanisms can be deactivated and moral self-sanctions can be disengaged, which in turn promotes inhumane behavior such as bullying without any feelings of remorse or guilt. Because moral cognition and behavior are produced as an interplay between individual and collective factors, students’ perceptions of their peer group, such as the school class, are crucial to understand their individual tendency to morally disengage as well as their proneness to bully others in school. Whereas a growing body of research has shown the link between individual moral disengagement and bullying, research on how students’ perception of moral disengagement among their classmates might be related to their own proneness to bully is still neglected. The aim of the present study was to validate a classroom collective moral disengagement scale and to examine whether students’ perceptions of moral disengagement among their classmates were related to their own moral disengagement and bullying behavior. A classroom collective moral disengagement scale, developed and initially validated on adolescents in Italy by Gini, Pozzoli and Bussey (2014), was translated into Swedish. The 17-item scale assesses student perceptions of the degree to which moral disengagement is shared by classroom members. A sample consisted of 333 schoolchildren in grades 4-8 attending middle and high school filled out a web-based questionnaire on tablets. Through confirmatory factor analysis, the unidimensional structure of the scale was verified, and the internal consistency was good. The scale was moderately related to individual moral disengagement and to bullying behavior. Multigroup analyses showed, however, a lack of measurement invariance across gender and grade. Thus, students’ perceptions of the collective moral disengagement in their school class were associated with their own individual moral disengagement. Furthermore, students who perceived higher levels of moral disengagement among their classmates were more prone to morally disengage in bullying situations as well as engaging in bullying behavior. Theoretical, methodological, and practical implications will be discussed.

AMBROSE, ANNA (UNIVERSITY OF STOCKHOLM, ANNA.AMBROSE@BHV.SU.SE)

What do Be, or Not to Be? A Swot, Quirky or an Immigrant-the sense of belonging and otherness in three urban schools.

(Submitted in English)

ABSTRACT The aim of this paper and forthcoming article is to explore the sense of belonging, otherness and the creation of meaning among young students (aged 13-16 years) in three urban schools. By working with the concepts of “core groups” and “out groups” (Alexander, 2006), the paper intends to explore possible ways for students to understand and respond to the marketisation of education in Sweden. The paper and presentation is based on ethnographically collected data from three urban schools: one with a high enrollment rate, one with a lower enrollment rate and a third
Engaging settings from the students’ perspective – school development projects in eight schools

(Presented in English)

Abstract: Engaging settings from the students’ perspective – school development projects in eight schools. Helena Andersson, PhD student Malmö University. Research topic/ Aim: In recent years the school results have been dropping in Swedish compulsory schools, which demands a new way of thinking about schools, teaching and learning. According to the Swedish curriculum (Lgr 11) schools should offer an equivalent education for all students, which does not have to mean that the education has to be formed in the same way for everybody. School development where students’ voices are considered as important must take place in order to create a better school for all. Research shows that when students are involved in school development, there is a change for the better in their engagement with school (Andersson, 2013; Fielding, 2001; Rudduck, 2001). This study is a part of a national Swedish project in which twelve municipalities participate. The aim of the study is to contribute with knowledge of student’s experiences of their learning communities in order to develop engaging settings where all students can participate. Theoretical/methodological framework: When it comes to creating the settings around the students, each school must form the settings based on their conditions. An engaging setting in a learning school culture involves students in their school work and when they are engaged and participate actively they will also achieve their educational goals and they will not be at risk of dropping out of school (Russell, Rumberger & Rotermund, 2012). The starting point in this study is that engagement and participation are closely connected and can be described as energy in action (Russell, Ainley & Frydenberg, 2005). Theories concerning engagement and learning are used in the study. This is a qualitative interview study with students between 7 and 16 years old, from eight different schools in six different municipalities in Sweden. After transcribing the interviews, they are explored for common or different themes with an interpretative approach. Conclusion/findings: In order to create engaging settings for all students it is necessary to use a number of different methods as the complexity is great. One way is to listen to the students and let them contribute in creating the best possible settings. Students in the study experience for
instance that the worst thing about school is that they do not have enough influence over their education and the worth of having friends at school was also very important to them. Giving students the opportunity to participate and take a stand in matters that concern them is a way of working with democracy in practice. Relevance to Nordic educational research involving students in creating engaging settings in order to promote conditions for achievement for all students are appealing goals for many educators. Yet there is a lack of empirical studies where the relationship between listening to what the students need and how to act based on the students' propositions is empirically investigated, which seems to be the next necessary step in order to develop engaging settings for all students.

References

The difference between actual skills and formal qualifications: Potential for recognition of prior learning (RPL), or need for recurrent education?
(Presented in English)

Our level of skills is, not surprisingly, associated with our educational level. However, even if there is correlation between actual skills level and educational level, the skills level varies also within a group with the same educational level. Recognition of prior learning (RPL) is a tool in adult and higher education, particularly aiming at giving recognition to actual skills and competencies not reflected in formal qualifications. RPL has been questioned, described as a measure mainly promoted in policy but with a comparably low demand in practice. This paper aims at analysing the potential for RPL through identifying differences between groups with varying literacy and numeracy skills levels, but with same or similar educational level/formal qualifications. This analysis will identify this potential for RPL in the group with higher skills level than expected, ‘overachievers’, but also the need for recurrent education among those with lower skills levels than expected, the ‘underachievers’. The analysis employs data from the PIAAC study (the Programme for the International Assessment of Adult Competencies) in Denmark, Finland, Norway, and Sweden. The skills measure was constructed as an overall index of individual’s combined literacy and numeracy. It was extracted using the PIAAC data of the four countries together. We qualified an individual as an overachiever, if the skills index belonged to the top 10% of his/her reference group, i.e. among the respondents with the same educational level, and as an underachiever if the score belonged to the bottom 10% of the reference group. Variables such as age, gender, social background, attitudes towards learning, and reported skills use at work and at home, were used to characterize the different groups of over- and underachievers. Canonical discriminant analyses were performed to identify variables which are significantly related with underachievement or overachievement, contrasted with the ‘normal’ achievement. The analyses were carried out independently for each educational subgroup and for employed and unemployed as well (because unemployed people had no data on the otherwise important job-related variables). The results show the influence of background, attitudes, and skills use, on the measured skills level as compared to formal educational level. For example, concerning cultural capital (number of books at home/parents’ educational level), it is shown that the higher the capital, the better are chances of being an overachiever (vice versa for underachieving). Further, more use of numeracy skills at home means better chances for overachieving (vice versa for underachieving). The use of numeracy skills was throughout the analyses more powerful ‘predictor’ than the use of reading, writing, or ICT skills. For the employed respondents, the results show that learning at work had a systematically negative effect on overachieving (and a positive effect on underachieving in two groups). What does this mean? Is a person who reports more learning at work less skilled (i.e. has less ‘background knowledge’, uses skills less at free time etc.) or what? The outcomes are further
discussed in terms of if and in what groups there is potential for RPL, or need for recurrent education, in the Nordic countries.

ANDISHMAND, Catarina (GÖTEBORGS UNIVERSITET, catarina.andishmand@gu.se)

The importance of sense of place and space - everyday practice in school-age educare

(Presented in Swedish)

My aim in this paper is to illustrate a number of processes and highlight the importance of spatial dimensions of what the sense of space brings to the social practice in three leisure time centres in Sweden. The presentation is part of my on-going PhD research about everyday practice in school-age educare. The study is based on ethnographic fieldwork in three municipal schools in geographic and socioeconomic diverse Swedish contexts. Theoretically, the study has been influenced by Giddens’ (1984) theory of structuration which means that focus is directed on the context and actors in context. Of central importance are questions concerning how the institutions are constructed, negotiated and maintained by the actors and how the context is used in the leisure time centres as a resource in the production and reproduction of the social practice. As will be shown, space is central as actors draw upon rules and resources in the specific contexts, which are themselves ordered in ways which effect the production and reproduction of central features of our society such as educational differentiation and social reproduction. The Education Act stipulates that “education in every type of school and in leisure-time centres must be equal, regardless of where in the country it is situated” (2010: 800: 8). Consideration should be given to pupils’ different abilities and needs, but in recent decades, this has taken a different turn. Ideological and political changes in education with greater emphasis on individual choice, marketization, requirement into quality accounts, assessments and effectiveness and increased competition between schools has led to socioeconomic and ethnic segregation in many Swedish towns. Approximately 80% of all children in Sweden between the ages of six and nine are enrolled in leisure-time centres (The Swedish National Agency for Education, 2011) which implies the necessity to highlight and discuss the challenges the leisure-time centers as institutions operate in. The leisure-time centers must be considered as part of a system with complex interaction of dominant discourses and living conditions, where rules and resources in the specific contexts are relevant for the everyday practice, social relationships and the life chances of different groups of people.

ANDREASEN, Johan Kristian (UNIVERSITY OF AGDER, JOHAN.K.ANDREASEN@UIA.NO)
Rune Hoigaard (UNIVERSITY OF AGDER, RUNE.HOIGAARD@UIA.NO)

Learning climate and interaction patterns in the relationship between cooperating teachers and student teachers – a student teacher perspective

(Presented in English)

An extensive body of research shows that experiences made by students during practicum periods constitute a significant part of the teacher education programme (D. Britzman, 1991; Feiman-Nemser, 2001; Tang, 2003), and cooperating teachers play a central role in the development of teacher students’ professional socialization, understanding of professional practice, learning philosophy and acquisition of a repertoire of teaching strategies (Achinstein & Barrett, 2004; Brouwer & Korthagen, 2005; Kelchtermans & Ballet, 2002). Research on teacher education often focuses on academic content and choice of teaching strategies in education programmes, as well as the effect of these on new teachers’ attitudes and practices. The pedagogical significance of the quality of interaction between practicum teacher and student should be investigated further (Grossman, 2005). This study aims to investigate the interaction between cooperating teacher and student and how the cooperating teacher facilitates a good learning climate. The participants in this study were 180 3rd and 4th year teacher students (grades 1 – 10) from one university. In the questionnaire, they were asked to identify two cooperating teachers, one who represented the practicum period during which they were the most satisfied with the supervision, and one for the practicum period during which they were the least satisfied with the supervision. An adapted 6 item version of the Learning Climate Questionnaire – LCQ – (Williams & Deci, 1996) was used to measure how the cooperating teacher supported the student’s autonomy and created a learning climate that promoted or hindered student motivation. Pedagogical interaction between the cooperating teacher and the student teacher was measured with an adapted 10 item version of the Learning to Teach Questionnaire – LTQ (Hammand & Olivarez, 2005).
This instrument identifies two factors that indicate the type of interaction that is established between the practicum teacher and student. The first factor indicates to what extent the student receives supervision from the practicum teacher. The second factor reflects the extent to which the student imitated the teaching practice of the practicum teacher. Conflicts in the relationship between student and practicum teacher were examined using an adapted 9 item version of the Intragroup Conflict Scale (Jehn, 1995). We find that students’ experiences with supervision from practicums during teacher education are characterized by major differences in quality, and that the learning climate that is established in the relationship between cooperating teacher and student to a great extent will influence students’ experience of the practicum periods. We also find that student experiences with good and poor learning climates during practicum periods to have a bearing on the type of interaction observed during supervision, and on whether or not conflicts have arisen in the practicum situation. There is little research-based knowledge regarding the quality of practicum training, as well as the strategies employed by practicum teachers in their encounter with students (Report to the Storting no. 11 (2008 – 2009), p. 67).

The studies that have been conducted are mainly of a qualitative nature. Especially in a Nordic context, there is little research on the interaction between practicum teacher and student.

ANGANTÝSSON, ÁSGRÍMUR (UNIVERSITY OF ICELAND, ASGRIMAN@HI.IS)

Literacy and language proficiency from the perspective of students in Icelandic secondary schools

(Presented in English)

This paper investigates how theories of language as social and cultural capital (Bourdieu, 2008) as well as theories of reading as a cultural process (Gee, 2004) can be utilized to understand Icelandic as a school subject and language of learning and teaching in a relatively monolingual community. The purpose is to identify the students’ motivations and expectations towards learning Icelandic at school in times of global English, with respect to the idea that learning the appropriate language gives social and cultural value (Bourdieu, 2008). Childrens’ literacy varies based on the kind of social and cultural environment they are from. That also applies to academic and formal language styles. Progress in this field is a cultural learning process and childrens’ progress within that process varies when they first start school (Gee 2004). The linguistic habitus of those who inherit linguistic capital corresponds with demands made on a formal and public market. This correspondance is the foundation of the eloquence and confidence they possess and they gain symbolic power by speaking this way. Those who have not received this inheritance and are in some way aware of that fact usually have to make an effort to adjust their language use in formal circumstances and will often appear nervous and insecure as a result (Bourdieu 1973). Gee’s and Bourdieu’s theories entail that some students are on home ground in their school’s language environment and are constantly rewarded for what they bring from home (or elsewhere) while others are on foreign ground in this environment and experience a feeling of inferiority (have neither the appropriate manner or know-how applied in the school).

The presentation is based on results from 15 interviews conducted in 10 lower secondary schools and 5 upper secondary schools in Iceland in 2013–2015. The participants consist of 15 focus groups of students (ages 12, 15 and 18). It turns out that most of the students believe it is desirable to acquire fluency in reading and formal writing. In their view, however, too much time is devoted to traditional school grammar at the cost of this goal. Furthermore, the students think that success in Icelandic as a school subject depends to some extent on reading habits and language instruction at home. These views support the idea that schools tend to reward their students for knowledge and skills that are not necessarily highlighted in the classroom but which can rather be viewed as advantageous results due to a systematic cultural reproduction within families and social networks (Bourdieu, 1973). References Bourdieu, P. (1973). Cultural reproduction and social reproduction. In R. Brown (Ed.) Knowledge, education, and cultural change, pp. 56–69. London: Tavistock. Bourdieu, P. (2008). Language and Symbolic Power. In A. Jaworski and N. Coupland (Eds.) The Discourse Reader, pp. 480–490. London og New York: Routledge. Gee, J. P. (2004). Situated Language and Learning: A Critique of Traditional Schooling. London: Routledge.
Engaging all learners through the arts: The possibilities multimodal, collaborative learning in fostering equality in schools

(Presented in English)

This presentation discusses how arts education and arts-infused pedagogies may foster inclusion, participation, equity and equality at schools, and how the arts may support schools in overcoming risks that traditional, disengaging classroom instruction and poor school satisfaction poses for many learners. Based on increasing research evidence, engagement in multimodal, embodied and collaborative activities seems to support readiness for learning, a sense of agency, social cognition, and social coherence. Also, arts-infused pedagogies seem to be especially beneficial for at-risk and marginalized groups. The presentation will begin with a brief overview of insights based on presenters’ completed research on arts education, especially in the fields of music and dance. They will discuss, for example, how young people may develop a sense of self through performing, especially when performance takes a form of a shared social event. Embodied actions, whether on stage or in everyday life bring the person visible to others and pave her/his way towards an active agency in the social world, towards developing voice and constructing identity. Likewise, it is evident that performance projects and events at schools may strengthen communities (Anttila 2013; Nikkanen 2014), foster a sense of belonging and togetherness (Turpeinen 2015), and that engagement in performing arts fosters social cohesion and active citizenship (Eerola & Eerola 2013; Catterall 2009). Moreover, in the context of performing arts, pupils have the possibility of sharing and interpreting others’ views and experiences, and practice dialogue, interaction and collaboration. The presenters will then introduce a recently launched collaborative research project where they, as an interdisciplinary research team, investigate how multimodal, arts-infused participatory pedagogical approaches may provide learning opportunities for all and improve the social atmosphere at schools, impacting pupils’ well-being. This project, funded by the Strategic Research Council, supports the implementation of the revised National Core Curriculum (2014), which emphasizes collaborative learning and equality. This “Arts@School” team is one of six teams of this large consortium project, entitled “Arts as public service: Strategic steps towards equality” (ARTSEQUAL). The team sets out to identify the mechanisms that maintain unequal access and participation in arts education at schools, including conventional conceptions on learning, talent and gender. It then creates collaborative learning laboratories where pupils, teachers and researchers co-design new possibilities for multidisciplinary experimentation. Selected interventions and practices are further modelled and their impacts on learning, social cohesion and wellbeing are carefully evaluated. The aim is to contribute to systemic development of school communities as creative learning organizations that foster social inclusion, agency and engagement. Moreover, the team will develop interdisciplinary approaches to research methodology, combining first, second, and third person perspectives in collecting and analyzing data. It thus uses and further develops a mixed-method design where pedagogical approaches are co-developed through participatory processes and then evaluated through a multidisciplinary approach. The core team of six researchers will collaborate with national and international researchers from University of Helsinki, Aalto University, University of Jyväskylä, University of Copenhagen, and University of Auckland.

Arnqvist, Anders (Uppsala University, anders.arnqvist@rut.uu.se)

Leadership in early childhood education – Preconditions for preschool to work based on science and according to proven experience

(Presented in English)

Leadership in early childhood education – Preconditions for preschool to work based on science and according to proven experience

Anders Arnqvist, Uppsala University There is a growing interest in research on leadership in schools. Different models have been suggested to describe and understand how principals lead and manage their organisations. However there seem to be a shortage of research about leaders in the preschool context. Different learning traditions, different conditions and different curricula’s are vital arguments for increasing the amount of research about leaders in the preschool context. Since 2010, all teaching in preschool and kindergarten should be based on research and proven experience. Among preschool managers and preschool teachers, there are several different interpretations of how to pursue a teaching on a scientific basis and based on proven experience. The implementation of scientific based leadership and teaching is subject to at least three preconditions. First, research evidence must be relevant to educational practice; otherwise, it is meaningless and a waste of practitioners’ time to use it. Second, leaders and teachers should have
adequate time and financial resources. Research evidence is not free of charge for the majority of leaders and teachers, and using evidence is not easy. Except for a few practitioners who have ready access to educational journals and books, most practitioners must pay to access journals and books, learn new statistical methods to understand many books and articles, read and analyze a lot of books and articles, and so on so that they can keep up with professional literature to find the best evidence to support and critically evaluate their practice. These efforts require intensive investments of leaders and teachers’ time and financial resources. Third, the benefits for using evidence for leaders and teachers should outweigh or at least be equal to the costs of using it. In other words, leaders and teachers must invest a great deal of money and time to apply the best research evidence. In this study, we have examined the preconditions for working in preschools based on science and proven experience among preschool leaders and preschool teacher. A questionnaire was distributed to 150 preschool leaders and preschool teachers. The results showed a mixed picture of possible obstacles for working according sciences and proven experience. The results will be discussed in relation to possible ways of dealing with the observed obstacles. Keywords: Leadership, Early Childhood Education

Asano, Yoshiko (Uppsala University, asayoshi55@hotmail.com)
Yoshiko Asano (Uppsala University, asayoshi55@hotmail.com)
Mariko Sadyayuki (Japan Women’s University, sadayuki@fc.jwu.ac.jp)
Toshimitsu Tabe (Japan Women’s University, tabe@fc.jwu.ac.jp)
Yumiko Takano (Japan Women’s University, ytakan0@fc.jwu.ac.jp)
Shigehiro Ukegawa (Japan Women’s University, ukegawa@fc.jwu.ac.jp)

“What is an appropriate learning environment in school facility to create sustainable communities? -through Swedish and Japanese case studies-”

(Presented in English)

In recent years, it seems that it has been more less relationships between family, communities and school facilities in general and there is a need to create places to meet people in communities at school facilities. And it seems to be necessary to focus on the school building plan and educational plan for sustainable communities to be realized. For instance, “Nature experience” and “Democracy” are the key words for Education for Sustainable Development (Öhman, 2013). The research aim is to clear about appropriate learning environment in school facility to create sustainable communities from perspective of physical and human environment. As a research field, we have been focused on two cities in Sweden and Japan which has a vision to establish universal school facilities for sustainable communities in 5 years, Linköping city in Sweden and Kaneyama-machi in Japan. The research method is ethnography. Ethnography is a qualitative research design aimed at exploring cultural phenomena. The resulting field study or a case report reflects the knowledge and the system of meanings in the lives of a cultural group (Geertz, C.1973). Qualitative data are collected on Observation and Interviews with school chief and teacher, children and parents, school administlater who are concerning with universal school facilities in Linköping city and Kaneyama-machi. The (expected) conclusion is that there is an advanced school facilities for learning environment to create communities in Linköping, but at the same time it seems to be a lack to activate human resources to create communities. On the other hand there is an advanced strong communities in Kaneyama-machi to connect people though school facilities, but at the same time it seems to be a lack to create a physical facility to activate communities. And we have concluded that it would be more necessary in coming years to create physical and human learning environment in school facilities to create communities and it is the school role for sustainable communities. And through the comparative studies, it would be a suggestion for solving the problem by exchanging these knowledge which is the way to construct communities between two countries and learn each other to create sustainable communities.
Successful evaluation experiences in the educational field

(Presented in English)

The main aim of this substudy on a broader research project on educational evaluation was to analyse professional evaluators’ experiences of successful evaluation and their understanding of its outputs and outcomes. This study focused on situational, systematic, thematic or program evaluations; it did not deal with student or pupil assessment. Altogether 15 Finnish experienced evaluators (discretional sample) were interviewed by means of 7 main topics concerning their evaluation work experience. They had worked 4–30 years as evaluators, in both public and private sectors, and they were experienced in educational and other related societal fields, such as youth and social work. Qualitative data-based analysis was administered, that is, utterances of successful and positive evaluation experiences and reflections on evaluation outputs and outcomes were extracted by close reading of the transcribed interviews. This was 24 pages (Times 12 pt.) from the entire transcription (265 pages). According to the results, evaluators found process-based approaches the most rewarding (30 transcripts). They succeeded in supporting working processes in target organisations, expressed special satisfaction in challenging processes which ended in shared understanding and commitment, and received positive feedback from evaluees. They witnessed concrete changes in the evaluation targets (persons, organizations, programs) and appreciated developmental activities (25 transcripts). They were able to experiment with various evaluation methods and to promote evaluative culture in the target programmes or organisations (16 transcripts). They enjoyed shared responsibility, including rich interactions between stakeholders and evaluees, fruitful group-based working and rewarding cooperation (25 transcripts). They reported success in their personal capacity building (20 transcripts). The evaluators were pleased with the evaluation topics; that is, the themes were suitable for their expertise or values, new knowledge for stakeholders was produced, and true needs of evaluees were met (18 transcripts). Regarding outputs and outcomes of evaluation (meaning that successful evaluation results in recognisable outputs or outcomes), the evaluators discussed the challenges of evaluation designs (12 transcripts), listed effective (12) and ineffective techniques (6) to promote outputs and outcomes, and mentioned titles of their evaluation commissions (5) where outputs and outcomes were measured in the framework of accountability. The empirical results will be discussed in regard to theoretical framework of basic tasks of evaluation (accountability, knowledge production, and development), quality assurance, evaluation capacity building and the monitoring of qualitative process-oriented evaluation. Regarding the Nordic educational research relevance, this research highlights the importance of evaluation in promoting educational innovations in an era where evidence-based and dialogue-oriented waves of evaluation (Vedung 2010) meet each other. Expectations of the evaluation's power to changes differ in different Nordic countries, depending on their own evaluative culture. The results open a more optimistic view of evaluation, which typically carries negative connotations.

Values and ethics in educational evaluation described by Finnish professional evaluators

(Presented in English)

The main aim of this substudy of a broader research project on educational evaluation was to analyse professional evaluators’ experiences of the existence of ethical issues and values in evaluation. This study focused on situational, systematic, thematic or program evaluations; it did not deal with student or pupil assessment. Altogether 15 Finnish experienced evaluators (discretional sample) were interviewed by means of 7 main topics concerning their evaluation work experience. They had worked 4–30 years as evaluators, in both public and private sectors, and they were experienced in educational and other related societal fields, such as youth and social work. Qualitative data-based analysis was administered; that is, utterances of ethical issues and various values were extracted by close reading of the transcribed interviews (265 pages, Times 12 pt.). The scope of transcripts concerning ethical issues was 17 pages and concerning values was 4 pages (31 pages total). According to the results, evaluators focused most often on their own evaluation capacity (33 transcripts). They deliberated the ability to express the reasons and implications accurately to keep the main aims of evaluation clear, to write the report properly and to take care of methods and criteria, ensuring ethically sustainable processes and products. The evaluators described ethically demanding experiences that concerned loyalty towards various evaluation stakeholders,
constructive interaction with valuees, and proper balance between positive and critical feedback (26 transcripts). Power relations and interest conflicts (20 transcripts) and evaluators’ expertise, values and personal preferences (18 transcripts) aroused ethical challenges in various evaluation commissions. In addition, fidelity and credibility, including anonymity, confidentiality and honesty (15 transcripts), were seen as key ethical issues in practical evaluation work. The most often indicated values to be protected and followed in evaluations were honesty, confidentiality, objectivity, openness, truthfulness, encouragement, and fairness (each was mentioned 10-28 times in the interviews). The empirical results will be discussed in regard to theoretical framework of ethical theories (duties, consequences, rights, virtues, social justice), ethical codes for evaluation, and value conceptualisations and classifications. Regarding the Nordic educational research relevance, this research promotes discussion on values which are also relevant in broader Scandinavian societal contexts. There is not much research on evaluation ethics in Europe or in Nordic countries, although educational evaluation is quickly increasing everywhere. Ethically oriented research is needed from other viewpoints than ethical codes or standards to understand how deeply ethics is embedded in all phases and forms of evaluation.

ÆSØY, KNUt ÒVE (ÓSTFOLD UNIVERSITY COLLEGE, KOA@HIOF.NO)
KNUt ÒVE ÆSØY (ÓSTFOLD UNIVERSITY COLLEGE, KOA@HIOF.NO)

Democratization of knowledge

(Presented in English)

This paper is a philosophical orientation about what knowledge is. The aim is to present an understanding of knowledge which reduces the hierarchical structures of knowledge present in the academic thinking. Terms like evidence-based and research-based knowledge present verbal academic knowledge as better than experience based knowledge. The understanding of research (especially applied research) and theory-for-action creates taxonomy, presenting verbal instrumental knowledge as available knowledge. This understanding of knowledge creates a belief in research as the way to power and safety for practical work. An opposite tradition presents inner power and safety as active through knowledge-in-action. In this paper I will argue that knowledge-in-action can be regarded as the main form of knowledge for a normative purpose of democracy and equality. It will be suggested that equality between different forms of knowledge could develop more equality between human. The theoretical framework differentiates between 4 forms of knowledge, which are based on two pairs of opposite terms, including both research and experience. The first pair is orientation knowledge as opposed to instrumental knowledge. Orientation knowledge gives unlimited direction, overview and meaning. Instrumental knowledge gives control, efficiency, production and manipulation of a delimited task. The other pair is verbal knowledge and knowledge-in-action. This is based on the difference between theory and action. Based on this orientation I introduce 4 different forms of knowledge. - Verbal instrumental knowledge - Verbal orientation knowledge - Instrumental knowledge-in-action - Orientation knowledge-in-action

Verbal instrumental knowledge is characterized by verbal mapping, identifying and evaluating a delimited task, giving information and guidelines on how to manage a concrete task. Verbal orientation knowledge situates the task within a broader perspective. This kind of knowledge does not present theory-for-practice, but gives orientation about what is and why something is. Instrumental knowledge-in-action is handling information and guidelines in action. It is the way we are doing a delimited task. Orientation knowledge-in-action is the bodily knowledge that gives the human judgement, wisdom and sensibility. This bodily knowledge is a practical wisdom developed through experience and verbal reflection on orientation questions, and is crucial for making decisions. All 4 forms of knowledge are active in a situation. This model can be used to describe all human activity. It is important for practical professions, defending practical knowledge. This theoretical orientation is also a way to emphasize craftsmanship, vocational practice and art as equal knowledge-based activities to academic verbal knowledge. As a researcher it is important to understand the limits of own activity and not forget or ignore the understanding of other forms of knowledge. Norwegian teacher education is adopted as research-based. This may emphasize the development of a knowledge hierarchy presenting verbal instrumental knowledge as more important than orientation knowledge-in-action. This is a normative philosophical paper. The aim is to orientate about the understanding of knowledge. More knowledge about what knowledge is could help us tolerate different forms of knowledge and human activities and value experience-based knowledge more. The model of different forms of knowledge is my contributions to a more equal and democratic understanding of knowledge.

Æ 
Picking up the pieces? Reflective dialogues between a teacher educator and a teacher within a self-study approach

(Presented in English)

1. Background Borko with others (2008) label “practitioner research” as a new research genre which includes both action research, participatory research and self-study research. The approach is different from traditional research because the researcher’s own professional context and practice is the site for inquiry. The teacher or teacher educator will often have a double role, being both a practitioner and a practitioner researcher. Zeichner (2006) argues that self-study research can both broaden our theoretical knowledge of classroom teaching, but also improve our pedagogical practice. However, although self-study approach has been a quite popular approach within teacher education (Loughran with others, 2004), few teachers in compulsory education have done this kind of research. In this research paper we compare how a teacher educator and a teacher at secondary school level do self-study research. The goal is to try and describe the potential scope and complexity of how these kind of studies can be done. CASE 1 - A self-study in teacher education Baltzersen collected both observational data and perception data (interviews) in his own course about education technology in the teacher training programme in 2012. Students solved several assignments which aimed to strengthen their ability to collaborate in new ways. The study explores to what degree students managed to do this. Since the teaching was done several years ago, the data allow for distant reflections. However, video data still makes it possible to recapture what happened in quite a lot of detail. CASE 2 - A self-study in Upper Secondary School Melby will collect data during the period from November to February 2015. This includes a range of different kind of data (log data, video data, student questionnaires, conversational data which are relevant for her classroom teaching). These data will be as feedback in relation to the continuous improvement of her classroom teaching. The study explores whether changes in classroom interior design creates new patterns of bodily movement in the classroom and thus changed classroom interaction. 3. METHOD AND ANALYSIS The two self-studies share some common assumptions. Both teachers are researchers who wish to explore new pedagogical practices in classroom teaching. They undertake the role of being each other’s critical friend during the self-study research period from November 2015 to February 2016. During this period the two self-study researchers will meet regularly to discuss findings. In the current research study we will explore and analyze (1.) What kind of knowledge about classroom teaching is produced? (2.) How is the knowledge shared? (3.) How are the research data used to improve classroom teaching? (4.) What kind of reflective dialogues promote self-study research? The goal is to better understand how self-studies can influence pedagogical practice in classroom teaching.

BENTHOLM, ANETTE (UNIVERSITY COLLEGE NORDJYLLAND, UCN, anb@ucn.dk)
ANETTE BENTHOLM (UNIVERSITY COLLEGE NORDJYLLAND, UCN, anb@ucn.dk)
ANETTE BENTHOLM (COPENHAGEN UNIVERSITY, INSTITUT FOR NUTRITION, EXERCISE AND SPORT, anb@nex.ku.dk)

A case study: Inclusion for children with psychiatric diagnosis in physical education (PE) at primary school

(Presented in English)

A case study: Inclusion for children with psychiatric diagnosis in physical education (PE) at primary school. Research background and aim: A large majority in the Danish parliament decided in 2012 that more children with special needs for example children with psychiatric diagnosis as autism spectrum disorder, ASD and attention deficit hyperactivity disorder, ADHD, are going to be included in primary school instead of going to special schools before the end of 2015 (LOV nr. 379, 2012). In August 2014 started a new School reform in Denmark where the children fx are going to participate in physical activities at least 45 minutes each school day (Bekendtgørelse af lov om folkeskolen, 2014). ASD and ADHD are disabling conditions that emerge in childhood and affects social communication and interaction, and often also their motor skill performance and cognition fx. academic skills (Harvey & Reid, 2003; Verret, 2010). Therefore these children are challenged to participate in physical activity and team-based interventions at school compared to children who does not have these difficulties. In the literature there is only little attention about this problem from a qualitative and sociological perspective. The aim and research question in this study is; how the children with psychiatric diagnosis (ASD and ADHD) experiences to be social and mentally included in the physical
NERA 2016 Social Justice, Equality and Solidarity in Education

BERG, KARI (NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY, KARI.BERG@PLU.NTU.NO)

BERGH, ANDREAS (UPPSALA UNIVERSITY, ANDREAS.BERGH@EDU.UU.SE)
LOTTA BRANTEFORS (UPPSALA UNIVERSITY, LOTTA.BRANTEFORS@EDU.UU.SE)

A critical perspective on teacher guidance approaches to diverse students

(Submitted to English)

Background and purpose: Global comparisons and results on comparative tests maintain keen worldwide attention on teachers' competence and responsibility. In the Norwegian education system, all students are entitled to schooling that takes individual differences into account. The purpose of this presentation is to critically explore how secondary education teachers deal with diverse students' needs for guidance, and to ascertain teachers' commitment or lack of commitment to the guidance of diverse students. Sample: The presentation draws on material from a research project on Teachers' professional identity, knowledge and practice. Seven lower and upper secondary schools in different parts of Norway are involved in the project, where 24 experienced mainstream teachers and teachers who have special education competence participated. Design and methods: The research material, generated during the period 2011-2012, comprises a collection of teachers' written texts combined with semi-structured teacher interviews. In applying a critical discursive approach to teacher narratives, I found Fairclough's concept of "discursive practice" useful in analysing the guidance aspects. Results and conclusions: I find relatively strong tendencies among teachers to distinguish between responsibilities and competence of mainstream teachers and special education teachers. The discourses governing teachers' approaches to student guidance seem to be constructed according to both internal and external expectations and demands in interplay between institutional and professional conditions. The study reveals some conflicting agendas that exist between teacher identity and competence, external expectations of competitive student results and the agenda of diversity and inclusion. Document analysis underlines a focus on behavioural expressions rather than academic learning opportunities and relevant academic and social guidance. This approach may reveal an apparent risk of moralization and student marginalization. Guidance is not clearly regarded or practised as an integral part of the teacher role in diverse classrooms. Key words: Guidance; student diversity; teacher leadership; secondary school; inclusive education

From influence to rights? On the need to bring in life, uncertainty and risk in education

(Submitted to English)

The past decade the very idea of education has been transformed into an idea of predictability and rationality. Today, children's lives and expressions are measured and valued in many and in historical new ways, at the same time as human relations have become the object for national and international regulations. As Gert Biesta (2015) asserts, the world curriculum is based on the logic and social psychology of PISA, measuring what is valued. This development has implications for what children possibly can learn, who they can be and what role education can play in meeting complex societal challenges, such as preparing for escalating migration, increased violence among young persons and racist actions. Against this background, this paper aims to analyse and discuss the possibilities and limitations for education in upbringing children to become human beings acting in uncertainty and solidarity. To do this, we take our starting point in the central education policy concept of student influence (SFS 2010:800) and the Convention on the Rights of the Child (UN, 1989). As these two can be interpreted and given form in different ways, we argue, there is a risk that they become counterproductive for the same values they aim to fulfill. From earlier research we know that the idea of children's influence in the early 1990s was closely coupled to democratic ideals, but also that the concept both then and later has been interpreted in many different ways (Forsberg, 2000; Bergh, work in progress). With the Convention on the Rights of the Child an enhancement of children's rights and in particular...
children’s participation rights has been developed and over time given a strengthened juridical position (Quennerstedt, 2015; Brantefors & Quennerstedt, work in progress). Theoretically the study is framed by John Dewey’s (1934/1958) aesthetic education and the concept of experience. It is also supported by Biesta’s claim, that the risk in education is what makes it educational, and that is why it cannot work ‘in a machine-like way’ (2013, p. x). Similarly Sharon Todd (2015) emphasises the uncertainty of life, where there is a need for a new language to reframe, rethink and reimagine education. Starting from previous research on the concept of student influence and the Convention on the Rights of the Child, we discuss what role education can play in upbringing children to become human beings who can live and act in uncertainty and solidarity. Our preliminary conclusions indicate that the concept of influence and the Convention on the Rights of the Child are used in different and partly paradoxical ways, and that there is a need to further problematize this. We expect that this paper will contribute with further understanding of what role education can play in today’s society, facing challenging and complex situations. As the problem touched on is far from an isolated national interest, we believe that the possibility to discuss this with colleagues from other Nordic countries can help us to a better understanding of Nordic similarities and differences.

Bergstrand, Ulrika (Mid Sweden University, ulrika.bergstrand@miun.se)


(Presented in English)

Governing values in Swedish schools. An analysis of Swedish School Inspectorate teachers’ questionnaire (2010-2015). This paper concerns the School Inspectorate teachers’ questionnaires (2010-2015) with a particular interest in the areas of democracy and human rights. The questionnaire is a part of governing teachers practice and it is interesting to review the construction of categories and statements in the questionnaire. The questionnaires (2010-2015) are changing over time and the first step is to analysing these changes. This study is guided by the following research questions: What are the values inherent in statements of the questionnaires? Are the changes over time in the values in the statements of the questionnaires? Given that there are values inherent in statements of the questionnaires, and that they change over time: What implication could it have for teachers’ practice? Values in education can be understood from different perspectives (Halstead & Taylor, 1996/2005). The Swedish school is influenced by the Lutheran Church (Sandin, 1986, Hartman, 2009), and was in the end of the twentieth century complemented with democratic values and later “the fundamental values”. Values can be perceived as both obvious and the same time hidden and taken for granted by the teachers (Colnerud, 2004). The fundamental values were established at the same time as the government of the school was decentralized and the municipalities had the main responsibility for the change (Lindensjö and Lundgren, 2000/2012). Democracy is an ambiguous concept (Dahl, 2003). Dewey (1999) argued that if the ideal of democracy will be realized, it requires a democratic training with social action which can lead to an impact for the pupils’ influence (Johansson, 2011) and leadership in the classroom (Lewin, 1951). Other perspective are as “public good” and “private good” (Englund, 1996), and how to distribute social and economic “goods” and equality to the citizens (Segerholm, 1996). Considering that the questionnaires are part of governing, values from either of these positions in the questionnaires may have implications for teachers practice. According to Lindensjö and Lundgren (2012) teachers practice can be seen as governed through different arenas, in which the School Inspections questionnaires can be positioned in both the arena for formulation and the arena of re-contextualisation. In the analysis the questionnaires are first understood from the changes the reflected over time. Then a qualitative content analysis of each statement (Bergström & Boréus, 2012) is performed. The preliminary results indicate there are differences in the questionnaires concerning the inherent values. Furthermore the values are shifting over time. Keywords: content analysis, democracy, governing, Swedish School inspectorate, values.
Participants with neuro-psychiatric diagnoses as a growing group at Swedish folk high schools

(Presented in English)

This paper focuses on folk high schools' recruitment and coursework with participants with disabilities. Special attention is given to the group with neuro-psychiatric diagnoses as they have been identified as a growing target group. The use of neuro-psychiatric diagnosis within adult education is being problematized. Folk high schools are part of the Swedish educational system and got established in the 19th century. As their programs are built on a strong tradition of actively involving participants and taking their (special) needs respective individual learning situation into consideration, a discussion about a special-needs-education-perspective within folk high schools evokes. The ideal about equity/ equality and an inclusive way in education collides with the need for special segregated groupsettings. This dilemma represents even a highly up-to-date discussion within the international special needs respective inclusive education discourse. Furthermore, the changes of participants are also to be discussed with regard to societal changes such as labor market restrictions as well as widening of higher education, which in the end leads to a new role of folk high schools. Changes within the educational system have led to growing numbers of participants with neuro-psychiatric diagnoses now representing the biggest category of participants with disabilities. Taking a cultural perspective, the recent development also has to do with the way diagnoses are handled in Swedish society, i.e. that diagnoses are widely accepted, yet that their perception changes over time. For example, according to Swedish school law a diagnosis isn't needed in order to get support. On the other hand, the system is built on that diagnoses are prerequisites for support/ resources from the National Agency for Special Needs Education. Yet, folk high schools have to apply themselves and can even neglect support from the agency. Even if folk high schools as part of the broad educational system take an important role in terms of training and education, it is noted that the political debate doesn't focus on the non-formal adult education in place at folk high schools as it does on formal education in primary and secondary school. As outlined above, a number of pedagogical dilemmas arise from the developments folk high schools are facing. The article describes and reflects on them and provides perspectives to understand questions like 'How do participants with neuro-psychiatric diagnoses influence folk high schools?' 'Which barriers and hinders are to be identified at the folk high schools regarding a growing number of the target group?' 'Which competence development due to the "new" participants is requested of the staff at folk high schools?' 'Should teachers at folk high schools be prepared and trained within special needs as teachers at general schools?' 'How can the idea of "Bildung" be conserved when the participants have more and more special needs?' The paper takes stance from our own empirical data, substituted with research from the field. Nylander, E., Bernhard, D., Rahm, L. & Andersson, P. (2015): oLika TillSAMmanS: En kartläggning av folkhögskolors lärmiljöer för deltagare med funktionsnedsättningar, Studier av vuxenutbildning och folkbildning, Nr. 7. Linköping: Linköping University Electronic Press.

BILLMAYER, JAKOB (Mid Sweden University, JAKOB.BILLMAYER@MIU.U.SE)

Subject and Class Teachers and their Classroom Management Strategies – Signs of two Different Teaching Professions?

(Presented in English)

Schools' legitimation as institutions can no longer be explained by the distribution of knowledge, but by the way knowledge is distributed. Aspects of classroom management and discipline is more and more getting into focus of educational research and teacher education. In many countries two ways of organizing teachers' work exist: class teacher on the one hand and subject teachers on the other. Even though this is a common phenomenon, the existing research literature on the subject is very limited. In this paper it will be analysed and discussed to what extent class teachers' and subject teachers' classroom management and communication strategies differ. This paper's empirical data consists of classroom observations following two class teachers and two subject teachers in southern Germany. All teachers work at lower secondary types of schools where either subject teachers or class teachers dominate. The two types of teachers have different educational and historic backgrounds, e.g. subject teachers have a long tradition of academic education, stemming from a grammar school tradition. Class teachers...
only recently became part of university education and go back to an elementary school tradition. The amount of empirical data in this study is limited and must therefore be seen as exploratory and as starting point for further, more extensive research. The analytical approach in this study is based on a model for constructing empirically founded, multidimensional typologies (Kelle & Kluge, 2010) which answers to the study’s mentioned shortcomings in empirical data and theoretical preconceptions. This model implements both inductive and deductive elements and permits theorizing based on relatively limited amount of empirical data. Aspects of subject respectively class teachers’ role in the class, their relations to subject, profession and pupils as it appears in everyday classroom work will be analysed. Aim of this paper is to discuss and open for further research about in how far the differences between classroom and subject teachers are significant enough that they can be described as two different professions. Literature Kelle, Udo, & Kluge, Susanne. (2010). Vom Einzelfall zum Typus: Fallvergleich und Fallkontrastierung in der qualitativen Sozialforschung. Wiesbaden: VS, Verlag für Sozialwissenschaften.

BISHWAKARMA, GHANSHYAM (UNIVERSITY OF EASTERN FINLAND, GHANSHYAM.BISHWAKARMA@UEF.FI)

Education and Reproduction of Social Inequality of Caste and Gender: A Dalit Perspectives in Nepal

(Presented in English)

This study explores the role of school education in social reproduction of caste and gender inequality with reference to Dalit community in Nepal. Furthermore, it analyses the effect of pedagogical practices, text books and curriculum contents within school that promote particularly social inequality of caste and gender. The term Dalit is used in Nepal to identify community group, who has been socially, culturally, educationally, economically dominated and discriminated and faced practice of untouchability since centuries because of existing social hierarchy. The study is started with assumption that school plays an important role in reproduction of social inequality as argued by Bourdieu and Passeron (1977), Apple (1982), Bowels and Gintis (1976). However, caste and gender inequality is unique form of social inequality that intersects to form new dimension of social inequality, seen in Dalit community in Nepal. This assumption is based on the conception of distribution of unequal power relation through existing social hierarchy and patriarchy system. Furthermore, the system of formal education is very complex in Nepal as it consists of different type of schooling system. The study is focuses on both Hill and Terrain region of Nepal covering two public schools from each region with highly populated Dalit children. A qualitative research method is used as primary research method for this study. The main sources of data come from in-depth interview with school children, focused group discussion with parents, teachers and students separately. And additional data is being collected from Ministry of Education in Nepal.

BJARNADÓTTIR, VALGERDUR (DOCTORAL STUDENT, VSB@HI.IS)
INGÓLFUR ÁSGEIR JÖHANNesson (PROFESSOR, INGO@HI.IS)

Student influence in the Icelandic upper secondary school. Classroom practices and teachers’ perspective.

(Presented in English)

Legislation and national curricula in the Nordic countries have reflected the view that students are supposed to be given considerable influence in everyday classroom practice. Recent education change in Iceland has emphasised this vision, and it has been highlighted that schools are the only institution in society that can ensure that all children are given the opportunity to practice and prepare for active participation in a democracy. The study draws on a study of classroom practices and teachers’ visions for enabling student influence at the upper secondary school level, in the context of democracy and human rights being one of the fundamental cross-curricular pillars of education in Iceland. The research question that guides the study is: In what way do classroom practices and teachers’ visions foster (or hinder) student influence? The research is based on findings from 22 interviews with upper secondary school teachers and 130 classroom observations, from nine upper secondary schools in Iceland. The data provide opportunities to compare the vision of teachers to actual pedagogic practices, in terms of student influence in daily practices of the schools. During the data analysis, focus was laid on identifying classroom practices that supported student influence, for example in terms of selection of content, pedagogic practices, pace and how student knowledge and skills were evaluated. Furthermore, attention was paid to whether teachers listened to student voices – and how – for classroom practices reflect the vision of the teachers. Preliminary findings suggest that
student influence is seldom supported. Classroom practices and teaching methods usually anticipate student inactivity and silence. Teachers seldom create space for student influence and voices. The visions – and practices - of teachers are somewhat related to the subject they teach; in particular there seems to be reluctance among natural science teachers to support student influence and listen to their voices.

BJERG, HELLE (UCC - UNIVERSITY COLLEGE CAPITAL, HBI@UCC.DK)
PERNILLE HANSEN (UCC, PHA@UCC.DK)
CAMILLA NØRGAARD (UCC, CAN@UCC.DK)

“We get a taste of our own medicine”. The enactment of CALL-DK - a formative assessment of leadership for learning

(Presented in English)

The paper presents a case study connected to our work with the translation of CALL-DK. This is an adjusted Danish version of the Comprehensive Assessment of Leadership for Learning, a survey based formative assessment of leadership based on a theoretical model of leadership for learning in a distributed perspective (Kelley and Halverson 2012; Blitz, Salisbury and Kelley 2014; Bjerg and Weinreich in prep). CALL and the underlying model draws on research on educational leadership focusing on the relationship between distributed leadership practices and student outcome (Halverson and Dikker 2011; Robinson et al. 2009; Halverson and Clifford 2013). It is a formative, and thus a normative model as it implies setting standards for educational leadership in practice. The case study currently underway follows three school leadership teams working with CALL-DK. The final data set will consist of observations of meetings and PD-sessions as well as supplementary interviews. In order to analyze the use of CALL-DK in Danish leadership practices the case study will draw on sociomaterial perspectives in order to conceptualize the ‘use’ as processes of translation focusing on enactment, performativity and productivity (Fenwick 2014). Drawing on Knorr Cetina (2001), CALL-DK is conceptualized as an ‘epistemic object’ and the school leaders’ work with CALL-DK as epistemic practices, knowledge work and object relations (Nerland and Jensen 2012). This approach allows us to explore how it is not only the data and feedback, but also the underlying model and its set of standards for leadership, which are translated and enacted by the school leaders. The analysis will explore the following research questions: What do the school leaders come to ‘know’ about their own leadership practices when looking through the data and feedback of CALL-DK? How is CALL-DK enacted in ways that produce particular problem definitions, evaluations and aspirations regarding existing and future leadership practices? What is made visible and invisible, wanted and unwanted; possible and impossible? This contributes with a critical and empirical understanding of how dominant models of educational leadership are currently being translated into leadership practices in Denmark. Such findings are relevant both to research on data use, feedback and evaluation in educational leadership (Hornskov et al 2015; Halverson 2010; Emstad 2015). And it contributes to understanding of how standards ‘work’ in performative processes of standardization (Brøgger 2014; Brøgger and Staunæs 2015) as well as how professionals may be engaged in the micro- and macroepistemics of education (Nerland and Jensen 2012).

BJORNSDOttIR, KRISTIN (UNIVERSITY OF ICELAND, KBJORNS@HI.IS)

Men with intellectual disabilities learn and teach equality

(Presented in English)

The paper is based on a collaboration between a university lecturer and three men who have been labelled as having intellectual disabilities. It describes the process of planning an inclusive research project that has the aim of exploring the access of men with intellectual disabilities to equal rights issues with special focus on gender equality. The research project follows an inclusive research paradigm that allows the participants to be involved in the entire research process instead of being viewed as passive research subjects. This is an ongoing research that started in 2015 and is scheduled to end in 2018. Data is being collected through semi-structured interviews and focus groups. We will describe how inclusive research traditions allow for increased participation and power by disabled people over the research process as a whole with an aim to improve disabled people’s lives. Furthermore, we will describe how we planned the research, how decisions were made and how it is being carried out. The findings suggest that men with intellectual disabilities rely on stereotypical and hegemonic ideas about gender and gender roles. Also, the education of people with intellectual disabilities does not seem to address the issues of gender equality. The men have little or no access to the larger gender equality movement in Iceland but they also experience marginalization within the disability rights movement due to what we
will describe as cognitive ableism. We will conclude by discussing how we will make the results available to men with intellectual disabilities through accessible reading material and peer support groups. This research is funded by the Icelandic Gender Equality Research Fund and the paper will be presented in a collaboration. The names of the self-advocates will be provided when we have secured funding for our travels.

BJÅREHED, MARLENE (LINKÖPING UNIVERSITY, MARLENE.BJAREHED@LIU.SE)
BJÖRN SJÖGREN (LINKÖPING UNIVERSITY, BJORN.SJOGREN@LIU.SE)
SARAH ALSAADI (LINKÖPING UNIVERSITY, SARAH.WALID.ALSAADI@LIU.SE)
LINDA WÄNSTRÖM (LINKÖPING UNIVERSITY, LINDA.WANSTROM@LIU.SE)
ROBERT THORNBERG (LINKÖPING UNIVERSITY, ROBERT.THORNBERG@LIU.SE)

Bullying and moral disengagement mechanisms

(Presented in English)

Bullying is a large problem within schools worldwide and there is substantial evidence of bullying having detrimental outcomes for youths. Although school children in general judge bullying as a severe moral transgression by pointing to its harmful consequences, those who engage in and support bullying in school tend to normalize and justify the actual bullying. According to the socio-cognitive theory on moral agency, moral disengagement can be described as a set of mechanisms in which individuals can disengage from moral standards without feeling guilt. The socio-cognitive theory proposed eight different moral disengagement mechanisms (moral justification, euphemistic labeling, advantageous comparison, displacing of responsibility, diffusion of responsibility, disregarding or distorting the consequences, dehumanizing and blaming the victim). Recent studies support examining the different sub-constructs of moral disengagement to expand our understanding of the mechanisms involved in bullying and aggressive behavior. Based on findings by Thornberg and Jungert, dehumanizing and blaming the victim in present study were clustered into one subset conceptualized as victim attribution. The aim of the present study was to examine how seven mechanisms of moral disengagement were associated with traditional bullying, cyber bullying, and pro-bullying (i.e., bystander behavior that takes the bully’s side by assisting the bully or laughing and cheering on the bullying). Three-hundred-and-sixteen students in grades 4 to 8 from four schools located in four different midsized Swedish cities completed a web-based self-report questionnaire on tablets. Data were analyzed using IBM SPSS Statistics. Three separate hierarchical regression analyses were conducted with traditional bullying, cyber bullying and pro-bullying as dependent variables. In each analysis the two variables not used as dependent variable were used as control variables and entered in the first step. The seven mechanisms of moral disengagement were then entered in the second step. All three regression models were significant, displaying positive relations between some moral disengagement mechanisms and the dependent variables. The results indicated moral justification being the only moral disengagement mechanism associated with traditional bullying. Distortion of consequences was significantly related to cyber bullying. Victim attribution and diffusion of responsibility were the only mechanisms of moral disengagement related to pro-bullying. The results partly supported earlier studies and indicated that not all moral disengagement mechanisms contribute to bullying and pro-bullying behavior. Theoretical and practical implications of the findings will be discussed.

BJÖRKLUND, CAMILLA (UNIVERSITY OF GOTHENBURG, CAMILLA.BJORKLUND@GU.SE)
EVA AHLSKOG-BJÖRKMAN (STOCKHOLM UNIVERSITY, EVA.AHLSKOG.BJORKMAN@SU.SE)

Preschool teachers’ reasoning about pedagogical goals

(Presented in English)

This study presents an analysis of preschool teachers’ reasoning about pedagogical goals. Of specific interest is how teachers describe goals that include mathematics and arts and how they implement these goals in their practice. National guidelines for preschool give directions and contents for preschool work, but no specific directions for how to implement goals for learning, which highlights the need for scrutinizing the implementation into practice, as it is expressed by the teachers. Our intention is to draw attention to how pedagogical goals are shaped and in what ways children are involved in activities that facilitate learning towards these goals. The research questions are thereby: How are pedagogical goals expressed and how are they implemented into practice? The theoretical framework is Variation theory of learning, which emphasizes learning objects and what is made possible to learn in different learning situations. This is of particular interest in the context of preschool, where thematic work and learning goals should depart from the children’s initiatives and
interests. Preschool teachers' reasoning about learning goals are in accordance with the theory analyzed in terms of intended object of learning, enacted object of learning, direct and indirect object of learning. These theoretical concepts bring forth the dynamics of learning objects and make it possible to conceptualize a structure of learning objects, as they appear to the teachers in this study. The empirical data is generated from in-depth interviews with preschool teachers from Finland and Sweden. A preliminary analysis of the teachers' reasoning about their pedagogical goals reveals that there are qualitative differences in the depth and width of their expressions. The teachers discern different learning objects as pronounced, but three teachers express their view on goals and implementation in ways that reflect a more dynamic and multifaceted approach where several aspects of goals emerge. Results from this analysis show that goals are described on three levels which reflect different aspects of pedagogical goals: 1) transdisciplinary goals for learning, 2) content for learning, and 3) activities for learning. These aspects are intertwined and provide a comprehensive picture of the dynamic flow between pedagogical aims and activities in goal-oriented preschool practice. The results from our study are of particular interest to the Nordic countries that embraces a child-centered and play-based thematic preschool practice. The study gives insights to the complexity of the goal-oriented practice and brings attention to the opportunities that integration of learning content and knowledge areas provide.

BJÖRKLUND, CAMILLA (UNIVERSITY OF GOTHENBURG, CAMILLA.BJORKLUND@PED.GU.SE)
ANNA LYNGFELT (UNIVERSITY OF GOTHENBURG, ANNA.LYNGFELT@SVENSKA.GU.SE)

Reading time and space

(Presented in English)

This project focuses on children’s perspectives and critical literacy. The concepts of children’s perspectives and critical literacy are studied through children’s experiences of the relation between image and text about natural science and mathematical phenomena - time and space - in preschool and early school years. The child’s perspective is central in the ambition to generate more and comprehensive knowledge about how children comprehend and “read” texts in relation to images and illustrations of complex phenomena. What do children discern and what interpretations emerge in their encounter with text and illustrations in children’s books presenting complex phenomena? Knowledge about these issues is relevant for teachers communicating central content to children and how to understand children’s meaning making and concept development. The critical literacy discourse is often grounded in curricula and teaching perspectives, where we on the other hand take our starting point from the children’s already existing literacy skills situated in their common practices. Critical literacy is expected in the pedagogical work with young children, but thorough knowledge about how to conceptualize this in pedagogical practice is lacking. Furthermore, we intend to deepen the knowledge about integration of knowledge areas and content for teaching, often implemented in thematic preschool work. The pedagogical challenges lie in understanding the multimodal opportunities and boundaries for conceptualization. We argue for the children’s right to opportunities to reason about complex phenomena as part of their lived experiences, and regard a study of children’s approach to children’s literature (reflecting complex phenomena) as a way of deepening the knowledge to be able to work scaffolding with early science education. This will be accomplished through a study of image-text relationships as it appears to the children. As follows, this study challenges current conceptions about concept development and literacy competence, that we find closely related to each other. To sum up, the project has a multidisciplinary approach that will contribute to the current knowledge of early childhood, by bridging different theoretical approaches, for the benefit of a comprehensive understanding of critical literacy in science and mathematics in early childhood. A phenomenographical approach supported by variation theory of learning and discourse theory provides theoretical concepts for analyzing and taking children’s perspectives and children’s experiences of “reading” science and mathematics in literature they encounter. The empirical study will follow groups of not-yet-literate children (4-5-yearolds) and literate children in preschool class and school year 2, giving an overview of the groups over a longer period of time.
Review of educational research on ‘health work’ in Swedish Ph.D.-theses during 2005-2014

(Presented in English)

In this paper we examine how health work is manifested in Swedish educational PhD-theses. We define ‘health work’ here broadly, encompassing for instance the work of all kinds of health professionals (such as health educators/promoters, public health workers, nurses, chiropractors, personal trainers, etc), health work through health related reporting in various media (e.g. magazines, web-sites, blogs, etc), and also the health work individuals perform on and for themselves (e.g. lifestyle-oriented activities). Intrinsic to these types of health work are both immanent and more direct processes of education, whereby it becomes a field of interest to educational researchers, and education research into this field of health work in turn becomes of use to health workers/practitioners. Therefore it is interesting to examine how this field of ‘health work’ is perceived and framed in the perspective of Swedish education research and what questions education research have been asking in this field. The aim of this paper is to explore how health work figures in Swedish education research. What aspects of health work are education researchers in Sweden interested in? What questions are being asked? And hence, how can education research in the field of health work support health workers/practitioners in their work? In order to answer these questions, we have looked at all of the Swedish doctoral theses in education published during the years of 2005-2014. During this period, there were 666 theses published, of which 108 were selected in the first selection, and of these, 74 were selected in the third selection. With a broad operationalization of ‘health’ and ‘health work’, the 74 theses were then further analyzed to determine how health figured in the theses and to answer the rest of the research questions. Here, a distinction was made between theses that had an explicit focus on health work in their research questions and those that did not. The analysis further consisted of categorizing the theses depending on how central or marginal issues of health work were in the studies and on whether health work was an implicit or explicit aspect of the study. The analysis was also concerned with finding common themes or issues or arenas etc. The preliminary results show that very few theses in education directly relate to health work. The most common areas studied are the school subject of physical health and education (Idrott och hälsa-ämnet), student health (elevhälsa), health care (häls- och sjukvård), and sports (idrott). Quite a few studies are concerned with issues of professionalization and many want to understand learning processes related to various illnesses or chronic conditions that people live with, while very few studies have research questions that directly relate to practices of health promotion, i.e. issues of influencing health practices from a salutogenic (“positive health”) perspective.

The preschool entrance hall: a place for preschoolers’ language transfer

(Presented in English)

In Sweden many children with immigrant background meet the Swedish language in full extent when they begin preschool. Approximately 20% of all children that begin preschool in Sweden come from a family where one or both parents have another mother tongue than Swedish. Preschool is an important place in general for supporting children’s language development. For small children with another language background it is a place of crucial importance when it comes to developing their mother tongue(s) and Swedish simultaneously, or Swedish as a second language. You could say that preschool works as a transit place between the child’s language(s) talked at home and Swedish, the majority language talked at preschool and in the society around them. In Sweden it is often in the preschool’s entrance hall, when parents drop off and pick up their children that the cooperation between family and institution takes place. This form of cooperation between home and preschool occurs every day, everywhere in Sweden, and I assert that the hall is the most important place for information exchange between parents and educators. Leaving a small child in another person’s care is not always easy for a parent, and therefore the daily contact and the way the delivery takes place are of great importance and are a key to making both parent and child feel secure (Björk-Willén, 2014). My study shows that the delivery of the child, in both directions, is almost always tied to information. The information can be of various kinds, from information about the child’s health, to information about educational activities accomplished at preschool. The information can also be a part of the children’s transition between home and institution and can also tell us about the circumstances and the context in between the child’s “travels”. The
present paper highlights the everyday talk in Swedish preschool entrance halls among parents, children and preschool teachers. The aim is to highlight young preschoolers’ language transfer from home to preschool and vice versa and how this transformation is accomplished through language interchange between their parents, the preschool teachers and themselves. The data draw from a project that aims to study and analyse the daily talk and interaction between mainly parents and teachers in a Swedish preschool setting, where most of the families have another language background than Swedish, and where most of the teachers are monolingual Swedish speakers. The participant’s talk and social interaction has been video recorded at two preschools during the time when the parents leave and bring home their children. The theoretical framework of the study is influenced by ethnomethodological work on social actions, which means that the focus in particular is on participants’ methods of accomplishing and making sense of social activities. The transcriptions are informed by conversation analysis and work on talk-in-interaction. The analyses show how the parent’s language choice and code switching balanced the need of communicating in Swedish and in supporting the child’s language acquisition in their mother tongue. Finally, detailed analyses of bilingual parents and children’s language use can contribute to a deeper understanding of (monolingual) preschool teacher’s work with bilingual families.

BJORNESTAD, ELISABETH (OSLO AND AKERSHUS UNIVERSITY COLLEGE, ELISABETH.BJORNESTAD@HIOA.NO)
ELLEN OS (OSLO AND AKERSHUS UNIVERSITY COLLEGE, ELLEN.OS@HIOA.NO)
KRISTIN WOLF (OSLO AND AKERSHUS UNIVERSITY COLLEGE, KRISTIN.WOLF@HIOA.NO)
JAN-ERIK JOHANSSON (OSLO AND AKERSHUS UNIVERSITY COLLEGE, JAN-ERIK.JOHANSSON@HIOA.NO)

Assessing Quality in Norwegian Toddler Child Care with ITERS-R

(Presented in English)

Assessing Quality in Norwegian Toddler Child Care with ITERS-R Norway shows a strong growth in day-care, especially for children below 3 years. There is also a more flexible organisation of child groups: bigger groups and larger classrooms. In 2014 approximately 80 percent of children under 3 attend day-care. The lack of knowledge about day-care quality in Norway, especially for toddlers, is evident. Two recent studies are Better Provision for Norway’s Children in ECEC or BePro, and Searching for Qualities. BePro is a longitudinal project following children aged 2:6 and 5, with ITERS-R and ECERS-R. Data presented is ITERS-R results common for both projects. Aim Describe quality in Norwegian toddler child care with ITERS-R and CIP Investigate the adaption of ITERS-R and its psychometric properties Examine the association between process quality and structural variables like private/public centres, lower/higher child-adult ratios, teachers with/without university degrees, and traditional small groups/new bigger groups in larger rooms. The sample is 205 classrooms with 2811 children from 93 centres based upon PPS sampling (Probability Proportional to Size) in counties Oslo and Akershus, Vestfold and Telemark, Rogaland, Nordland and Troms. This gives a representative sample for Norway. It covers both private and municipal child care, and different types of group organisation. Data collection ended in the beginning of 2015, and there are now results to present. In general the ITERS-R shows the same pattern as in UK, the Netherlands and Portugal. The mean ITERS-R result in Norway is 3.9 – between intermediate and good, the scale goes from 1 to 7. Subscales show a clear variation: the best results are in subscales Interaction, Talking and listening, and Programme structure; the not so good are in Personal care and routines, Space and Furnishing, and Activities. Global scales like ITERS-R could be combined with in-depth measurements, related to staff-children interaction etc. ITERS-R has a limited focus on interaction, hence we measure the classrooms with the Dutch tool Caregiver Interaction Profile, based on developmental psychology and attachment theory. CIP measures children’s autonomy, teacher’s sensitivity, verbal communication, fostering peer interaction, structure and stimulation of development. Preliminary results Some traditional aspects of ECEC are on low levels, but you find higher quality in interaction with children. On low levels below 3 (or Inadequate), is Diapering/ toileting, Health practices, Art, Music/ movement and the use of Blocks. Thia indicatess that the traditional curriculum of ECEC is weakened. On level 5 or higher (Good) on the scale, is Greeting/departing, Helping use language, Sand and water play and Staff-child interaction. So far there are also indications that a traditional organisation of the Child Care centre gives better results than the bigger groups in bigger rooms. The results from the CIP scale indicates that educated staff do better than untrained. There is considerable varition between good and inadequate Child care centres . There is plenty of space for the centres with low quality to develop and reach higher quality levels. In order to do so there is a need for more observattion, qualitative studies, debate and in-service training.
Preschool Language Assessment and Later Academic Achievement

(Presented in English)

Many studies have shown that children’s language knowledge at the age of 5 is closely related to reading achievements later in life (Hulme & Snowling, 2009). Many believe that it is important to identify children at risk for reading difficulties early in order to provide them with the appropriate support and enable them to obtain a quality education throughout their schooling. The results of a recent Icelandic study showed that one of the bases for successful learning in compulsory school is a child’s language knowledge at age 5 (Einarsdóttir, J., Björnsdóttir, A., & Simonardóttir, I., in press). Children with scores representing lower language knowledge at this age were more likely to be in special educational classes later, to find compulsory school difficult, and to be bullied (Björnsdóttir, A., Einarsdóttir, J. T., & Simonardóttir, I. 2013). They were also more likely to be diagnosed with ADHD and learning disabilities. This paper poses the following research question: Will some students be more successful in compulsory school than expected based on their scores in preschool? Does special support in compulsory school increase their likelihood of success? Does it improve or decrease their likelihood of success to have the diagnosis of learning disabilities or ADHD? These are important questions for educators in Nordic countries given their emphasis on quality and equity in education. In 1997–1998, a group of children was selected to participate in a study of the predictive value of aspects of phonological awareness and language skills for later reading achievement. These attended preschools in Iceland and were aged 5 years and 4 months to 5 years and 10 months. A total of 288 children were invited to participate, and 267 of these (93%) took part in the study. Participants were contacted again once they were legal adults and asked for permission to link the results of the preschool testing with their scores on the national tests in grades 4, 7, and 10. They were also asked to answer a questionnaire. Preliminary findings show that 23% of participants seem fell further behind their peers in compulsory school compared to their performances in preschool; the status of 57% remained unchanged; and 20% improved their academic status relative to their peers. Special education and support appears to decrease the likelihood that students will fall further behind their peers, but it does not necessarily improve their status. Björnsdóttir, A. Einarsdóttir, J. T., & Simonardóttir, I. (2013). Langtimarannsókn á forspárgildi málþroskaathugana við 5–6 ára aldur um síðari líðan og reynslu. Netla. Retrieved from http://netla.hi.is/greinar/2013/ryn/013.pdf Catts, H. W., Fey, M. E., Tomblin, J. B., & Zhang, X. (2002). A longitudinal investigation of reading outcomes in children with language impairments. Journal of Speech, Language, and Hearing Research, 45, 1142–1157. Einarsdóttir, J., Björnsdóttir, A. og Simonardóttir, I. (in press). The predictive value of preschool language assessment on academic achievement. A 10-year longitudinal study of Icelandic Children. American Journal of Speech-Language Pathology. Hulme, C., & Snowling, M. J. (2009). Developmental disorders of language learning and cognition. West Sussex: Wiley-Blackwell.

Leadership undergoing change – focusing Swedish Preschool Leaders

(Presented in English)

There is a growing amount of research on management and leadership in schools. Different models have been suggested to describe and understand how principals lead and manage their organisations. However there seems to be a shortage of research about leaders in the preschool context. The history of preschools is different compared to schools as well as learning traditions. During the last decades the preschool system in Sweden has undergone major changes. In the middle of the 90ies preschool moved from being a matter of Family Politics to became part of the National System of Education. In principle, all children are allowed a place in preschool and there is a maximum fee since the middle of the 90ies. A national curriculum for preschools was presented in 1998 for the first time in the Swedish Education system. The former regulations concerning size of children groups or staff density were abolished while at the same time more quality issues were specifically addressed. Freedom to establish other than municipal preschools was introduced in the early years of 2000. A new Education Act in 2010 (2010:800) stipulates that preschool is a separate school form and since then the legislation also
Supervision must affect

(KERSTIN BLADINI, KARSTAD UNIVERSITY)

Supervision must affect Kerstin Bladini
Karlstad University Karlstad Sweden Email: kerstin.bladini@kau.se Paper to be presented at the NERA Congress in Helsinki, March 9–11, 2016, network number 25/Guidance/ Counseling Abstract 3O is the name of a model for collective competence development created at the School of Education and Communication in Jönköping, Sweden. It’s a model for collective competence development of the entire staff to develop a scientifically based operation and a school that fully achieves all goals. The model was financed by the European Social Fund, and during 2011-2012, it was tested, developed and distributed regionally, nationally and internationally. The 3O model has three legs, the first are lectures, the second are seminars and the third are supervision groups. The focus of this presentation is the supervision group. The aim of the study presented here is to describe the supervisor’s experiences of their own as well as the participant’s progress and learning’s in supervision and in guidance on supervision. The supervision took place in small groups, led by trained supervisors. They met once a month during one and a half hour and the participants were supposed to raise issues taken from their own professional experience. The issues may concern problems, challenges and dilemmas, or ingrained attitudes and procedures that participants want help from the group to clarify, test and elucidate. The supervisors used a model called the dialogical reflection model. Most of the participants as well as the supervisors had very little experience of supervision before the project get started which set its touch on the supervision. As a way to qualify the supervisors they participated in guidance on supervision once a month. The supervisors spent a great deal of time to make the model work, taking responsibility for using the model as planned and to facilitate for the participant’s to feel comfortable and take the risk to formulate a supervision question. The data was collected from the supervisors involved in the project from June 2011 to June 2012 by means of a questionnaire and individual as well as group interviews. The theoretical framework of this study has been inspired of social system theory with Gregory Bateson and his thoughts about the map and the landscape as a central part. Narrative theory and reflection for professional progress are other central parts of the theoretical understanding of supervision in this study. The supervisors in this study described supervision as time to think together about pedagogical questions. A result of the study shows that supervision must be personal and affecting to support the participant’s progress and learning. To participate in supervision seems to promote a sensitive ear and new ways of thinking and understanding different situations in ones professional practice. To participate in supervision contribute to a feeling of support and being less alone. An important quality aspect is that the supervisors have access to guidance of supervision. Keywords: Supervision, guidance on supervision, professional development

BLADINI, KERSTIN (KARSTAD UNIVERSITY, KERSTIN.BLADINI@KAU.SE)

their own as well as the participant’s progress and learning’s in supervision and in guidance on supervision. The supervision took place in small groups, led by trained supervisors. They met once a month during one and a half hour and the participants were supposed to raise issues taken from their own professional experience. The issues may concern problems, challenges and dilemmas, or ingrained attitudes and procedures that participants want help from the group to clarify, test and elucidate. The supervisors used a model called the dialogical reflection model. Most of the participants as well as the supervisors had very little experience of supervision before the project get started which set its touch on the supervision. As a way to qualify the supervisors they participated in guidance on supervision once a month. The supervisors spent a great deal of time to make the model work, taking responsibility for using the model as planned and to facilitate for the participant’s to feel comfortable and take the risk to formulate a supervision question. The data was collected from the supervisors involved in the project from June 2011 to June 2012 by means of a questionnaire and individual as well as group interviews. The theoretical framework of this study has been inspired of social system theory with Gregory Bateson and his thoughts about the map and the landscape as a central part. Narrative theory and reflection for professional progress are other central parts of the theoretical understanding of supervision in this study. The supervisors in this study described supervision as time to think together about pedagogical questions. A result of the study shows that supervision must be personal and affecting to support the participant’s progress and learning. To participate in supervision seems to promote a sensitive ear and new ways of thinking and understanding different situations in ones professional practice. To participate in supervision contribute to a feeling of support and being less alone. An important quality aspect is that the supervisors have access to guidance of supervision. Keywords: Supervision, guidance on supervision, professional development

BLADINI, KERSTIN (KARSTAD UNIVERSITY, KERSTIN.BLADINI@KAU.SE)

their own as well as the participant’s progress and learning’s in supervision and in guidance on supervision. The supervision took place in small groups, led by trained supervisors. They met once a month during one and a half hour and the participants were supposed to raise issues taken from their own professional experience. The issues may concern problems, challenges and dilemmas, or ingrained attitudes and procedures that participants want help from the group to clarify, test and elucidate. The supervisors used a model called the dialogical reflection model. Most of the participants as well as the supervisors had very little experience of supervision before the project get started which set its touch on the supervision. As a way to qualify the supervisors they participated in guidance on supervision once a month. The supervisors spent a great deal of time to make the model work, taking responsibility for using the model as planned and to facilitate for the participant’s to feel comfortable and take the risk to formulate a supervision question. The data was collected from the supervisors involved in the project from June 2011 to June 2012 by means of a questionnaire and individual as well as group interviews. The theoretical framework of this study has been inspired of social system theory with Gregory Bateson and his thoughts about the map and the landscape as a central part. Narrative theory and reflection for professional progress are other central parts of the theoretical understanding of supervision in this study. The supervisors in this study described supervision as time to think together about pedagogical questions. A result of the study shows that supervision must be personal and affecting to support the participant’s progress and learning. To participate in supervision seems to promote a sensitive ear and new ways of thinking and understanding different situations in ones professional practice. To participate in supervision contribute to a feeling of support and being less alone. An important quality aspect is that the supervisors have access to guidance of supervision. Keywords: Supervision, guidance on supervision, professional development

BLADINI, KERSTIN (KARSTAD UNIVERSITY, KERSTIN.BLADINI@KAU.SE)

their own as well as the participant’s progress and learning’s in supervision and in guidance on supervision. The supervision took place in small groups, led by trained supervisors. They met once a month during one and a half hour and the participants were supposed to raise issues taken from their own professional experience. The issues may concern problems, challenges and dilemmas, or ingrained attitudes and procedures that participants want help from the group to clarify, test and elucidate. The supervisors used a model called the dialogical reflection model. Most of the participants as well as the supervisors had very little experience of supervision before the project get started which set its touch on the supervision. As a way to qualify the supervisors they participated in guidance on supervision once a month. The supervisors spent a great deal of time to make the model work, taking responsibility for using the model as planned and to facilitate for the participant’s to feel comfortable and take the risk to formulate a supervision question. The data was collected from the supervisors involved in the project from June 2011 to June 2012 by means of a questionnaire and individual as well as group interviews. The theoretical framework of this study has been inspired of social system theory with Gregory Bateson and his thoughts about the map and the landscape as a central part. Narrative theory and reflection for professional progress are other central parts of the theoretical understanding of supervision in this study. The supervisors in this study described supervision as time to think together about pedagogical questions. A result of the study shows that supervision must be personal and affecting to support the participant’s progress and learning. To participate in supervision seems to promote a sensitive ear and new ways of thinking and understanding different situations in ones professional practice. To participate in supervision contribute to a feeling of support and being less alone. An important quality aspect is that the supervisors have access to guidance of supervision. Keywords: Supervision, guidance on supervision, professional development

BLADINI, KERSTIN (KARSTAD UNIVERSITY, KERSTIN.BLADINI@KAU.SE)

their own as well as the participant’s progress and learning’s in supervision and in guidance on supervision. The supervision took place in small groups, led by trained supervisors. They met once a month during one and a half hour and the participants were supposed to raise issues taken from their own professional experience. The issues may concern problems, challenges and dilemmas, or ingrained attitudes and procedures that participants want help from the group to clarify, test and elucidate. The supervisors used a model called the dialogical reflection model. Most of the participants as well as the supervisors had very little experience of supervision before the project get started which set its touch on the supervision. As a way to qualify the supervisors they participated in guidance on supervision once a month. The supervisors spent a great deal of time to make the model work, taking responsibility for using the model as planned and to facilitate for the participant’s to feel comfortable and take the risk to formulate a supervision question. The data was collected from the supervisors involved in the project from June 2011 to June 2012 by means of a questionnaire and individual as well as group interviews. The theoretical framework of this study has been inspired of social system theory with Gregory Bateson and his thoughts about the map and the landscape as a central part. Narrative theory and reflection for professional progress are other central parts of the theoretical understanding of supervision in this study. The supervisors in this study described supervision as time to think together about pedagogical questions. A result of the study shows that supervision must be personal and affecting to support the participant’s progress and learning. To participate in supervision seems to promote a sensitive ear and new ways of thinking and understanding different situations in ones professional practice. To participate in supervision contribute to a feeling of support and being less alone. An important quality aspect is that the supervisors have access to guidance of supervision. Keywords: Supervision, guidance on supervision, professional development

BLADINI, KERSTIN (KARSTAD UNIVERSITY, KERSTIN.BLADINI@KAU.SE)
‘Glocality’ on place - studying local experience and transforming education in the northern kindergarten

(Presented in English)

Northern Norway experience, as regions around the world, an increasingly heterogeneous kindergarten. The need for global and worldly consciousness and culture-sensitive practices require at the same time an awareness for the local and situated practice. The concept of ‘glocality’ (Trippestad, 2015; Ødegaard, 2015) serves as a thinking tool for a design of a new study, which aim to relate to social, relational, artefactual and place-based sustainability issues. The theoretical framework is socio-cultural epistemology, including a narrative inquiry and action based research approach. This paper will communicate a process of developing a research design with an aim of contributing to increasing awareness of global shared concerns, and at the same time an awareness of education for senses of belonging. As a first step of the processes of understanding what locality means in the northern region of Norway, the researchers worked with telling personal experiences from local and situated practices in a narrative inquiry framework. A researcher’s story of the lack of belonging will be presented and analyzed. A further goal of the study is to develop new and innovative practices alongside children, families, kindergarten staff and researchers.

BORGFEELDT, EVA (PHD STUDENT, EVA.BORGFEELDT@GU.SE)

Multimodal Text Production, Multilingualism and Assessment: Teachers’ Perspectives on Multimodality when Evaluating Text Productions in Third Grade

(Presented in English)

Why is it important to discuss multimodality in school? In what ways do teachers focus on how various multimodal aspects work together and strengthen each other? Why is it important that students receive instruction in the use of different multimodal semiotic resources? This qualitative semi-structured interview study examined how and in what ways a primary school teacher focuses on multimodal aspects when evaluating and assessing her 9-10-year-old students’ text productions. Theoretically, the study is based on linguistic sociocultural (Vygotskij, 1978; Säljö, 2014), socio semiotic research (Kress 2003; Kress & Van Leeuwen, 2006; Løvland, 2006) and second language research (Axelsson, 1998; Cummins, 2001; Damber, 2010). The aim of this interview study is to analyze what modalities the teacher stresses when evaluating her students’ meaning making in their multimodal text productions. The material discussed includes texts and interviews produced by 9-10-year-old students (n=15) attending a mainstream classroom in a multicultural area during the school year 2012/2013, while they produced one multimodal text each about the Stone Age. Since the text productions and the interviews with the students already have been analyzed and reported (Borgfeldt and Lyngfelt 2014, 2015), this study presents interviews with the teacher and a discussion related to the earlier analysis on the socio semiotic resources in the students’ text productions. The interviews show that the teacher begins by reading their images. Then she realizes how the students combine their images with written text and other semiotic resources when creating meaning in their multimodal texts. She is surprised that all students will choose the image whether they are native or second language speakers. Based on the criteria for the specific task, the teacher focuses on the semiotic resources, image and color, when evaluating the text productions. Her assessment then extends further to account for that the students are graded based on; “accuracy”, “detail”, “color meaning” and “the overall quality of the text”. In the interviews, the teacher describes in a positive way how the literacy development is progressing among most of the students both in and outside the classroom. It is important that the students – regardless of linguistic backgrounds – have the ability to utilize multiple semiotic resources when expressing themselves in multimodal texts. The teacher claims that there is not enough time to discuss the text productions with each student separately. This suggests there seems to be a problem between the formulation of the assignment and how to read and comment the text productions in a multimodal way.
The young people's voices in a rural region of Sweden; about the future, choices and norms.

(Presented in English)

Aim/Topic: This study focus on adolescents motivations about remaining in rural areas in the Mid Sweden Region, a part of Sweden with decreasing school performance scores and high out-migration. The context is youth migration patterns and rural regional perspective on urban / rural norms, gender, class, and participation. Previous research has demonstrated a knowledge gap regarding youth, regional development, and school improvement. A majority of young people, especially young women studying academic programs, plan to move from their home municipality after high school. Young women seem to have more, or different, ranges of leisure compared to young men. Even educational level and transition to higher education is lower in the Mid Sweden Region compared with the country at large. Previous research has shown that young people’s tendencies to migrate are all about providing jobs, education, and experiences, but also on basic urban/ rural norms in society. These are based on a dichotomization of city and country, where the metropolitan norm is prevalent. Gender, class, and participation are structures that also affect the moving and future plans of young people in rural areas. Theoretical and methodological framework The study is based on 1,500 young people’s responses to a Web-based survey within the framework of a regional school development project. The research questions focused on: whether youths were going to stay there or move, the future in urban or rural areas, influences, and the future choices and differences among genders, regions, and age groups. The empirical data are processed with statistical analysis. Conclusions/findings The study confirms previous research on young people’s relocations from rural areas; jobs and education are important motives, and the most prone to move are the females. Another clear motive to move to the big city is experiencing its attraction-force. In this context, this may be due to urban standards and its prevalence. The education policy implications of this study are that higher education should be made possible for students in rural areas. If they can get the opportunity to live and study in their home municipality, there is a greater possibility that they will remain. In today's digital society, perhaps alternative, remote work is a possible area of development, so that people are better able to work from home. What is new knowledge is that lessons about the region’s importance have a positive, significant effect on individuals’ plans to remain in their home municipality. This can and should be highlighted in local, regional, and national politics, but more importantly in school discourses. Since school plays a role in students’ thinking and future choices, a larger formation effort could be of great value for norms and regional political standpoints. Several school subjects and themes can cooperate in the training of urban and rural areas, such as social studies, natural knowledge, and language. But if education starts, it can be important to examine which training is available and how it can be developed / improved. The study has relevance to the international terms of similar geographical areas.

Boström, Lena (Department of Education, Mid Sweden University, lena.bostrom@miun.se)

Lena Boström (Mid Sweden University, lena.bostrom@miun.se)

Rolf Dalin (Mid Sweden University, rolf.dalin@miun.se)

The young people's voices in a rural region of Sweden; about the future, choices and norms.

(Presented in English)

This study focus on adolescents motivations about remaining in rural areas in the Mid Sweden Region, a part of Sweden with decreasing school performance scores and high out-migration. The context is youth migration patterns and rural regional perspective on urban / rural norms, gender, class, and participation. Previous research has demonstrated a knowledge gap regarding youth, regional development, and school improvement. A majority of young people, especially young women studying academic programs, plan to move from their home municipality after high school. Young women seem to have more, or different, ranges of leisure compared to young men. Even educational level and transition to higher education is lower in the Mid Sweden Region compared with the country at large. Previous research has shown that young people’s tendencies to migrate are all about providing jobs, education, and experiences, but also on basic urban/ rural norms in society. These are based on a dichotomization of city and country, where the metropolitan norm is prevalent. Gender, class, and participation are structures that also affect the moving and future plans of young people in rural areas. The study is based on 1,500 young people’s responses to a Web-based survey within the
framework of a regional school development project. The research questions focused on: whether youths were going to stay there or move, the future in urban or rural areas, influences, and the future choices and differences among genders, regions, and age groups. The empirical data are processed with statistical analysis. The study confirms previous research on young people’s relocations from rural areas; jobs and education are important motives, and the most prone to move are the females. Another clear motive to move to the big city is experiencing its attraction-force. In this context, this may be due to urban standards and its prevalence. The education policy implications of this study are that higher education should be made possible for students in rural areas. If they can get the opportunity to live and study in their home municipality, there is a greater possibility that they will remain. In today’s digital society, perhaps alternative, remote work is a possible area of development, so that people are better able to work from home. What is new knowledge is that lessons about the region’s importance have a positive, significant effect on individuals’ plans to remain in their home municipality. This can and should be highlighted in local, regional, and national politics, but more importantly in school discourses. Since school plays a role in students’ thinking and future choices, a larger formation effort could be of great value for norms and regional political standpoints. Several school subjects and themes can cooperate in the training of urban and rural areas, such as social studies, natural knowledge, and language. But if education starts, it can be important to examine which training is available and how it can be developed/improved. The study has relevance to the international terms of similar geographical areas.

\*\*\*

**Bruun, Mette (University College Sjælland, meb@ucsj.dk)**

**Ninna V. Braüner (University College Sjælland, nvb@ucsj.dk)**

**Learning Goals in Didactics and Education, Inclusion and Social Mobility**

(Presented in English)

During the last 5-10 years teaching with centralized learning goals in didactics and education together with inclusion of children with special needs have been focus areas both nationally and internationally. In Denmark the Inclusion Act was passed in 2012 and a new school act in 2014. Several pupils with special needs are included in the school and the teacher meets a great challenge by teaching all pupils in the class in an including way. We see a trend in our country. Some educators believe or have the hypothesis that clear, detailed, and specified goals combined with classroom management is a main thing for better learning and for including all pupils. Even the social mobility will increase. In our project we want to discuss the hypothesis mentioned above. Which advantages and disadvantages have effective learning goals of inclusion? How can practice be developed within these frames? Teachers, educators, directors of education etc. find inspiration in works by John Hattie and James Nottingham, and visit schools in Ontario. Many Danish municipalities require teaching in schools with detailed goals and effective learning. We want to ask critical questions to the research in this area and to develop critical analysis and didactic thinking of professional teachers. We see a conception of the didactics with a very narrow understanding. We know from investigations that teaching is very important for pupils’ learning, but what about learning goals in didactics and education? How will the great focus on effective learning goals influence pupils’ learning and teachers’ possibilities of making plans for their teaching and carrying out their plans? Is it a question of thinking in an instrumental way? Can teachers still be independent, reflect their didactic approach and estimate what is convenient in their own class? In the project we use the Design Based Research approach supplied with other approaches. We observe teaching in schools and discuss the observations with teachers to understand their goals and arguments for planning. Our aim is not only to observe, but also to intervene and discuss. 3-4 teacher students participate in our project in relation to their own bachelor project.

\*\*\*

**Bruun, Mette** *(University College Sjælland, meb@ucsj.dk)*

**Ninna V. Braüner** *(University College Sjælland, nvb@ucsj.dk)*
that play a role in preschool practice. This is accomplished by working with an example of an ordinary Swedish preschool activity in which a group of children and a teacher are playing a table game. The language political context of the activity is a bilingual early childhood institution in Sweden where Spanish and Swedish are used on a daily basis, in that half of the staff speak Swedish and half speak Spanish when interacting with the children. The children may choose to speak either language or both, but are generally encouraged to adapt to the teachers’ language usage. A video recording of and field-notes on the game playing activity are made and using Actor Network Theory, four network scenes of the activity are produced. The analysis brings about dynamic material-semiotic relations between multiple aspects – such as the children, teacher, game pieces, die, cards, linguistic, and other elements – and seeks to describe how bilingual language policy emerge and transform in these relations. The results indicate that the activity revolves around two different, multilayered and sometimes conflicting problems, one of which is related to hybrid aspects of playing the game and the other to hybrid aspects of speaking the right language. Furthermore, the material-semiotic complexities of practice emerge as highly interconnected with language use and bilingual policy. It is argued that decentering the agency of language policy is important to understanding the complexities of actual language practices and when discussing bilingualism and language learning in early childhood education. Keywords: language policy, separate and flexible bilingualism, Actor Network Theory, early childhood education

CANGER, TEKLA (UCC, TEC@UCC.DK)

Social relations, local community and school community

(Presented in English)

The aim of this paper is to discuss the experience of being young in an urban setting, and the opportunities and possibilities this offers in relation to school community and school affiliation. The paper tries to argue – with point of departure in Bauman’s notion of liquid modernity (Bauman 2000) and the French sociologist, Marc Augé’s concept of non-places (Augé 2009) – that young people who move in urban spaces as well as in institutionalized spaces, such as school and youth club, need to orient themselves towards communities and social relations in very different ways, since these different settings require very different attitudes towards how to relate to the other. The concept of non-places (shopping centres, pedestrian streets, gas stations etc.) is based on an understanding of these places as being

Bylund, Anna (LINKÖPING UNIVERSITY, ANNA.BYLUND@LIU.SE)

Decentering the agency of language policy Material-semiotic transformations of bilingualism in early childhood education

(Presented in English)

Decentering the agency of language policy Material-semiotic transformations of bilingualism in early childhood education Anna Bylund, Linköping University, Sweden The aim of the present paper is to study what happens with a bilingual language policy based on language separation in the complexity and heterogeneity of different elements

act in 2014. Several pupils with special needs are included in the school and the teacher meets a great challenge by teaching all pupils in the class in an including way. We see a trend in our country. Some educators believe or have the hypothesis that clear, detailed, and specified goals combined with classroom management is a main thing for better learning and for including all pupils. Even the social mobility will increase. In our project we want to discuss the hypothesis mentioned above. Which advantages and disadvantages have effective learning goals of inclusion? How can practice be developed within these frames? Teachers, educators, directors of education etc. find inspiration in works by John Hattie and James Nottingham, and visit schools in Ontario. Many Danish municipalities require teaching in schools with detailed goals and effective learning. We want to ask critical questions to the research in this area and to develop critical analysis and didactic thinking of professional teachers. We see a conception of the didactics with a very narrow understanding. We know from investigations that teaching is very important for pupils’ learning, but what about learning goals in didactics and education? How will the great focus on effective learning goals influence pupils’ learning and teachers’ possibilities of making plans for their teaching and carrying out their plans? Is it a question of thinking in an instrumental way? Can teachers still be independent, reflect their didactic approach and estimate what is convenient in their own class? In the project we use the Design Based Research approach supplied with other approaches. We observe teaching in schools and discuss the observations with teachers to understand their goals and arguments for planning. Our aim is not only to observe, but also to intervene and discuss. 3-4 teacher students participate in our project in relation to their own bachelor project.

• • •
places where any form of longer relations are understood as interrupting moments. This concept will be contrasted with the concept of social spaces (places where the explicit ambition is to connect people to one another like school, youth club etc.). The young people in question are required to be able to navigate in both types of places, places that require different types of behavior, which in turn place the youth in a dilemma that may challenge their understanding of school and the school setting. In some ways, the different places in which the youth navigate present each other’s opposition and this situation is also what the professionals working with the youth have to operate within. These are some of the pedagogical challenges and subjective orientations that I will discuss in the present paper. The empirical data that forms the background of the analysis consists of observations of youth in the last year of compulsory schooling and interviews with the youth in question and the professionals working with the youth (teachers, social workers and social educators). The paper analyzes the data with help of the abovementioned theoretical concepts with point of departure in a thematical analysis, and the preliminary findings show that youth with a strong network outside of school and easy access to the cultural setting within the school, navigate in these complex and contradictory places much easier than those who do not have the same access to networks outside and within school. Furthermore, our preliminary results show that this orientation is further strengthened through the attitudes towards the youth from a professional point of view, since the understanding of the professionals seem to be that gaining access to the youth with the stronger networks is much easier and therefore where they can successfully support the youth. In turn this challenges the common understanding of the schools’ possibility of creating a setting where social justice and equality is produced.

Carlson, David Lee (Arizona State University, dlcarlson2@gmail.com)

Migrations to the Desert: Gay Men, Life Histories and Poetic Inquiry
(Presented in English)

Research topic/aim: The purpose of this paper is to report on a two-year, ongoing life-history research project with gay men in the southwestern part of the United States. Although extensive historical research on gay life in more urban areas has been done, very little historical research has been conducted on the lives of gay men in the southwestern part of the United States. This study conducts life histories of gay men in this region and constructs poems based on those interviews. Poetry is used in order to highlight poetry’s “experimental, consciously manipulating semiotics in speech and writing for meaningful effects in an effort to say new things, old things in new ways, special things about Being-in-the-World” (Brady, 2004, p. 628). It aligns with the epistemologies of life history research in that it seeks to explore the grey areas of lived experiences (Leavy, 2015). Theoretical and methodology framework. This project is guided by the work in life history methodologies and Arts Based Educational Research (ABER). The use of narrative life histories is designed to allow the interviewer and the interviewee to construct meaning and knowledge (Atkinson, 1998, Miller, 2000). The life history interview was used in order to allow the voices of gay men from the southwest to be considered in the larger historical narrative about the lives of gay men in the United States. As Atkinson (1998) asserts, “Telling our story enables us to be heard, recognized, and acknowledged by others. Story makes the implicit explicit, the hidden seen, the unformed formed, and the confusing clear” (p. 7). The composition of poetry aligns with the humanities-based research methods designed to “…jar people into seeing and/or thinking differently, feeling more deeply, learning something new, or building empathetic understandings” (Leavy, 2015, p. 21). (Expected) conclusions/findings: The poetry of the life history interviews offers readers and scholars an opportunity to “enter the multiple provinces of meaning that create perspectives on the works” (Greene, 2001, p. 5). In other words, the poetry generates a rhythmic history of gay men, one that is moving, sensual, and educational. The findings for this paper entail the insights garnered from doing life history interviews and the iterative process of composing poetry from verbal data (Denzin, 2000; Faulkner, 2005, Flick, 2014). Relevance to Nordic educational research. The relevance to the Nordic Educational Research conference is that it seeks to show how diversification and marginalization impact educational opportunities. Each of the life histories this paper reports on demonstrates how gender and sexuality influenced their educational attainment and how growing up in the southwest impacted their understanding of the world, the role of government and welfare systems, as well as themselves.

Carlson, David Lee (Arizona State University, dlcarlson2@gmail.com)
On “Doing” a Foucaultian-Inspired Genealogy of Writing Assessment in Secondary English Education

(Presented in English)

Jana Sawicki reported that after submitting her doctoral dissertation of Michel Foucault’s critique of humanism, she had the opportunity to attend portions of his (Foucault’s) lectures at the University of Vermont (See Martin et al., 1988). At one of his lectures, Sawicki informed Foucault that she had just completed her four-year doctoral study on how to appropriate his ideas to feminism. I told him that I had just finished writing a dissertation on his critique of humanism. Not surprisingly, he responded with some embarrassment and much seriousness. He suggested that I do not spend energy talking about him and, instead, do what he was doing, namely, write genealogies (Sawicki in Macey, 1993, p. 450). Foucault’s response to Sawicki raises important questions about how he viewed his own scholarly work, what he hoped for from his readers, and what he believed about the potential practical impact of the genealogy. In short, his response offers insight into Foucault’s pedagogical style (Osborne, 2008). The primary problem with Foucault’s admonition to Sawicki is his apparent unwillingness to supply relatively little guidance to his students on how to proceed to carry out a genealogical study. Foucault sprinkles methodological points and precautions throughout his extensive oeuvre, but neglects to give a methodology or a historiography (Ball, 2013; Ball and Tamboukou, 2003; Baker, 2001; Donald, 1992; Hunter, 1994; Lesko, 2001). Instead, he trusts his readers to find their own way in the genealogical field. The purpose of this paper is to argue that the genealogy for Foucault engendered a certain on going care of the self. Completing a genealogical study inspired and induced a practice of self-fashioning. One in which fostered ways of escaping the self, producing ecstatic thinking, and moments of freedom (Bernauer, 1990). This paper explains how the genealogical analytic was a practice of freedom for Foucault by examining his own studies, and by describing how completing a book-length genealogical study of my own on writing assessment practices precipitated an ongoing self-fashioning. I conclude by claiming that genealogies produce fictions and fictionalize the self. My genealogy attempts to demarcate an historical discursive landscape in the late nineteenth century and the late twentieth century that influenced the emergences of specific, nominal writing assessment practices. To employ the Foucault’s genealogical analytic as a care of the self, scholars remain vigilant about pursuing historical origins of practices and suspicious of grand narratives and totalizing histories. The purpose of composing a genealogy as a care of the self is to fictionalize one’s experience, to escape the historically contingent regimes of truth that seek to instruct and guide how one relates to oneself and others, and to insert chance in every day life and notions of the self. The genealogist is not focus on concepts to provide an intellectual history of a certain practice that emerges in the present, but exposes the power moves that inform the scientficity of subjectivity. Genealogies investigate how the subject turns oneself into an object in ethical self-fashioning.

Carlson, Marie (University of Gothenburg, Department of Sociology & Work Science, marie.carlson@socav.gu.se) Kerstin von Brömsen (University West, Department of Social and Behavioural Studies, kerstin.von-bromssen@hv.se)

What Knowledge Counts when Revising a Curriculum? – On Discursive Positionings in the Swedish Educational Landscape

(Presented in English)

Writing or revising a curriculum is often an advanced process as education can be viewed as a discursive battlefield. Furthermore, educational policies are often seen as complex, ongoing social practices of normative cultural production constituted by diverse actors/stakeholders across diverse contexts and thus interesting to analyse, especially in ‘the age of globalization’. This paper outlines perspectives on the policy process taking place in order to revise the Swedish National Curriculum, now known as Lgr 11. Particularly some approaches from the process within the sphere of Social Science and the subjects Religious Education and Geography are analysed. Data for this paper is produced within the project “Future citizens in pedagogical texts and education policies – Examples from Lebanon, Sweden and Turkey” (financed by the Swedish Research Council) and consists of both interviews with people taking part in the curriculum process and educational documents, such as curricula and syllabus for the above mentioned subjects. The overarching intention for the project is to examine how globalisation processes are expressed in educational policies and pedagogical texts by adopting a transnational perspective. Questions in relation to this perspective are: How is the ’right’ citizen presented and depicted and what values are highlighted – at both national and global level? Whose history is made visible and what voices are heard? What groups or categories are identified?
For this paper we focus on the Swedish curriculum process and specifically different positions among the actors in this process. These positionings are analysed with the help of discourse theory and emerge as three different “ideal types”; “the didactic”, the “ideologue” and the “project leader”. Tensions between these positionings concern what counts as valuable knowledge related to the local and global context, but also which learning/teaching theory that underpins teaching/education.

Impossible bodies and minority students’ subjectivity: discursive understandings to dropout in the Norwegian secondary schools

(Submitted in English)

Impossible bodies and minority students’ subjectivity: discursive understandings to dropout in the Norwegian secondary schools. This paper discusses how ethnic minority students’ creation of a self-definition as a “foreigner” causes a particular way of being and a behavior that is not compatible with the view of a good and talented student in Norwegian schools. Through critical cultural analytical perspectives and postcolonial theory this paper argue how ethnic minority students’ subjectivity as a “foreigner” creates a binary dichotomy between being a good and dutiful student; a definition often understood as being “Norwegian”, and its dichotomy; a “foreigner”. In today’s complex society, social categories and students’ subjectivities are created in close relation to the local contexts. Creative and original subjectivities are articulated and embodied when new pupil constellations takes place in ethnically diverse schools. This paper concludes that even if the concepts of diversity and tolerance are important pillars of Norwegian education policy, minority students’ bodies and social behavior are, often unconsciously, understood as the dichotomy of being “an ordinary and normal Norwegian student.”

Chinga-Ramirez, Carla (NTNU, Department of Education, carla.chinga@svt.ntnu.no)

Colnerud, Gunnel (Linköping University, gunnel.colnerud@liu.se)

Marcus Samuelsson (Linköping University, marcus.samuelsson@liu.se)

Student teachers’ worries about their future ethical shortcomings

(Submitted in English)

Student teachers’ worries about their future ethical shortcomings. A significant amount of qualified research has been dedicated to researching the teaching profession’s ethical responsibilities and professional duties. Due to the sometime worrying results of empirical studies within the field, interest has also been directed towards teacher education and its contribution to future teacher’s moral language and awareness of the dilemmas they may encounter. Teacher education has been found to be weak in terms of providing student teachers with a language for handling ethical issues. The purpose of this paper is to examine the ethical problems and risks expressed by student teachers, when they were interviewed, twice, about leadership in the classroom. This study is a by-product of a larger study. Ten student teachers, which form part of a larger research project, have participated. The main project examines how teacher education can prepare its students on practicing leadership in the classroom. The authors of this paper separately conducted interviews in accordance with an interview guide centred on various aspects of leadership: what do the student teachers think about when they hear the term; what is their view on the teaching of leadership; are leadership skills innate or acquired; and the final questions: What problems do you see in teachers’ leadership? What potentially difficult situations can you foresee? The answers to these final questions have formed the basis for this paper. The twenty interviews were transcribed and analysed using a qualitative thematic analysis. The outcome was three themes of central ethical aspects of a teacher’s relationship with the pupils. Note that we did not introduce ethical or moral terms during the interviews. However the themes that emerged are undoubtedly of ethical relevance. The student teachers spontaneously gave examples of situations in which they, according to their own judgement, are at risk of putting themselves in a morally improper manner as leaders. These are: The risk of disappointing someone, not being just or fair. The risk of failing to protect a pupil. The risk of criticizing a colleague. In light of previous research, which concludes that teachers, teacher students and teacher educators lack an adequate conceptual framework for ethical issues, and thus have a limited ability to distinguish ethical and moral situations in everyday practice, it is interesting to consider this study’s contribution. Could it be the case that the student teachers distinguish moral challenges upon meeting the pupils, but that researchers are not able to take note of these as they use a conceptual framework that the student teachers are not familiar with? If student teachers
Doctoral students’ experiences of supervision and study-related burnout on the doctoral journey

(Presented in English)

Both the quality and the quantity of doctoral supervision has been identified as central regulators of the doctoral journey. The present study focused on doctoral students’ perceptions of supervisory activities. The study explored doctoral students’ perceptions of primary actors involved in supervision, the frequency of supervision and their overall satisfaction with supervision. In addition, the study examined how the perceptions of the supervisory activities are connected to perceptions of stress and two dimensions of burnout symptoms; exhaustion and cynicism. Altogether 248 doctoral students from three Finnish universities representing social sciences, arts and humanities, and natural and life sciences participated in the research. The data were collected with an online survey. The results showed that the doctoral students emphasized the role of the main supervisor in the supervision process. The results also indicated that 85% of the students who received supervision once every second month or more often were satisfied with supervision. Furthermore, students who reported high levels of support from the researcher community, students who received constructive supervision, and students who felt that they were treated equally were more satisfied with their supervision than others. However, the students who reported being dissatisfied with supervision felt more stressed, they perceive exhaustion and cynicism to a bigger extent, than those who reported satisfaction with the supervisory support. We conclude that supervision contributes in important ways to student experiences of their doctoral journey and to their consideration of interrupting their studies. Keywords: Doctoral student, doctoral education, supervisory activities, study-related burnout.

Leisure time teachers’ work and professional development

(Presented in English)

The aim of this study is to describe and analyze how leisure time teachers with over 30 years of experience reason about their work and professional development over time. Moreover, to investigate what kind of qualities that may promote a long and sustainable career in the profession. The theoretical framework is informed by profession theories where knowledge base and professional development are used as analytical concepts (Brante, 2014). Data consists of interviews with 12 leisure time teachers. The methodological design also includes a meeting between the informants and 6 students at the end of their teacher education. The results show that the profession has no clear career paths which may be a reason to stay in the profession. Another reason to remain in the profession is a number of success factors identified by the informants; children, challenges, after-school pedagogy and work in teams are considered important qualities for a sustainable career in the profession. The professionals emphasize that cooperation with the school have helped to increase confidence in their own skills and professional knowledge. On the other hand, the students describe the dual task of working at both schools and leisure time centres as problematic. Students also emphasizes that teachers’ interaction with children are a part of the professional knowledge base which is based on proven experience. Few studies so far have highlighted the leisure time teachers’ work and professional development over time which can be an important question to discuss among Nordic researchers. Therefore this study is of interest and also to raise further issues that needs to be explored.

Leisure time teachers’ work and professional development

(Presented in English)

The aim of this study is to describe and analyze how leisure time teachers with over 30 years of experience reason about their work and professional development over time. Moreover, to investigate what kind of qualities that may promote a long and sustainable career in the profession. The theoretical framework is informed by profession theories where knowledge base and professional development are used as analytical concepts (Brante, 2014). Data consists of interviews with 12 leisure time teachers. The methodological design also includes a meeting between the informants and 6 students at the end of their teacher education. The results show that the profession has no clear career paths which may be a reason to stay in the profession. Another reason to remain in the profession is a number of success factors identified by the informants; children, challenges, after-school pedagogy and work in teams are considered important qualities for a sustainable career in the profession. The professionals emphasize that cooperation with the school have helped to increase confidence in their own skills and professional knowledge. On the other hand, the students describe the dual task of working at both schools and leisure time centres as problematic. Students also emphasizes that teachers’ interaction with children are a part of the professional knowledge base which is based on proven experience. Few studies so far have highlighted the leisure time teachers’ work and professional development over time which can be an important question to discuss among Nordic researchers. Therefore this study is of interest and also to raise further issues that needs to be explored.

Leisure time teachers’ work and professional development

(Presented in English)

The aim of this study is to describe and analyze how leisure time teachers with over 30 years of experience reason about their work and professional development over time. Moreover, to investigate what kind of qualities that may promote a long and sustainable career in the profession. The theoretical framework is informed by profession theories where knowledge base and professional development are used as analytical concepts (Brante, 2014). Data consists of interviews with 12 leisure time teachers. The methodological design also includes a meeting between the informants and 6 students at the end of their teacher education. The results show that the profession has no clear career paths which may be a reason to stay in the profession. Another reason to remain in the profession is a number of success factors identified by the informants; children, challenges, after-school pedagogy and work in teams are considered important qualities for a sustainable career in the profession. The professionals emphasize that cooperation with the school have helped to increase confidence in their own skills and professional knowledge. On the other hand, the students describe the dual task of working at both schools and leisure time centres as problematic. Students also emphasizes that teachers’ interaction with children are a part of the professional knowledge base which is based on proven experience. Few studies so far have highlighted the leisure time teachers’ work and professional development over time which can be an important question to discuss among Nordic researchers. Therefore this study is of interest and also to raise further issues that needs to be explored.

Leisure time teachers’ work and professional development

(Presented in English)

The aim of this study is to describe and analyze how leisure time teachers with over 30 years of experience reason about their work and professional development over time. Moreover, to investigate what kind of qualities that may promote a long and sustainable career in the profession. The theoretical framework is informed by profession theories where knowledge base and professional development are used as analytical concepts (Brante, 2014). Data consists of interviews with 12 leisure time teachers. The methodological design also includes a meeting between the informants and 6 students at the end of their teacher education. The results show that the profession has no clear career paths which may be a reason to stay in the profession. Another reason to remain in the profession is a number of success factors identified by the informants; children, challenges, after-school pedagogy and work in teams are considered important qualities for a sustainable career in the profession. The professionals emphasize that cooperation with the school have helped to increase confidence in their own skills and professional knowledge. On the other hand, the students describe the dual task of working at both schools and leisure time centres as problematic. Students also emphasizes that teachers’ interaction with children are a part of the professional knowledge base which is based on proven experience. Few studies so far have highlighted the leisure time teachers’ work and professional development over time which can be an important question to discuss among Nordic researchers. Therefore this study is of interest and also to raise further issues that needs to be explored.
Aesthetic interests and subject content, a study of teachers' perceptions of Swedish as a school subject

(Presented in English)

Aesthetic interests and subject content, a study of teachers' perceptions of Swedish as a school subject

Katharina Dahlbäck and Anna Lyngfelt

Different contents and aims have dominated the education in Swedish as a school subject. It has been regarded a subject for language skills, for learning by the use of the students' experiences and for knowledge about literature (Bergöö, 2005). Despite the fact that people are increasingly communicating by the use of a variety of modalities (Kress, 2003), teaching based on written language still could be said to dominate the discourse while other modes of expressions, like aesthetic modes, are marginalized. Hence, the study presented here aims at discussing views on the subject Swedish today, by six interviews revealing different perceptions of the subject with teachers in elementary school. What do teachers have in mind when they talk about the subject? What impact has the policy documents on their work? Also, in view of this, how do teachers present their opinions on their pupils' abilities to develop languages and communicate? The presentation is based on sociocultural (Vygotsky, 1999) and sociosemiotic multimodal perspectives (Kress, 2003; Jewitt, 2011) on learning. According to these theories literacy is context related and influenced by culture and society. Multimodal theories do not regard verbal and written language as the one and only starting point for representation and communication; multimodal approaches highlight the combination of a variety of channels for communication (music, fine arts, literature, theatre, film and dance) by which people create meaning and develop knowledge (Selander & Kress, 2010). Individuals are considered not only the users of these channels for communication but also the creators of them. Consequently learning implies increasing the opportunities for students to participate in and master the variety of social languages and codes offered to them by participation in different discourses – in fact, these opportunities could be regarded a democratic right for the students. To discuss the results of the study, critical discourse analysis is being used. The analysis shows how the teachers position themselves in a discourse of the subject Swedish where the students' opportunities to communicate by different modes become visible. By the interviews the teachers reveal difficulties and possibilities within their own school contexts. While discussing these prerequisites aesthetic modalities and preferences get special attention in the analysis. References: Bergöö, K. (2005). Vilket svenskämne? Grundskolans svenskämnen i ett lärarutbildningsperspektiv. Lärarutbildningen, Malmö: Malmö högskola. Jewitt, C. (2011). An introduction to multimodality. I: C, Jewitt (Red.). The Routledge handbook of multimodal analysis (s. 14-27). London: Routledge. Kress, G.(2003). Interpretation or Design: from the world told to the world shown. I: M. Styles & E. Bearne (red.) Art, Narrative and Childhood. Oakhill: Trentham Books Limited. (137-153) Selander, S & Kress, G (2010). Design för lärande – ett multimodalt perspektiv. Stockholm: Norstedt Vygotskij, L. (1999). Tänkande och språk. Göteborg: Daidalos.

Dahlkwist, Matts (Uppsala universitet, Matts.dahlkwist@edu.uu.se)

Rural school problems during the swedish elementary school reform 1930-70

(Presented in Swedish)

The aim of the swedish elementary school reforms under the period 1930-1970 consisted of at least three problem dimensions; gender, socio-economic and the relation urban/rural elementary schools. My aim is to identify and analyse the equality problems between rural and urban public schools during the centralization and uniforming process of the school system during the period. The used method is here critical incidents, which will be named ”konfliktytor”, between significant actors on the local and the national level of the school system. This document study consists of reports of the proceedings from the local school board of education in a small community (1000 inh) in the northern part of Sweden. A historical argument analysis will map the communicative situation in that context during the period, from a microhistorical and organizational point of view.
Coming up for review: participatory research with service users in a community based support unit in the UK

(Presented in English)

This paper presents an analytical sketch from a broader ethnographic study using participatory methods to explore the impact of austerity in England on a small unit providing housing and support services from the perspectives of service users and staff. Within a broader neo-liberal context, contracting out of public services at national level appears to shift responsibility for supporting people with complex vulnerabilities to the community and voluntary sector at local level. The capacities of the community and voluntary sector to form new ways of working across new relationships may be tested in this rapidly changing context. The participatory approaches used in this research and working to support adults under constraints of education and welfare reform have resonance for community based adult education and health organisations in Nordic countries and beyond. Data for this paper is from the author’s PhD study which is positioned within a transformative-emancipatory philosophy of research that aims to explore the role of participatory research as an educative and emancipatory space for change, and the promotion of critical voice in education and social development contexts (Freire 1972; Baker et al. 2004; Ledwith and Springett 2010). The research employed narrative and participatory methods. Capturing and analysing the experiences of service-users, with service-users was central to the project therefore a co-research team was developed comprising the researcher and two co-researchers who have direct experience of homelessness. As the research sought to capture experiences of change from the perspectives of service users and service providers an inclusive approach was adopted to enable participation in the research from data collection, to analysis, to sharing findings. The first stage of the research involved reviewing and discussing the impact of local authority cuts and welfare policy changes with staff and service users. The second stage of the research involved interviews with ten service users. Emerging findings were then discussed with staff and service users and joint presentations made on findings from the project at organisational level, to local officials and at parliament. This paper specifically focusses on changing realities for people accessing homeless services as voiced by service users. A sustainable livelihoods analysis (May et. al. 2009) approach was adapted for the fieldwork to draw together experiences of service-users and to provide a framework for analysis. Briefly, it explores five areas of assets held by people themselves that support sustainable livelihoods including: human assets such as health and well-being; social assets such as community based organisations; physical assets including housing; public assets including community education resources; and financial assets including benefits. Use of a sustainable livelihoods analysis approach enabled exploration of assets in the whole of a person’s life and gives a rich picture of what is happening at a local level during a time of austerity. Initial findings indicates significant contributions and resilience in the day to day lives of service users, but also intense pressures as they come up for services and benefits review, and the personal impact of negative community, media and officials’ attitudes to poverty and vulnerability.

DINGSTAD, PÅL E. (UNIVERSITY COLLEGE OF OSLO, PAL.DINGSTAD@HIOA.NO)

“Written to inculcate moral truth…” 19th century “Disciplinary writing” for children as response to potential dissolution of social justice, equality, and solidarity

(Presented in English)

In 1905, the Norwegian teacher, poet and author of children's poems and songs, Margrethe Munthe tells, or warns, the children what happens to Hans and Per if they commit the triple sin of being disobedient to their mother who forbids them to eat from the cake she has baked; stealing from the cake; and falling for the temptation of the cake. (Munthe, 1905) Numerous Norwegian children in schools around 1900 and onward have read and sung along about Hans and Per, and the punishment they consequently suffered: spanking. Munthe is not alone. Lincoln Hulley, an American contemporary, performs the same approach, only spanking is now replaced with nightmares for the “bad children”. (Hulley, 1900) The texts by Hulley and Munthe “inculcate”: their aim is instructing, moralizing, but they also actually correct, intervene. With this they place themselves in a tradition of 19th century “disciplinary writing” for children. (The term is borrowed from Foucault (1977), given a slightly new meaning). Important titles here are Poems for our children: including Mary had a little lamb: designed for families, Sabbath schools, and infant schools: written to inculcate moral truths and virtuous sentiments.
(Hale, 1830) - Also The history of the Fairchild Family; or, The child's manual, being a collection of stories calculated to show the importance and effects of a religious education. (Sherwood, 1822) I argue that such literature must be seen against the conditions of possibility partly of 1. a chaotic, rapidly changing 19th century Europe and America; (Greer, 1982) (Hobsbawm, 1978) creating 2. a new "great fear" (a term borrowed from (Michel Foucault, 1965)) – that of counterrevolutions, new changes and dissolution: what if the new basic values of social justice (e.g. freedom), equality, and solidarity (brotherhood), were threatened by dissolution (as they indeed were, at least in the former half of 19th century)? Of important significance is also the enlightenment condition of possibility of the emergence of children or childhood as future society. "Inculcating" - shaping and teaching children - becomes an important project, of investing the right values in future. Teaching as societal investment: Outcome is the wellshaped society where solidarity is founded on social justice and equality. I also argue that we should be careful not to judge here. Of course, corporal punishment was abolished in 1937 in Norway connected to unveiling of large scale abuse in disciplinar conditions. I argue that such literature must be seen against the conditions of possibility partly of 1. a chaotic, rapidly changing 19th century Europe and America; (Greer, 1982) (Hobsbawm, 1978) creating 2. a new "great fear" (a term borrowed from (Michel Foucault, 1965)) – that of counterrevolutions, new changes and dissolution: what if the new basic values of social justice (e.g. freedom), equality, and solidarity (brotherhood), were threatened by dissolution (as they indeed were, at least in the former half of 19th century)? Of important significance is also the enlightenment condition of possibility of the emergence of children or childhood as future society. "Inculcating" - shaping and teaching children - becomes an important project, of investing the right values in future. Teaching as societal investment: Outcome is the wellshaped society where solidarity is founded on social justice and equality. I also argue that we should be careful not to judge here. Of course, corporal punishment was abolished in 1937 in Norway connected to unveiling of large scale abuse in disciplinar and social service-, pedagogical- and correctional facilities (skolehjem, barnehjem) for "difficult children". But we may still ask ourselves: Can we learn something from the Victorians? Is it necessarily wrong to be occupied with active teaching and guiding in moral standards, correct behavior, social skills and competence in general, or basic knowledge of nature, culture or society? And is it wrong to use children's literature for these aims? Foucault, M. (1965). Madness and Civilization A history of Madness in the Age of Reason. New York: Random House, Vintage Books. Foucault, M. (1977). Discipline and Punish The Birth of Prison. Middlesex: Penguin Books Ltd. Greer, T. H. (1982). A brief history of the Western world (4 ed.). San Diego: Harcourt Brace Jovanovich. Hale, S. J. (1830). Poems for our children : including Mary had a little lamb : designed for families, Sabbath schools, and infant schools : written to inculcate moral truths and virtuous sentiments Boston: Uvisst. Hobsbawm, E. J. (1978). Kapitalens tidsalder 1848-1875 (Vol. 1 Utvikling). Oslo: Pax. Hulley, L. (1900). Lullabies and Slumber Songs: With a Few Other Child Verses (4. ed.). St. Lewisburg: Forfatteren selv. Munthe, M. (1905). Kom, skal vi syngel: barnesange (pp. 32 s., : mus ; 22 cm). Kristiania: Cappelen. Sherwood, M. M. (1822). The history of the Fairchild Family; or, The child's manual, being a collection of stories calculated to show the importance and effects of a religious education. London: T. Hatchard.

**D**

**DUCH, HENRIETTE (VIA UNIVERSITY COLLEGE, HEDU@VIA.DK)**

**LARS BANG (AALBORG UNIVERSITY, LBJ@LEARNING.AAU.DK)**

**Vocational teachers and the notion of ‘good teaching’ – A study of habitus and doxa in vocational schools**

(Presented in English)

A new type of pedagogical course for vocational teachers has the intention to qualify teaching in vocational schools (Ministry of Higher Education and Science 2012). In Denmark, the educational subfield of vocational schooling includes e.g. technical-, mercantile- and social- and health-oriented lines of education. Vocational teachers thus hail from a diverse range of vocational- and educational backgrounds and experience. The pedagogical course envisioned as a universal pedagogical training thus has an intrinsic problematic when facing the differentiated background and vocational training of the respective teachers. Our research interest becomes the specific role of the vocational teachers and how they see ‘good teaching practice’. We draw upon Bourdieu’s notion of habitus, and doxa to understand the various positions and arguments the teachers explicit in their description of good teaching and the connected advanced pedagogical training, meant to improve their teaching (Bourdieu, 1977, 1998). Through such an investigation we potentially outline the problematic and forces connected to implementing a general pedagogical training across various vocational- and professional forms of habitus and connected practice, exposing that the notion of good teaching is a locally institutional constructed phenomena. The investigation of the vocational teachers outlines the issues of a desired institutional change and improvement of quality, juxtaposing it with the local realities of the vocational teachers, and the various professional conflicts arising in such an institution. The above research thus outlines the unequal forms of capital and power between the bureaucratic field and the educational field, stressing the ramifications for the vocational teachers caught in such a struggle. The study is inspired by Bourdieu’s praxeology. The ethnographic inspired design uses documentary analysis, observations and focus group interview (Barbour 2007). The central data will be focus group interviews collected in November 2015. The interview question relates to change in the teachers teaching as a practice. In the paper we discuss how focus group interviews, inspired by the method Interview to the double, can capture such a complex theme as “good teaching” (Nicolini 2009). Overall
Practitioners gained new perspectives on their services, received ideas on quality improvements and attained new academic knowledge with relevance to socio-gerontological issues. It is concluded that the present socio-pedagogical approach can improve the preparations of students for their professional life in the elderly field and, in addition, it helps to achieve societal goals connected to the target population of clients.

Dyrfjörd, Kristin (ASSOCIATE PROFESSOR, dyri@unak.is)

Transition from home to preschool – the new way and the old way.

(Presented in English)

The object of this research is to document the chances in approaches used to support children’s transition from home to preschool in Iceland (inschooling). For the last four decades the approach used to help transition between home and preschools have been more and less the same in most Icelandic preschools. The model that I named the traditional model originated from the Nordic countries, especially from Sweden and the Icelandic preschools used Niss book from 1988, Att börja í förskola. The new approach that I have named participation-transition (Dyrfjörd, 2010) came originally to Iceland from Sweden. In Swedish the approach or model has been given a few names, but active parents in-schooling seems to be the one that is most used (Eriksson- Arnesson, 2010). When looking over what has been written recently about the traditional and the new approach it is clear that they are grounded in different theories. The traditional model is based on psychological approach, on among Bowlby and Ainsworth attachment theories. The participant model on other hand is based on newer early childhood theories, were the older model is contested as well as sociological theories were the child is looked upon as an active citizen from the moment of birth (Månsson, 2008). In Sweden people that support the traditional approach are wary of the new model (Broberg, Hagström og Broberg, 2012) and warn that children will not be physiologically secure. Data. In the autumn of 2014 a survey was conducted among preschool leaders to research which method of in-schooling the preschools use when new children begin at the preschool. The survey was sent to all preschools in Iceland that have children under three. 78% of the preschool answered the survey. Results. According to the data there has been a big change in which approach the preschools use to work on transition between home and preschools. Most schools that are using the new model plan to keep on using it. Some of the
schools that use the traditional model are planning to change. The bigger the preschool is, it is more likely to use the new model and one can wonder why.

References


Kristin Dýrfjörð. (2010). Parent ’s participation in a child ’s beginning at play school. In P. Cunningham and N. Fretwell (Eds.), Lifelong Learning and Active Citizenship (pp. 428–434). London: CICE.


DYRFJÖRD, KRISTIN (ASSOCIATE PROFESSOR, DYR@UNAK.IS)
BERGLIND RÖS MÁNUSDÓTTIR (ASSISTANT PROFESSOR UNIVERSITY OF ICELAND, BRM@HI.IS)

Emerging political networks strategizing towards privatization within the Icelandic educational sector

(Presented in English)

The aim of this paper is to analyse emerging informal political networks in the Icelandic education system that have shaped and are shaping the Icelandic educational landscape towards internal and external privatization. We will identify who are the main actors and how they are allied to each other formally and/or informally. The purpose is to better understand how these networks emerge, work and sustain their influence and empower certain actors. The theoretical and methodological framework is Ball’s (2007) network ethnography which allowed us to look into both formal and informal sources of data. He argues for the importance of mapping the connection between powerful people and ideas, to understand how certain regime of truth is established and sustained. To analyse our data we look into studies on how power-relations are constructed and carried out within small societies (Smith, J. M., Halgin, D. S., Kidwell-Lopez, V., Labianca, G., Brass, D. J., & Borgatti, S. P., 2014). Ball highlights the importance of exploring how formal and informal positions of power are allocated to different actors in the “education market”. Visible hierarchy and accessible interaction on Facebook, blog archives, webpages can be analysed for this purpose. In the analysis we identified who were the main actors; such as authors and promoters of recent policy documents, owners and board members of companies and institutions affiliated with educational sources and people at different political levels and positions. We are still in the early phase of this research project but our first indicators point towards certain trends and driving forces. In Iceland we have a special situation in terms of educational governance as the same political party, the Independent party, has been leading the Ministry of Education for most part in the last 25 years and is currently in charge. Such prolonged situation can pander to nepotism. Our primary findings indicate that there are cross-connections between many of the main actors and institutions, especially through participation or affiliation with the Independent party; special advisers of its Ministers of Education and its think tanks. There is a strong social network among women leading the privatization process whose majority is affiliated with the Independent party. They position themselves within the discourse of neoliberal feminism; epitomizing self-responsibility, and agitating for women’s liberation from state monopoly of the education sector in Iceland (Magnúsdóttir & Dýrfjörð, 2015). One can ask if the processes of privatization would be as accepted or unnoticed in the predominantly female sectors of education if they were led by men?

References

EEK-KARLSSON, LOTTA (LINNAEUS UNIVERSITY KALMAR SWEDEN, LISELotte.Eek@lnu.se)

Discursive patterns in young people’s argumentation about their interaction in social media

(Presented in English)

The growing online communication that takes place between young people today causes concern. The purpose of this study, which is a part of my thesis, is to develop in – depth knowledge of the interaction that young people engage in online. The pedagogic interest is based on an investigation of conditions for social learning and social integration that exist in practice, which unfolds in virtual spaces created by social media. The theoretical point of departure is
based on a pedagogic theory, which proposes that people develop their ability to cooperate, their social identity, and their understanding of the world through interaction with others. This study is conducted for the purpose of revealing discursive patterns in young people's argumentation, based on a series of interviews of 32 respondents, aged 14-15 years old. The result shows that in young people's online interaction, there are pendulum-like alternations between their desire for attention and their sense of vulnerability. The enjoyment of a safe and secure social membership is of great importance and the social practice that develops in their interaction with their closest friends is characterized by certain qualities. Reciprocity and respect are overarching values in these relationships. In interactions with friends who are not members of a close inner circle, asymmetry and control are meaningful elements. Young people are sensitive to this, discern such differences, and act in goal-directed ways with the aim of benefiting their own interests. The result also shows that strong disciplinary forces also are present. Construction of gender is one aspect of this discipline, but it's also conditioned by group membership and the status that it associated with that membership. The danger of reprisals increases if the norm system is violated. Young people are engaged in a balancing act between ideal behaviour and the risk of being offended. They act according to their social position and the expectations associated with such a social position.

**Eide, Kristin (NTNU, KRISTIN.EIDE@PLU.NTNU.NO)**

**Changes in teachers' pedagogic practice**

(Presented in English)

Theoretical and methodology framework

My PhD-project overall critically address relations between educational governing, policymaking and teachers' space of action, and I inquire these relations within the field of educational change and school development work. My research seeks to understand relations between discursive changes in educational policies and the culture of knowledge (re)production in schools, through calling attention to experiences of change from within schools. The research is placed within a critical position, where a construction of knowledge must be viewed in relation to power. For my project, questions on power relations are important to ask when studying characteristics of educational change on what is emphasized, how processes are being carried out and who are involved. I use critical discourse analysis (Fairclough, 1995) as a framework in this study to inquire connections between language, practice, power, and ideology. Pedagogic practice refers to a social context where both cultural production and reproduction finds place, and where pedagogic communication is central (Bernstein, 2000). Bernsteins (2000, p.25) model of ‘the pedagogic device’ shows principles on how knowledge transforms to pedagogic communication, referred to as the ‘pedagogising of knowledge’. Production, reproduction and change addresses through these principles, and I therefore use the pedagogic device to structure my analysis. Data sources and materials The study has a qualitative research approach. The context is Norwegian schools, where I have conducted 11 interviews with experienced teachers (minimum 10 years’ experience as teachers) in lower secondary school (where students are aged 13-16). The interviews both centers on external and internal initiated change, and a goal is to provide the teachers voice on changes in schools and to describe and understand characteristics of these changed pedagogic practices. Expected findings and conclusions Analysis is work-in-progress. Changes in practice are approached analytically by using the concepts classification and framing (Bernstein, 2000), and I structure analysis using ‘the pedagogic device’, mainly focusing on the recontextualizing field. A question for discussion is how the changes in pedagogic practice described by the teachers might have implications for students learning, identities and education. Through asking in my analysis whose voice is strengthening/weakening as well as what message gain a stronger/weaker position (by using the concepts of classification and framing), equality in education will be addressed. Relevance to Nordic educational research Internationally, Neo-liberalism is central in reshaping education where privatization, individualization and state attrition are important components (Ball, 2012). Norway differs from some of these trends, as education historically has a strong position as a part of the public welfare state as well as part of The Nordic Model overall. However, educational policies in Norway are increasingly influenced by market liberalism ideology (Aasen, 2007) where management by objectives and results forms an important component, as for instance seen in the educational reform called "Knowledge Promotion" from 2006 (Dale, 2010). An aim with my research is to gain knowledge of how teachers experience changes in their pedagogic practice, and how these relate to changes in educational policy.

**Einarsdóttir, Jóhanna (UNIVERSITY OF ICELAND, JOEIN@HI.IS)**

**Hrönn Pallmadóttir (UNIVERSITY OF ICELAND, HROPALM@HI.IS)**
Preschool Education in the Eyes of Children

(Presented in English)

The paper examines preschool children's views of the role of their teachers in the daily life of preschool. It is based on two studies that are aimed at understanding children's perspectives. The studies depart from childhood studies that emphasize the importance of listening to children and taking note of their views and opinions (James & Prout, 1997). Hence, children's perspectives are seen as providing valuable information—identifying important aspects of their lives, education, and participation in society. In congruence, the methods used here are participant observations, video recordings, and interviews with the children based on their photos (Clark & Moss, 2001; Dockett, Einarsdottir & Perry, 2011, 2012). The findings reveal what the children appreciated and found important, including issues such as caregiving, interaction, support, participation, and decision-making. The children seemed to acknowledge to a great extent the role that the preschool teachers play, but they also challenged the teachers' role. The implications for practice are discussed.

• • •

EKSTRÖM, KENNETH (UMEÅ UNIVERSET, DEPARTMENT OF APPLIED EDUCATIONAL SCIENCE/TUV, KENNETH.EKSTROM@UMU.SE)
BODIL SUNDBERG, (SCHOOL OF SCIENCE AND TECHNOLOGY, SWEDEN., BODIL.SUNDBERG@ORU.SE)
CHRISTINA OTTANDER, (DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION, SWEDEN., CHRISTINA.OTTANDER@UMU.SE)
KARIN DUE, (DEPARTEMENT OF SCIENCE AND MATHEMATICS EDUCATION, SWEDEN., KARIN.DUE@UMU.SE)
BRITT TELLGREN (SCHOOL OF HUMANITIES, EDUCATION AND SOCIAL SCIENCES, SWEDEN., BRITT.TELLGREN@ORU.SE)
SOFIE ARELJUNG, (DEPARTEMENT OF SCIENCE AND MATHEMATICS EDUCATION, SWEDEN., SOFIE.ARELJUNG@UMU.SE)

Opportunities and obstacles for science in Swedish preschools: Views from a community perspective

(Presented in English)

Research topic/aim: The topic in our project is to describe how cultural and historical factors interact with the shaping of science activities in preschools by exploring how science activities, educational cultures and teachers' objectives interact at fourteen preschools which have science as a common feature. In this paper more precisely, the aim has been to examine preschool teachers' beliefs about the meaning of preschool activities and how they perceive their own role in relation to a school subject, and what those might mean for practice. A particular focus will be on the notions of science as a learning object. Relationship to previous research works: Research has given suggestions for new perspectives on the teacher's role and the preschool community, during science activities (Andersson and Gullberg, 2012; Fleer 2009; Sundberg and Ottander 2013). Still, there is a lack of studies exploring science activities in preschool. Theoretical and methodology framework: “The theoretical framework for this study draws upon Activity theory (Engeström 1987; 1991,;2010). This study builds upon a previous study where Activity Theory (AT) was used to explore how cultural factors within a community of practice interacted with preschool teachers' shaping of activities with science content (Sundberg et al. 2014). The purpose of this study is to extend the previous study to include more preschools to draw a more generalized picture of how cultural and historical factors create obstacles and opportunities for quality science activities in preschools. The study has been conducted in fourteen preschool units where ethnographic data is produced by means of, video observations, field notes and interviews. We have made analyses of the activity systems and also a thematic content analysis. Ethical Considerations: The main demands for research as formulated in the Swedish Research Council's research ethics for studies in humanities and social science has guided our work (Expected) conclusions/findings: The children were afforded a broad and permissive way of investigating the surrounding world. The teachers themselves appeared confident in integrating science activities in the regular practice. Eight cases showed visible science learning opportunities afforded to the children. In six cases though, the science learning object of the activities became fragmented and elusive. To conclude: What characterizes the educational environments in which science appeared as evident learning objects? • A cohesive community of practice, • An approach that allows teachers framing and leading the science learning. What are the teachers' didactic competences? • Comfort and security in what science is and can be in the common educational practice. "We find out what we do not know or can" • A safety in using and experimenting with different methods to broaden the ways to meet science. Relevance to Nordic educational research: Educational cultures where the teacher is allowed to actively frame and lead such activities seems to be a requirement for keeping the focus on the science content. Educational culture must be supported by a generally strong community that share basic
values and views. Keywords: Preschool, Science activities, Community, Educational culture, Activity Theory

**ELF, NIKOLAJ (UNIVERSITY OF SOUTHERN DENMARK, NFFE@SDU.DK)
CHRISTINA OLIN-SCHELLER (KARLSKARD UNIVERSITY, CHRISTINA.OLIN-SCHELLER@KAU.SE)
ANNA SLOTTE (UNIVERSITY OF HELSINKI, ANNA.SLOTTE@HELSINKI.FI)
ØYSTEIN GILJE (UNIVERSITY OF OSLO, OYSTEIN.GILJE@ILS.UIO.NO)

**Multimodal literacy in L1 curricula across the Nordic countries**

(Presented in English)

This presentation gives an overview of how multimodal literacy is expressed in the curriculum in L1 in Denmark, Finland, Sweden and Norway. Based upon document-analysis we present how multimodal literacy relates to goals and aims. The analysis is part of the recently established project Multimodal literacy practices in L1 – a Nordic perspective (multiL1). Theoretically, we approach literacy practices from a socio-cultural and multimodal perspective. A recent review of studies in the Nordic countries reveals that multimodal literacy practices used as a tool for thinking and learning are emerging both within L1 and across the curriculum. On the other hand, research shows that ‘counter’ literacy movements are also found in L1 due to international trends, including the international PISA consortium testing basic literacy skills (Elf et al, 2015). In order to understand how this tension is dealt with in the curriculum, we ask a two-folded research question: How is multimodal literacy expressed in L1 (stage 7-9/8-10)? How do aims and goals in the curriculum relate to multimodal literacy? The paper will elaborate on these perspectives: In Norway Kunnskapsløftet was introduced in 2006 and revised in 2012/2013. In this curriculum five basic skills, oral skills, written skills, reading skills, digital skills and numeracy, were integrated into the competence aims in each subject. In the L1 for year 8-10, the L1 curriculum is divided into three topics; written communication, oral communication as well as language, literature and culture. A competence aim that reflects multimodal literacy is described as part of the latter. The current curriculum in Denmark in Sweden was introduced in 2011. Aspects of multimodality are few and intertwined within the headings Read and write, Speak, listen and talk, Narrative texts and expository texts, Use of language and finally Information retrieval and source criticism. The current curriculum in Denmark was introduced 2014, and a revised curriculum for L1 was added in 2015 with four domains of competence – Reading, Production, Interpretation, Communication – and a progression of aims, skills and knowledge. Also, three ‘topics across domains’ are outlined, including IT and media, Innovation and entrepreneurship, and Points of interest. Competence aims related to Production and Communication and IT and media as a topic requires teaching and learning of multimodal literacy. In Finland there is a new core curriculum from autumn 2016, which is guided by seven competences, two of them are multiliteracies and digital competence. In L1 the content knowledge is structured according to the topics to communicate, to interpret texts, to produce texts and to understand language, literature and culture. The 17 aims for the L1 are all related to the overarching central competences; 13 of the aims are related to multiliteracy, eight to digital competence. The paper has relevance for educational research on new literacy practices that involves digital technology in L1 – education in lower secondary. Although the presentation will be based on a document-analysis, the discussion will open up for questions on multimodal literacy practices in L1 lower secondary classrooms.

**ELFSBERG, MARTIN (DOCTORAL STUDENT SÖDERTÖRN UNIVERSITY, MARTIN.ELFSBERG@SH.SE)

**Pedagogy and Aestheticsisation**

(Presented in English)

How may the presence of music inform pedagogical relations in the context of musical performance? The overarching query fuels the discussion in this research project acknowledging aesthetical aspects of pedagogical relations. My aim is to sensitise (albeit theoretically) for the plethora of resources and possibilities of pedagogical relations in the musical performance, considering aestheticisation as the fusion of different material and intangible components in time, allowing for bodies to be expressive. The expressive body in a musical performance articulates its uniqueness and its specific location. Such articulation is in contrast to the musical context where students of music are summoned with the common aim to take part of, to produce and to contribute, to something non-existent: music. On the one hand, I explore music as a virtuality whose immaterial presence assembles, motivates and unites various resources, bodies, and ideas. On the other hand, these things are considered to be resources possibly contributing to the production of music. I consider music as utopian in the sense that the purely harmonious situation is hardly ever
realised, it stays a dream of freedom and a place free of conflict. I shall explore how the pedagogical relations of the musical context possibly organise themselves along this shared notion of harmony. Hence, this is a parallel and a double move of a pedagogical problem of transformation, as the pedagogical relation both articulates and changes. I am by this endeavour conducting experimentation; I start out with a certain assumption – with the presence of music, bodies become expressive – and proceed by discussing the theoretical implications of such point of departure. In their experiential state, these bodies are hypothetical, abstract and organised, almost in a teleological structure. I might conduct ethnographical observations of musical performances to explore and illustrate theoretical problems. Against this background, I pose the following questions: How can the body and the expression of the theoretical figuration of the musical Ensemble be explored from the point of view of musical presence? What would a theorisation of pedagogy of aestheticisation look like in relation to the presence of music? I hope to bring to NERA a couple of ideas on the topic of aesthetical aspect of pedagogical relations. The project as a whole, then, will evaluate the productivity of such an enterprise in terms of pedagogy. This research project will contribute to reinforce pedagogy as a powerful discipline in its own right, taking into account aesthetical aspects of pedagogical relations, while demarcating against traditional fields of aesthetics, such as art or philosophy. I cite the literature on Agamben (Anti-Utopia), Adorno (Negative Dialectics), Freire (Critical Pedagogy), Deleuze (transformation), Rancière (on aesthetics), Dewey (Curriculum), Cavarero (the Voice), Mouffe (Agonistic Pluralism), and others.

Comparing how children versus instructors in leisure centre define the meaning of participation

(Presented in English)

Participation is highly valued as a central goal in the Swedish curriculum and the Swedish Education Act (2011), which also includes leisure centres (educare). However, the meaning of participation is not mere a question of formal policy, but also of local meaning making processes through social interaction between the instructors as well as children. The issue of children’s participation at school has been object for some studies in Sweden (Elvstrand 2009; Aspán2009; Forsberg 2000) but research on children’s participation in leisure centres is still scarce. What is more, there is a lack of studies in which both the instructors and children’s definitions of participation have been subjected to research. Our previous research has revealed – using across-case analysis of data gathered in six leisure centres – that there are common interpretations among the instructors about what is meant by participation (Närvänén & Elvstrand, 2015, in press). In this paper we explore the similarities and differences between children’s and instructors interpretations of participation within two of the leisure centres. The aim of the paper is to describe how the instructors on the one hand, and the children on the other, define participation in leisure centres. In this analysis we draw on some of the data that was gathered within the frame of a larger project on leisure centres in Sweden 2013-2015 (Närvänén & Elvstrand 2013; Närvänén & Elvstrand, 2015). The data embraces digitally recorded interviews with children and reflection meetings with instructors. In the analysis only the sequences in which children’s participation is discussed are included. The research question in this paper is: How do the instructors respective the children at the leisure centre describe children’s participation? Theoretically the study is grounded in interactionist theories on the significance of the definition of the situation that is created in interaction with others (for example Blumer, 1969). One point of departure in this study is in understanding of the meanings of the local meaning making processes (for example Fine 2010; Harrington & Fine 2006). The instructors as well as the children’s interpretation of participation is of importance when it comes to what opportunities to participate may be allowed by the instructors, and enacted in leisure centres by the
children. Leisure centres may be seen as local cultures, and as such they provide opportunity structures (standards for action) for children as well as instructors. Methods: Ethnographic research methods are used in the study (Bath 2009), as our interest is on issues concerning interaction and relationships, and the meaning making processes. Understanding local cultures requires being present at the site of the study and document what is going on between people in everyday practices (Hammersley & Atkinson 2007). For this particular paper we analyze interviews with 19 children and 12 instructors in two leisure centres. The children were interviewed in groups by using ‘drawing and talking’ as a method to talk with the children about participation. The groups consisted of 3-5 children. Our ambition has been to develop child centered methods which give children opportunities to express their experiences and even to influence the agenda of the study (MacNaughton et al 2005; Närvänä & Näsman 2006). We also use data from eight reflection meetings with the instructors in the leisure centres. All data has been digitally recorded. The material is analyzed by using thematic analyses.

EMSTAD, ANNE BERIT (NTNU, ANNE.EMSTAD@PLU.NTNU.NO)

Open-To-Learning conversation - a contribution to enhance teachers’ level of reflection in conversations about students’ learning

( Presented in Norwegian)

This study explores the school leaders’ role in increasing professionalism by developing the abilities of the leaders and teachers to undertake knowledge-based reflections about Pupils’ learning. The study is based on a formative intervention (Engeström & Sannino, 2010) and is framed by Argyris and Schön’s(1978) theories of action and Model 2 processes. By changing the form of communication, school leader can build a learning culture for the staff of teachers, which will contribute to an investigative practice and exploratory cooperation. The leaders ability to undertake knowledge-based reflection is developed through Open-to-learning (OTL) dialogues between a school leader and a teacher. The teacher was selected because she was teaching a class with a particularly high number of pupils struggling with mathematics. OTL are about the quality of the thinking and information we apply when we make decisions, and its developed by Professor Robinson. The ultimate goal of the study is to investigate how can school leaders by engaging in

School as the universe of opportunities in the district community

( Presented in Norwegian)

The municipality of Tolga, in Norway, has been highlighted as a good example for the learning and development of children and young people in Norway. Tolga School was a demonstration school in 2003-2005, and in 2005-2007, while the Tolga School of Music and the Performing Arts was a
Primary pupils’ perspectives on assessment in classroom interaction

(Presented in English)

The aim of the paper is to investigate primary school pupils’ perspectives on assessment in classroom interaction. What sorts of classroom assessment do primary pupils describe and how they perceive it? How do primary pupils perceive teachers’ feedback? The study is based on focus group interviews with 23 pupils aged 7-9 years old. Semi-structured interviews were made with groups of three to four pupils. The interviews were 23-48 minutes long. The study is part of a larger study, were classroom observations and teacher interviews also have been made. Constructivist grounded theory was used throughout the study, with data collection and analysis being made in parallel, findings and questions risen through analysis guiding further data collection. The data analysis was made through initial, focused and theoretical coding, constant comparisons, theoretical sampling and memo writing. The analyse process mainly focused the interview data, but comparisons with classroom observation data were also made, data containing some informal conversations with pupils. In line with constructivist grounded theory symbolic interactionism was used as theoretical perspective, adopting an open-minded. Some of the preliminary findings of the study are that the primary pupils in the study expressed a clearer view on what was expected of them regarding behavioural than academic performances. Regarding academic performances the pupils described expectations regarding learning (preferably you should learn something every lesson), and doing. The latter was described either in qualitative terms as having to do things neat and correct, or in quantitative terms stressing an alignment between amount of work done and learning. The pupils in the study described teachers’ feedback when being focused on one pupil’s needs, and when focus was split, trying to help two or more at the same time, reflecting how they perceived the feedback they were given. Also, what the pupils considered as valuable feedback seemed to depend on who was giving the feedback, teacher or peer. There is a lack of research made focusing pupils’ perspective on assessment and feedback, which makes this study a relevant contribution to Nordic educational research.
Eriksson, Inger (Stockholm University, Inger.Eriksson@edu.su.se)

Designing expanding mathematical tasks guided by the Elkonin-Davydov curriculum

( Presented in English )

The concept of learning activity is today discussed in relation to the mathematical curriculum developed by Davydov and his colleagues (Davydov, 2008). Learning activity, with its focus on students’ agency and development of theoretical thinking, seems to be a powerful didactical tool. Learning activity is dependent on tasks that have the potential to invite the students to qualified problem solving actions. The Davydov curriculum is constructed around a systematic series of such tasks that could be used. However, it is not a simple issue to just import a full-scale curriculum from a Russian context into a Swedish context. Further, the Swedish national curriculum expects teachers to design their teaching in relation to expected capabilities and specified core content and at the same time involve students. If teachers would be interested in using learning activity as a didactical tool without implementing the full Davydov curriculum, the texts about learning activity gives only vague guidelines. Thus there is a need for a developmental work especially directed towards task-design. A developmental work that can support teachers in how to analyse and develop curricular content and, based on this analysis, design learning tasks (around which a learning activity can develop). This type of analysis can also be of interest if learning activity will be used in other subjects than mathematics. In this presentation the aim is to contribute to a discussion on task-design from a learning activity theoretical perspective, using data from a pilot study in mathematics from 2012. In the pilot study we wanted to develop and test some tasks that would make it possible to introduce first graders to algebraic reasoning and especially the understanding of the concept of equality. In the design some of the principles in Davydov’s curriculum and learning activity (Davydov, 2008) were used, as well as the concept of ‘key tasks’ (Eriksson & Lindberg, 2007) as a designing tool. Further, in the pilot study we were interested in what could be counted as indicators of emerging algebraic reasoning among the students. Three key-tasks were developed and tested in a group of students (28) in grade 1 (7-year-olds). After three months, the students in the experimental class were interviewed. During the interview the students were presented to expressions such as A+B=C and M+N=P. Until the interview the students, although they had orally been labelling entities with letters, had not met such expressions in written form. All but one of the 28 students were able to exemplify in a multiple ways the written expressions and argue how they know if it was true or not. The parallel class (also 28 students) that functioned as a control class were introduced to the equal sign following regular the textbook (arithmetic traditions) used in the school. When they were shown the expressions A+B=C only few students related that to a mathematics. The other students associated the expressions to the alphabet (Adolfsson-Boman, et.al. 2013). The interviews gave indications of that the students in the experimental class sowed an emergent algebraic reasoning.

Erixon Arremans, Inger (Umeå University, Dept. of Applied Educational Sciences, Inger.Erixon.Arremans@umu.se)

Swedish post-16 education in the crossroads of inclusion and marketization - students’ perspectives

( Presented in English )

In the Nordic countries education has been an integral part of the post-war welfare state for overall aims of social justice and democratic citizenship (Sainsbury, 1996; Gordon et al., 2003; Le Grand et al., 2005; Arnesen & Lundahl, 2006). In the last decades, in Sweden and other countries, a completed post-16 education is increasingly of great importance for further social and economic opportunities in life (Hudson & Lidström, 2002; Jones et al., 2008; Olofsson & Östh, 2011; OECD, 2013). Since the late 1960s Swedish post-16 education, including vocational and academic study paths, has been organized and directed for free to principally all 16-20 year olds within the “Gymnasieskola”. In the outline and onset of the Gymnasieskola by the then social-democratic administration, programmes, subject contents, staff qualifications and school premises were centrally regulated and controlled with the idea to provide schooling on equal terms for all irrespective of geographic, economic or social background (Marklund, 1982; Englund, 2005). A recent reform of post-16 education, as developed by the then non-socialist government (2006-2014) includes sharpened differentiation between pre-university and vocational upper secondary education, new restrictions on access and five new preparatory programmes for unqualified students (Gov. bill 2008:09: 122; Erixon Arremans, 2014). The reform takes place within a highly marketised system (Blomqvist, 2004); generous policies for licensing and public financing of privately owned
free-schools, along with the state’s stepping back in the provision of education, have effectively paved the way for privatization including competition between all schools for the student voucher (Lubieniski, 2009; Rönnberg, 2011; Erikson Arreman & Holm, 2011; Lundahl et al., 2013). Based on interviews and field studies, including documents and official statistics, this study explores conceptions and experiences among 15-21 year olds of the reform. The study shows that the new policies have effectively revived former segregating education patterns, including a new blur of preparatory programmes of vague aims, weak outcomes and continuous student drop out. It also shows that students’ ideas on education are shaped by the reform; students in academic programmes tend to see a variety of opportunities in further studies and the labour market; students in vocational programmes tend to see the respective vocational programme as a direct track to paid work; among preparatory students many are disoriented and hesitant to their future. To conclude, in contrast to policy suggestions on increased equity, school development and reduction of student drop-outs continued promotion of market solutions along with the reform, work to underpin inequities in education (cf Englund, 2005; Carlbaum, 2014) including physical and social segregation between schools, students (and staff). Along with Jones et al., (2008) we can discern a socially aggressive policy agenda behind the current reform.

ERLANDSSON, MAGNUS (Malmö University, MAGNUS.ERLANDSSON@MAH.SE)
MAGNUS ERLANDSSON (Malmö University, MAGNUS.ERLANDSSON@MAH.SE)
KRISTIAN LUTZ (Malmö University, KRISTIAN.LUTZ@MAH.SE)

To lead and coordinate school development in order to create inclusive learning environments

(Presented in English)

Research topic/aim The purpose of this paper is to illustrate how local governance mechanisms can be developed in efforts to change professional norms in school organizations. The point of departure is the opportunities and obstacles that emerged in a large-scale program (with over thirty participating schools in twelve different municipalities) for inclusive learning environments, regarding implementation, realization and continuing processes. Theoretical and methodology framework This paper has an organizational and cultural theoretical approach with key concepts as school culture, organizational and professional norms and value systems. But the empirical data is also analyzed through more rationalist theories of governance mechanisms and organizational structures. The collection of empirical data has been done mainly through interviews with principals at the school levels, and inclusion coordinators and management executives at the municipal-administrative levels. Conclusions/findings 1) Vision. There must be a vision to constantly repeat, with clear aims and objectives, to frame and support the reform process. 2) Shared and delegated leadership. As the study shows, this is not processes that can be forced through binding rules or changing policy documents. The change in professional norms that is a key part of these processes must grow from below, using the impetus and inspiration from the levels of management and school administration, but where the renewed practice can find its forms through a shared and collegial leadership. 3) Structure. Actors at the municipal-administrative level and school leaders have the responsibility to create the necessary organizational structure to facilitate both changing standards and changing practice, as well as creating arenas for dialogue and consensus. The study also shows the importance of a local and systemic competence: a good knowledge of the organization’s different parts and how they affect each other. 4) Time. Compared with many other reform processes in schools, this project was given time — time to reflect, time to translate new knowledge, skills and experience to sustainable changes in practice. 5) Stability. For successful change to be permanent it cannot be carried by individuals alone, as the enthusiast might leave and take all the good results with her. The altered norms and practices must be “built into” cultures and structures. NERA-networks School Development: the presentation is based on an extensive school development project (31 schools in 12 municipalities over three years) and the experiences as well as the research findings should be relevant and transferable to other similar projects. Inclusive Education: as the project has been aimed at developing inclusive learning environments in practice, this should be highly relevant research for participant in this network.

Education
Extracurricular activities designed for education and growth

(Presented in English)

The aim of our paper is to reflect on children's free time spent in extracurricular activities from their perspective. How children define the extracurricular activities and what kind of meanings they give to their time spent in there? In Finland, one of the means of promoting children's well-being is the provision of extracurricular activities in the elementary school and junior high school level, such as fee-based after-school activities and free school clubs. Extracurricular activities are aimed to promote equality, prevent marginalization and support growth and education by offering social relationships, meaningful activities and safe environment. They are designed for children but they seem to aim to serve adults' needs and reflecting institutionalized childhood. The need to organize after-school activities for schoolchildren at the end of the 1990s was the subject of a public debate which was marked by strong arguments against the harmful consequences of leaving children without supervision. The origin school clubs dates back all the way to the 19th century. The clubs were meant to expand education beyond primary school and acquainting children with good hobbies. Still nowadays school clubs are designed to offer children healthy hobbies and an active lifestyle. Younger children are encouraged to participate in supervised after-school activities rather than staying at home or playing with their friends without supervision. Supervised activities are considered more valuable than children's mutual play. In general, there are demands for healthy, active and productive individuals. Children are perceived as active agents but they are also seen as becoming adults and good citizens. The paper draws on two studies: a visual ethnography of after-school activities and an educational case study of school sport clubs targeted for socially and physically inactive children. Childhood is taken seriously and the data is viewed critically reflecting it to the documents framing the extracurricular activities and to the institutional practices of the school. The findings are also reviewed to the previous Nordic educational research. We will discuss how the documents and actual practices in school are affecting in children's everyday life. The preliminary findings seem to crystalize in the relationships between children and adults and the opportunities for participation and social relationships.

Risk and protective factors for girls violent offenders

(Presented in English)

The Norwegian school has a lot of challenges when it comes to providing girls with behavioral problems a customized education. This matter has according to Haug (2014) connections to the principles to include all students in education. Furthermore, all students have a right to equal education, developing their full potential of learning, and feel social cohesion in the learning environment. Knowledge about girls girls with externalizing behavior are all so far more sparse than the similar difficulties for boys. An overriding purpose of this article is to contribute to more empirical knowledge about risk and protective factors among girls with violence and aggression problem, and followed by research question: Which risk factors are among girls who are violent? How can aggression among girls who are violent act as a protection factor? What is violence among girls really about or what it tell? Based on a qualitative study that has conducted in-depth interviews of 13 girls over a period of two to six months. The girls are between 13 to 18 years. Articles approach is stimulated by a phenomenological science tradition that implies that one seeks an inside perspective. Hermeneutic thinking has provided important impulses with regard for the interpretation. So far, the findings from the analyzing process indicate that girls have been exposed to several risk factors, but also developed protective factors. Their experiences draw a picture of failure in areas where most girls are successful, i.e. in the family, at school and in relationships with friends. The results also indicates that the girls' violence is rarely unmotivated, and their actions can often be understood as relational rationality. This means that violence can be experienced as rational since it can both strengthen and weaken relationships. Furthermore, I will discuss these findings from theories of resilience and agent- chip perspective. As mentioned earlier, all students have a right to equal education, developing their full potential of learning, and feel social cohesion in the learning environment. The theme is relevant for teachers in school both for understanding disruptive behavior among girls and to identify preventive measures.
The school work. The school reading constitutes the reality as object. Subjectivity is both the object and the subject. The subject comes from the “I think”, or the transcendental ego in German idealism. One of its central insights is the importance connection between reading and the teaching practices regarding the effect PISA has on the curriculum, national tests and literacy. I argue that the PISA test fails to reflect the limitation of the PISA in reading, reading as contributing to identity formation, is not part of the PISA concept of reading. Awareness of this limitation is important to avoid negative teach-to-the-test effects on the teaching of reading literacy in Nordic schools.

Reading literacy and bildung of identity – Hegel and J. Langer

(Presented in English)

The purpose of this paper is to articulate a limitation of the PISA-concept of reading literacy. I argue that the PISA test fails to reflect the important connection between reading and the development of identity. This is unfortunate due to the effect PISA has on the curriculum, national tests and the teaching practices regarding reading literacy. The theoretical framework of the paper is German idealism. One of its central insights is the understanding of subjectivity as expression. Its foundation is Kant’s concept of subjectivity, where the “I think”, or the transcendental ego, constitutes both the object and the subject. The subject comes in to being in the spontaneous act of thinking (or constituting) the reality as object. Subjectivity is thereby not the Cartesian substance, but activity: Subjectivity has to be expressed to come in to being. This idea of subjectivity as actualization or expression is developed further in Hegel’s work. C. Taylor (1979) describes this as “expressive freedom”, and Robert B. Pippin (2011) as Hegel’s concept of self-consciousness as a practical achievement. An important change compared to Kant’s concept of the subject, is that realization of subjectivity needs, and is formed by, a medium or a substance – a medium that in "Phenomenology of Spirit" finally appears as Geist. In the paper, I argue that this concept of subjectivity is important for understanding reading and the reading process. In reading the text may become the medium within which the expression or actualization of subjectivity takes place. The reading process is thereby a means of actualizing self-conscious subjectivity; the medium for the coming-into-existence of identity: New, previously not existing, dimensions of one’s identity are discovered or actualized in the reading process. How this coming-into-being of identity is to be understood more concretely, will be exemplified by Judith Langer’s (2011) analysis of think-aloud protocols in reading in "Envisioning Literature". By combining Hegelian theory of identity as realization of self-consciousness with Langer’s concept of reading as envisioning, the Bildung of identity-dimension of reading is explained. This aspect of reading, reading as contributing to identity formation, is not part of the PISA concept of reading. Awareness of this limitation is important to avoid negative teach-to-the-test effects on the teaching of reading literacy in Nordic schools.

Whose university? Agency in transition

(Presented in English)

According to the academic capitalism the context of ‘enterprise university’ can be described as a place where continuing change and competition prevail instead of slow and committed basic research and teaching. Truly “business-engaging” university delivering outstanding economic, social and cultural benefits is the present day project of university managers. The out of breath change and competition have become a sign of the efficiency and success of the researchers and teachers in the university and, on the other hand, a context of exhaustion. The ‘enterprise university’ sees its own activity as a competitive corporation and as an
instrument of the competitiveness of national innovation system. At the same time, the decision power over the teaching and research seem to concentrate to the hands of administration. These groups are trying to take the position of change agents. Similar key position is also offered to the students of the university as demanding customers of the ‘enterprise university’. From the point of view of the managers university has become their ‘playground’ - ‘their university’ - as earlier the administrators have been mainly in the margins supporting the real university work of researchers and teachers. Now researchers and teachers have become the objects of the activity developed and controlled by external evaluations, quality measurements and student evaluations. The alienating logic of these control mechanisms interferes with student-teacher relationships and slowly becomes a new configuration defining agency in university. The requirements and premises of the working life tend to replace the academic and traditional origins of research and teaching - and the processes of academic growth and learning. Our purpose is to analyze how the neoliberal education policy shapes the subjectivity and the sense of agency of the teacher-researchers in the contemporary university. The target of our examination is to analyze positioning of teachers and researchers in two units in two Finnish universities. We strive to analyze and identify their ways of consent in relation to the dominant development rhetoric of ‘enterprise university’. In addition, we seek also marks of counter discourses in relation to agency at ‘enterprise university’. We will examine what kinds of aspirations teacher-researchers have in their work and how those aspirations seem to match the prevailing logic at university. The research data consist of an inquiry on work welfare conducted in one target unit, answered by 78 members of the staff. In addition, interviews of the staff members in two units in two universities will be used to deepen the understanding of the positioning of the target group. We will apply a narrative-discursive approach to analyze the data. The preliminary analysis of the data suggests that there is a strong strive for continuous learning among the teacher-researchers in the spirit of involved community feelings of enterprise university. Teachers and researchers are reacting to the pressures of outside to meet the expectations of present day university. But is there any place left for the traditional and passionate ethos for independent academic attachment and the appreciation of slow research work amidst the increasing pressures of efficiency and performance? How do the actors try to balance between the academic autonomy and freedom of their own work, strong management and the beautiful promises of communality of new corporate culture?

Exploring the role of peer counselling in mobilizing kindergartens as learning organizations

(Submitted in English)

Exploring the role of peer counselling in mobilizing kindergartens as learning organizations Hege Fimreite (University College of Sogn og Fjordane, Norway) (corresponding author) (E-mail: hege.fimreite@hisf.no) Ingrid Fossøy (University College of Sogn og Fjordane, Norway) (E-mail: ingrid.fossoy@hisf.no) Background and objectives The importance of developing kindergartens as learning organizations is stressed in a variety of policy documents in Norway. Little research related to how kindergartens can develop as learning organizations is, however, identified. In 2014 we introduced regular peer counselling in two kindergartens, each session followed by retrospective reflections. Simultaneously we initiated a study of the process. The aim of our study was to gain knowledge about how peer counselling eventually contributes to the development of learning kindergartens. Our main research question was: “In what ways can systematic peer counselling develop (mobilize) kindergartens as learning organizations? Methods The study was framed as action research; defined as a continuing process of learning and reflection with the intention to improve practice (Tillier, 2006). A theoretical implication within this framework is related to the insider epistemology; understanding actions and situations from the inside of the organization, or from the perspective of the persons involved (Kvernbekk, 2005). The empirical material is based on two main sources; the supervision dialogues/retrospective reflections and interviews in focus groups. The taped dialogues and interviews were then transcribed and examined through thematic content analyzes (Kvale & Brinkmann, 2009). Firstly we emphasized an overall perspective of the material. Further a systematic approach was carried out through compromising and identifying significant units. The significant units were then categorized in different themes related to our (concretized) research questions; what challenges do the participants meet through the process of peer counselling, to what extent has the existing knowledge been challenged; eventually what are the signs of knowledge in transition? Findings The results of the study indicate that the kindergartens
have to deal with a lot of challenges when introducing peer counselling. As expected, it takes a lot of energy to get used to the model and structuring of the peer counselling. The participants strive to outline and define problems to discuss. Further the value of clear leadership, being prepared, carrying out structured observations and giving feedback/feedforward is recognized. We also identified signs of transition in the kindergartens existing knowledge; awareness and change in the way the participants’ perform meetings, the way they communicate and economizing the ways in which they deal with professional challenges. The process gradually became more theory informed and finally a transition of knowledge from being exclusively structural to acknowledging it as processual was maintained. Relevance to Nordic educational research. We find this paper presentation relevant for the Nordic educational research due to the fact that little research has been conducted in this area. Even though our study is based on empirical data collected in a Norwegian context, we consider the results of interest also in a Nordic setting. Hence, we would like to link this paper presentation to other presentations on early childhood research. Alternative NERA network attachment might be Network 3: Early Childhood Research or Network 19: Teacher’s work and Teacher Education. The presentation will be held in English.

**Forsberg, Camilla (Linköping University, camilla.forsberg@liu.se)**

**The social ordering of belonging: students perspectives on bullying**

*(Presented in English)*

Studies on students' perspectives on why bullying takes place reveals that they address the victim as odd or deviant and as causing the bullying (Bibou-Nakou et al., 2012). This proneness to blame the victim has been acknowledged through labeling and stigma theory as a social process and an interactional pattern (Thornberg, 2011), where this interactional pattern of labeling the victim as odd and responsible at the same time constructed the others as normal (Thornberg, in press). Students also appear to address the bully as responsible for bullying by striving for power and status (Varjas et al., 2008), having psychosocial problems, being insecure or distressed, having problems at home (Frisén et al., 2008; Thornberg, 2010) or being a mean or bad person (Thornberg, 2010). Further explanations refer to peer pressure (Erling & Hwang, 2004; Thornberg et al., 2012), having fun and avoiding boredom (Hamarus & Kaikkonen, 2008; Thornberg et al., 2012), and thoughtlessly acting without any premeditation (Thornberg et al., 2012). Regardless of these previous studies, how students make meaning of and articulate how bullying processes evokes is still rather limited. In order to understand the patterns and regularities of human social life, the symbolic interactionist approach emphasizes that we have to examine and understand the social processes that create them, including the socially and personally constructed meanings that guide people’s actions (Blumer, 1969). The aim with the present study was to examine how bullying processes evokes and how this could be understood from a symbolic interactionist perspective by listening to how students themselves discuss and reason on bullying incidents. We collected forty-eight semi-structured interviews with students from fourth- to seventh grade, 14 boys and 34 girls, with an age range from 10 to 13 years. The data analysis was guided by a constructivist grounded theory approach (Charmaz, 2014). Through our coding and analyses of how students made sense of bullying and how bullying processes was initiated and proceeded; we developed the concept social ordering of belonging as the core concept of the study. This process seemed to be a core process of students’ social life in general in which students positioned themselves and others in two dimensions: social inclusion/exclusion and social dominance/subordination but also played a crucial role in bullying, at least according to our interpretation of the narratives, meanings and main concerns reported by the students. We found three sub categories of social ordering of belonging that addressed different conditions that could produce bullying: (a) social hierarchical ordering, (b) peer ordering, and (c) new-member ordering. This paper could contribute to Nordic educational research, first priority Network 7: Value Issues and Social Relations in Education, second priority Network 12: Inclusive Education, since it concerns social relations in school and inclusion and exclusion processes according to the students perspectives.
Bullying As Negotiated Identities: Junior-high School Girls’ Perspectives

(Presented in English)

Bullying take on different expressions: (a) physical (hits, kicks) (b) verbal (degrading comments, nicknames), or (c) indirect (exclusion, gossip, rumours) (Borntrager et al., 2009). Indirect bullying has been associated with children’s social organizing of friendships in which manipulations and exclusion practices occur (Goodwin, 2002). These processes are found among both genders (Adler & Adler, 1995; Goodwin, 2002) and girls have been found to use direct acts (Philips, 2003), but girls have also been found to be more involved in indirect bullying and boys in direct bullying (Vaillancourt et al., 2010). Bullying amongst girls have also been examined with feminist poststructural perspectives where normative (hetero)sexual and gendered discourses of femininity construct subjectivities that affect girls bullying acts and identities (Currie et al., 2006; Ringrose, 2008). Fewer studies have taken an explorative approach to girls’ understandings of bullying. Owens et al. (2000) investigated girls’ subjective perspectives on indirect bullying behaviors. Their findings showed that girls adopted indirect behaviors and explained their use as due to (a) boredom, (b) striving for acceptance, (c) friendship and membership processes, and (d) jealousy and self-protection. Duncan (2004) adopted their vignette and found that girls’ relationships were constructed around popularity and sexuality. Popularity was an indicator of who was popular among boys or not. In a recent study (Jamal et al., 2015) a social ecology approach was used to explore girls’ perspectives of the context of school bullying and gender. This study revealed that traditional gender and sexual discourses structured the identities and girls positioning towards bullying. However, this study did not merely focus on bullying. The aim with the present study was to take an explorative approach towards junior-high school girls’ subjective perspectives of bullying by carefully listen to how girls themselves discuss and reason on bullying. This might add important insights to what processes girls themselves associate with bullying. Pair- and group interviews were conducted with 40 junior-high school girls’. Constructivist grounded theory guided data collection and analyses. From a symbolic interactionist perspective, bullying was interpreted as a social identity process (Mead, 1934). Three identities were acknowledged: (a) the gendered identity, (b) the victim identity, and (c) the socially valuable identity. These identities were negotiated and used to position themselves and others where self-confidence was crucial by being negotiated in terms of who was and who was not self-confident. To understand these negotiations the theoretical perspective negotiated order (Strauss, 1978) was incorporated. This perspective emphasizes how social order is negotiated and ongoing, but actors are constrained by social structures while negotiating. According to the participants’ perspectives, self-confidence was socially valued but constrained by a gender- and a normative peer structure where a pressure to fit in made the combination of self-confidence and a social valuable identity difficult. This paper could contribute to Nordic educational research, first priority Network 7: Value Issues and Social Relations in Education, second priority Network 8: Gender and Education, since it concerns social relations in school and how these seem to be gendered.

* * *

Principals explores pedagogical leadership

(Presented in English)

School and school leadership are discussed frequently in different media in Sweden, with different actors and in different arenas. This is a pattern that shows that the school organisation is an issue that arouse interest and engages. An actor with a particular major lobbying force is the media. The image that the media choose to present has significant influence over how the public perceives the Swedish school system. Although the picture presented is not unequivocal, the dominant picture is not a positive one. This has contributed to that the common swede is now more pensive, and even concerned about the work being done in Swedish schools. A further result is that faith in school principal and teachers has decreased in the resent decades. This in turn has created space for other actors to step forward and ‘tell’ how schools should be run to achieve the best results. One prevailing view is that the distance between scientific research and the work done in classrooms are too far. One possible explanation for this may be that many studies are not based on teachers ’ and school leaders’ genuine needs. I believe that research from a practitioner’s perspective gives access to the knowledge that is embedded in those who practice the profession every day. In this presentation I will talk about a study where principals and a researcher explore
pedagogical leadership together in an action research. Principal’s pedagogical leadership is an important issue to examine since the general perception is that this kind of leadership is needed to be improved and given a wider scale in the school organization. We could conclude, after studying how such leadership can be recognized, that this leadership is most common understood as “good leadership”. It is advocated and demanded, but at the same time there are different interpretations about what characterizes it. A further complicating factor is that there are several descriptions of how it could or should be put into practice. Our entry into the study was that there is a leadership that is advocated, but also a leadership that is surrounded by uncertainty and ambiguity in how it can be embodied in practice. Practice architecture is the theoretical framework that has been used to analyse the results in the study.

Fossum, Hanne (Oslo and Akershus University College of Applied Sciences, hanne.fossum@hioa.no)
Simon Michelet (Oslo and Akershus University College of Applied Sciences, simon.michelet@hioa.no)
Ida Heiberg Solem (Oslo and Akershus University College of Applied Sciences, ida.solem@hioa.no)
Inger Ulleberg (Oslo and Akershus University College of Applied Sciences, inger.ulleberg@hioa.no)

**Dialogical dimensions in educational practices**

(Presented in English)

Title of paper: Dialogical dimensions in educational practices
Author(s) of proposal and contact information: Hanne Fossum, Oslo and Akershus University College of Applied Sciences, hanne.fossum@hioa.no Simon Michelet, Oslo and Akershus University College of Applied Sciences, simon.michelet@hioa.no Ida Heiberg Solem, Oslo and Akershus University College of Applied Sciences, ida.solem@hioa.no Inger Ulleberg, Oslo and Akershus University College of Applied Sciences, inger.ulleberg@hioa.no

Research topic/aim: How can dialogical dimensions be developed and realized in education both in an ontological and an epistemological sense? How can we understand and work with ontological aspects of dialogue in a classroom setting? What are the differences and similarities with dialogues in a public sphere such as a classroom opposed to more secluded and private conversations as in therapy or counselling?

Theoretical and methodology framework: This is a theoretical project, where we have educational practice in different settings (teaching in mathematics, music and pedagogy) as a point of departure for exploring the concept of dialogue. Education in compulsory schools in Norway should "promote democracy, equality and scientific thinking" (Education Act). Students should have “opportunity to be creative, committed and inquisitive” (Education Act), and "Education should be based on the view that all persons are created equal and that human dignity is inviolable" (Core curriculum). This forms the framework and basis for educational practices in schools, and points us in a direction where the practices developed should comprise dialogical dimensions. Teaching is a value-directed activity and should nurture each student’s personal, critical and creative voice as well as facilitate for respecting and listening to the other, learning together and from each other. In schools, dialogical qualities should be developed in working with the different subjects, and we wonder how goal-directed activities can be combined with ontologically oriented dialogical practice (Heidegger 1962, Matusov 2005). In Gregory Bateson’s theory, habits of thought, worldview and attitudes are developed on a meta-level, through analogue communication and through deuto-learner (Bateson, 1972). This meta-learning is unpredictable, undetermined and cannot be designed or controlled by the teacher (Wenger, 1998). Still it might be supported by dialogical qualities in our professional enterprise. Scott and Mortimer’s (2003) division between authoritative and dialogic teaching can serve as a point of departure for discussing educational practice. Building on their model, we will discuss how both interactive and non-interactive dialogical teaching can be carried out. (Expected)

Conclusions/findings: We will present different perspectives on dialogue in educational practice, and discuss how these perspectives can help us understand teacher work. Relevance to Nordic educational research: in the Nordic countries dialogical teaching is central. By exploring the concept of dialogue, we can contribute to understanding the concept of dialogue, and how dialogical practice in the classrooms can be understood. Attachment to NERA-network (first and second priority) and/or symposium: 19: Teacher’s work and Teacher Education 9: General Didactics Language of the presentation: English

• • •
Enactment processes in the implementation of foreign language proficiency policies: The case of Spanish as an optional school subject in the Swedish and Norwegian school systems.

(Presented in English)

Both Norway and Sweden have carried out policy reforms in modern language education in order to develop student’s modern foreign language proficiency. The skills are regarded as necessary both from an economic and a democratic point of view. Learning foreign languages are considered as an essential strategy to develop plurilingualism as well as to be an important means to enhance tolerance, as well as equity. Starting point from the theoretical conception of language policy as a social policy for democratic citizenship and social cohesion, this contribution introduces a comparative study of foreign language proficiency policies with focus on Spanish as optional school subject in Norway and in Sweden. This article analyses a number of frame factors that create possibilities and limitations on the implementation of the Council of Europe’s language proficiency policies in these Nordic countries. In addition it discusses teacher education and further education issues as instrument to promote foreign language proficiency as well as plurilingualism in Norway and Sweden. The study is based on an analysis of European and national education policy documents, national statistics as well as interviews with representatives for language teacher organisations in both countries. This study indicates that the possibility to enact foreign language proficiency policies on school contexts is complex and challenging. This complexity is in particularly evident in the case of Spanish as optional subject in Norway and Sweden. This study showed the great inequalities in teacher formal qualification, further education and access to pedagogical resources for teachers in Spanish as foreign language option. Moreover, the empirical results showed that teacher education is one of the most decisive curricular factors for the successful implementation of foreign language proficiency policies. It shows that the lack of qualified teachers of Spanish most probably accounts for a large proportion of poor pupil achievements and for the high level of pupil dropout. The study shows even that in-service training strategies for teachers of Spanish are a low priority among local education authorities. The variation concerning professional and material resources between different types of municipalities puts the educational equity goals in question.

Frankham, Jo (Liverpool John Moores University, j.frankham@ljmu.ac.uk)

The student as ‘consumer’ of higher education: How the measurement of ‘student satisfaction’ contracts opportunities for solidarity between members of the academic community

(Presented in English)

The paper describes how the measurement of ‘student satisfaction’ in the UK is changing the nature of relationships in higher education – including student/staff and staff/staff relationships. It is argued here that that there is a potential diminishment of possibilities for partnership and solidarity between members of the academic community, as a consequence. As such forms of audit spread across the world, this UK based research has international relevance and will inform a critical perspective on developments in higher education in Nordic countries. The paper is based on qualitative research with 35 members of academic staff in universities across the North West of England. The study explored the effects of the National Student Survey (NSS), which sets out to measure ‘student satisfaction’ in higher education in the UK. The study explored the effects of the NSS on pedagogy, course content, student/lecturer relationships, assessment and effects on staff morale. Open-ended interviews, of between an hour and two hours, were ethnographically informed inasmuch as the researcher ‘followed’ where the academic ‘led’ in terms of their experiences of the NSS. Thematic analysis of the data was carried out, using a grounded theory approach. Throughout the analysis there was close attention to the discourses in circulation in the data. NSS effects on student/staff relationships: The survey instrument is regarded by staff as encouraging an adversarial and punitive attitude amongst students. It is also regarded as feeding an instrumental attitude amongst students and a sense of entitlement in terms of staff responsibilities for ensuring student ‘success’. This is reflected in the degree of help student now typically expect in relation to assessed work. The monological nature of the feedback to staff on survey results also undermines student/staff dialogue in relation to students’ experiences of undergraduate study. Institutional responses to survey results, and the requirement to respond quickly to disappointing scores, contributes to a culture in which short-term
performative responses dominate. It is regarded that, in some ways, the NSS actually ‘hollows out’ the opportunity for student/staff contact and collaboration, rather than the other way round. It also represents a highly impoverished view of student ‘voice’. NSS effects on staff/staff relationships: Managerial responses to disappointing scores can be punitive, and sometimes included ‘naming and shaming’ academics in a public forum. Academics tend not to dispute disappointing scores, although they frequently expressed scepticism about those same scores in research interviews. They also described how, on occasion, real problems did not show up in the survey results, further increasing their scepticism about the value of the survey. The research would suggest a growing divide in cultures between managers and academics in higher education, with little professional dialogue going on between those sectors. Elements of the research also suggested a diminishment of professional autonomy amongst academics. Driven by managers and league tables, questions of ‘improvement’ to programmes were initiated from outside those programmes. The tendency of such mechanisms to diminish collaborative working in higher education is currently being resisted in some institutions, and such work will also be touched on in the paper.

FROM, TUULI (UNIVERSITY OF HELSINKI,
TUULI.FROM@HELSINKI.FI)
TUULI FROM (UNIVERSITY OF HELSINKI,
TUULI.FROM@HELSINKI.FI)

Reflections on language, space and power in a bilingual school environment

(Presented in English)

This paper focuses on language in social and material orders of school. A spatial approach is applied in order to examine how language gets constructed as a social difference in the discursive and material practices of a bilingual school space. According to the Finnish legislation, the two official language groups in Finland, Finnish and Swedish, should be taught separately in order to protect the rights of the significantly smaller Swedish-speaking minority. Currently, there are some monolingual Finnish- and Swedish-medium schools co-located in the same school buildings, functioning as separate units. The public debate during the recent years has pondered on the necessity of a monolingual Swedish-speaking school space. Also in Sweden the policies concerning minority languages have been under debate recently, albeit the issues related to language policies are rather different than in Finland. In Sweden the children with a Finnish background are entitled to receive education in partly or fully in Finnish. However, Sweden has been accused for mistreating its minority languages, including Finnish, particularly in the context of education. This paper examines how national policies concerning these minority languages, Swedish in Finland and Finnish in Sweden, materialise and become embodied in the educational discourse and practice in both countries. In this paper particular emphasis lies on the institutional and social orders of school and ethnography conducted in both national contexts serves a starting point for the analysis. Minority language policies are substantially concerned with spatial issues, referring to both material and discursive spaces. A spatial approach may hence add to the understanding of minority language and education in a varied manner. Influenced by feminist and post-structural theories space is seen as constructed through discursive and material practices and continuously reconstructed within the material conditions, institutional practices as well as the social hierarchies of the school. The data has been conducted during an ethnographic fieldwork in two different settings during one school year: in co-located Swedish- and Finnish-medium primary schools in Finland and in a school with an emphasis on the Finnish language in Sweden. The field material consists of observations during lessons and breaks, participatory photography and photo elicitation interviews with pupils and interviews with personnel. The feminist ethnographic approach used in the study has guided the reading and analysing of the data, which has particularly focused on discourses and practices related to language and emphasised the spatiality of the school life. Along with the outcomes of this study it is possible to observe how discourses on language and language policies become materialised in the school space, embodied in the actors of school and intertwined with other social divisions such as ethnicity, gender and class. Power struggles over language use and resistance towards linguistic boundaries occur in a school space where the use and choice of language is regulated. Moreover, in a feminist ethnographic framework it is noteworthy how the ethnographer herself is positioned or is able to position herself in the linguistic hierarchies of the school.

* * *
Reducing the disturbance factor when using ICT in teacher training

(Presented in English)

Purpose: This study aims to determine effective ways to reduce the disturbance factor caused by student teachers’ use of information and communications technology (ICT) in their teaching. Background: ICT is expected to continue to rapidly develop globally, making it essential to develop children’s ICT skills. In order to ensure effective utilisation of ICT in education, its use must be addressed during teacher training. However, a problem arises in developing student teachers’ ability to teach ICT when they have not had ICT training in their curriculum. A similar issue has been reported in Nordic (Tømte, 2015). Subjects: In education faculties at Japanese universities, teaching practice generally starts in the third year. We taught two courses on ICT-related instruction in required classes for second year students at Shinshu University. The first course was comprised of 15 lessons on ‘Educational Computing’, which containing educational significance and computer literacy. The second course, ‘Introduction to Curriculum and Instruction’, was comprised of 4 lessons on basic teaching skills employing ICT. Furthermore, we took some measures for students just before their teaching practice began. The study subjects were third year students in Shinshu University’s Faculty of Education. Methodology: The students completed a questionnaire immediately after their teaching practise. Using a four-point scale (‘I definitely think so’, ‘I think so’, ‘I don’t think so’, and ‘I definitely don’t think so’), they were asked to indicate whether five items reduced the disturbance factor of using ICT in their instruction. A total of 240 of the 254 students (94.5%) who employed ICT by teaching practise submitted valid answer sheets. Results: Of the respondents, 75.0% gave positive answers regarding ‘Educational Computing’, and 71.7% gave positive answers for ‘Introduction to Curriculum and Instruction’. Furthermore, 87.5% answered positively regarding connection exercises with an external display completed just before their teaching practise. In terms of using an ICT leaflet for advice on ICT utilisation, 75.0% answered positively. With regard to posting past ICT teaching practises on the Web on an ‘ICT application site’, 57.1% answered positively. Conclusion: Of the five items that may reduce the disturbance factor of employing ICT, the present findings revealed that the connection exercises were essential to begin with. In order to start using ICT, students need to experience connecting the devices before they begin their teaching practise. This seemed to create a sense of security and motivation. I want to discuss what you think of Nordic people for such a situation in Japan.

FALLING ANDERSEN, LISA MONICA (DPU, DEPARTMENT OF EDUCATION, AARHUS UNIVERSITY, DENMARK, lma@edu.au.dk)

Implementation of a new subject crafts and design at primary school

(Presented in English)

Woodwork and handwork is former subjects in the Danish primary school by the end of this schoolyear. A new subject craft and design replaces the previous. Due to the centralization of the administration the subject's structural organization largely rests with the individual municipalities and schools which in economics and prioritization honor the subject differently. This creates uneven conditions from school to school, which has consequences for the construction of the new subject and the teaching practices. The implementation must be done while a new extensive reform throughout primary school takes place. Theoretical framework: This Ph.D. project (2014 – 2018), analyses the interpellation- and formation processes that occurs, when a new school subject is implemented. Inspired by the structural culture analyses and the interpellation theory by ethnologist Thomas Højrup (2002) and Henriette Buus (2001) Through structural analyses (Højrup, 2002) and the topos-logos model (Haastrup & Knudsen, 2015) the struggles for recognition (Højrup, 2002) is analyzed. The struggles that take place on different levels, from the Ministry to primary school, and among those persons who are being interpellated. Methodology framework: One type of field work is based on how the new subject is articulated and practiced on different levels e.g. at conferences and at training courses for teachers. The second type of field work consists of observations over time at three different primary schools. The field work is triangulated in observations, photo documentation and interviews. In addition, written sources as policy documents,
various test reports and evaluations of the subject and relevant trade journals are used. Focus in the presentation at Nera16: Experiences with the presented theory, as a basis for analysis of the resistors and challenges in the implementation phase are being presented. The Ministry is using different interpellation strategies in an attempt to create a didactics that meet the subject's new aims and content. By using the interpellation theory these strategies are localized and the results are presented as preliminary analysis themes. An example: Due to unequal conditions the subject will evolve in many directions. The requirements to the subject with new aims and content will be met in some schools and not be met in others. The inequality is seen in the subject's physical environment, where some schools do not have adequate facilities to implement a teaching which meets the aims for the subject. While other schools establishes new facilities, which is fully equipped. However these schools may have other challenges, such as teachers who do not have the necessary skills to take advantage of the fully equipped room. Relevance to Nordic educational research: • Contribution to a general understanding of the challenges that may arise in the implementation of subjects when two subjects become one. • Contribution with an approach to a structural analysis of how implementations of subjects are done. • The project leads to an understanding of how and why interpellation processes succeed or not succeed. •

**Garvis, Susanne (University of Gothenburg, susanne.garvis@gu.se)**

**What do teachers think about working with infants and toddlers?**

(Presented in English)

Recent initiatives in the Australian early childhood education and care sector have increased the demand for early childhood teachers to work in long day care settings. This study explores the perceptions of pre-service teachers who had recently finished their final semester of study and were due to graduate from one Australian higher education institution in the state of Queensland. A cohort of pre-service teachers was invited to complete an online survey investigating their perceptions of working with infants and toddlers. A response rate of 80 per cent, representing 25 respondents, participated in the study. Descriptive statistics and content analysis were employed to analyse the survey data. The findings reveal that overall, pre-service teachers reported they had a partial knowledge of children aged birth to three years after completion of their teacher education program. This was despite 10 days of placement with infants and toddlers, and knowledge and content about infants and toddlers being embedded throughout the teacher education program (birth to eight years).

**Geirsdóttir, Gudrun (University of Iceland, gudgeirs@hi.is)**

“One has developed a totally different mind-set“:The formation of student disciplinary identities in higher education

(Presented in English)

In an earlier study (Geirsdóttir, 2011) Bernstein’s (2000) theoretical ideas of pedagogic discourse were used as a conceptual tool to analyse pedagogic discourses of three disciplines within the University of Iceland. The findings demonstrated how each of the three disciplines carried within it a specific pedagogic discourse, a local curriculum, focusing on different aims and goals, different attitudes towards the role of students and teachers and a specific instructional discourse where these regulative ideas are carried out. Among other issues, Bernstein’s theoretical concepts were used to study teachers’ perceptions of their disciplinary curriculum in terms of the student identity. Each of the three pedagogic discourses portrayed a very different and disciplinary- specific picture of the ideal student. In a follow-up phenomenological study, the educational experience of students within the three disciplines was explored in order to understand students’ conception of their discipline and their socialisation process or identity formation within the disciplinary pedagogic discourse. The aim of the research was to explore students’ conceptions of the their own “construction” as ideal students within different disciplines. The study was located within a social-cultural framework, emphasizing interpretive and phenomenological perspectives (Bernstein, 2000, Northedge, 2009) but also making use of symbolic interactionist perspectives to understand students emerging identities (Denzin, 1992). Twelve students entering their study within three different disciplines (engineering, physics and anthropology) at the University of Iceland in 2009 agreed to participate in a long-term interview study. Semi-focused interviews were carried out regularly during their course of study, with most participants graduating in spring 2012. Interviews were transcribed verbatim and analysed and coded. In this paper the findings of the study will be discussed. The paper first explores the student identity as portrayed within the pedagogic discourse of the three disciplines and then focuses on students’
schools are discussed. The analysis was followed up by in-depth interviews with several history teachers who describe their orientation and teaching behavior.

GILJE, Øystein (Department of Teacher Education and School Research, oystein.gilje@ils.uio.no)
Øystein Gilje (Department of Teacher Education and School Research, oystein.gilje@ils.uio.no)

Born in 1999; Genres of participation and learning in digital media ecologies

(Presented in English)

Youngsters born in the last decade of the 20th century constitute the first generation growing up in a media saturated society, and they engage in a wide range of technologies before they finish lower secondary school. Researchers label these kids digital natives (Prensky, 2001), as they are always online (Takahashi, 2009), and as the mobile phone has become an extension of the human body and mind (Carrington, 2015). These kids grow up in a media-ecology (Horst & Miller, 2012), where questions linked to participation and communication are at stake in their learning lives. In ethnographically inspired research on online participation (Boellstorff, 2012; Hine, 2015; Kozinets, 2010), there is a growing concern for how people participate in different media practices over time. Drawing on three genres of engagement, hanging out, messing about and geeking out (Ito et al., 2010), this article investigates the media experiences of 100 youths, all born in 1999. The analysis is based on data from the research project Knowledge in motion, which investigates learning in and out of school (funded by Norwegian Research Council). By following 100 youths over the course of three years in lower secondary, the project highlights how adolescents learn in school, in organised sports, at home and through participating in media activities and engagement online.

The presentation will focus on the latter, by asking two interrelated research questions: • Which media practices have 1999 youth been involved in through in their lives? • How can we understand these activities as different genres of engagement? To answer these research questions we used four types of data. Primary data consists of approximately 100 "life-stories" where the informants describe the type of technologies and the type of media practices they have participated in since birth. In addition, the youths recorded a media diary over the course of one week while in the 9th grade (15 years old). We also conducted group interviews with selected students (n = 24).
Finally, all students (n=94-97) answered a survey about media use twice, first in grade 8 and then a second time in the final week of year 10. Preliminary analysis suggests that adolescents born in 1999 have engaged in a variety of media practices, contrasting with previous media use among youths towards the end of the 20th century. Among the approximately 100 youngsters involved in the project, there are large variations in the way they engage in computer games and social media. Although the latter finding supports previous quantitative studies, the contribution of this study is to nuance and gain insight in our understanding of the ways in which young people engage in these media, and what roles media play in their learning lives, in and outside school.

- - -

**GILJE, Øystein (Department of Teacher Education and School Research, University of Oslo, oystein.gilje@ils.uio.no)**  
**Line Ingulfsen (Department of Teacher Education and School Research, University of Oslo, line.ingulfsen@gmail.com)**  
**Anniken Furberg (Department of Teacher Education and School Research, University of Oslo, anniken.furberg@ils.uio.no)**  
**Ingvill Rasmussen (Department of Education, University of Oslo, ingvill.rasmussen@iped.uio.no)**  
**Anders Kluge (Department of Education, University of Oslo, anders.kluge@iped.uio.no)**  
**Erik Knaian (Department of Teacher Education and School Research, University of Oslo, erik.knaian@ils.uio.no)**

**Digital educational resources: Investigating classroom interaction in four school subjects**

(Submitted in English)

The digital world provides students and teachers with the opportunity to find educational resources everywhere, and many scholars argue that education will change as these new resources are available with only a few clicks of the mouse. Reviews of empirical research on the use of educational resources in classrooms find that until quite recently, paper-based textbooks were considered the most important educational resource. In addition, there are few studies that look at the relationship between interactional talk and the use of educational resources, and this relationship is seldom studied and compared across school subjects. The finalised research project Ark&App (2012-2015), funded by Norwegian Directory of Education, focuses on educational resources and diverse forms of classroom interaction. Over the course of two years, 20 researchers have conducted 12 case studies in four school subjects at three different levels in the educational system (grade 5-7, 8-10 and 11-13) in Norway: Mathematics, Natural science, English (as a foreign language) and Social science. Drawing on video data and systematic observations, we have explored the relationship between different forms of social interaction (between teachers and students, and between students) and looked at the use of different educational resources in the classroom. In addition to observations and video recordings of various forms of classroom interactions (460 hours in total), we have conducted interviews with students and teachers. In each case, a pre-/post-test is conducted to map the students’ learning. The 12 qualitative case studies place emphasis on how educational resources are used during lessons, with particular attention to how different resources generate engagement in different forms of student-teacher interactions. Based upon these data we ask two interrelated research questions in this presentation: • How are educational resources used during lessons in four different school subjects? • What role do educational resources play in student and teacher interactions? In the presentation, the synthesis of the 12 case studies will be discussed in relation to a national survey (n=671), where teachers answered questions regarding their practice as teachers in one of the four subjects, at a specific level in the educational system in Norway. By investigating the social interaction relate to the educational resources in each of the four school subjects, we intend to nuance previous findings in research on educational resources. We argue that research must look at how literacy practices in each school subject are transformed in the new mixed culture where paper-based and digital resources both play important roles. Finally, we discuss the implications for teachers and teacher educators in a digital world that has blurred the walls of the schools, as individual learners can learn anywhere, anytime and at their own pace.

http://www.uv.uio.no/iped/english/research/projects/ark-app/
GIOTA, JOANNA (UNIVERSITY OF GOTHENBURG, JOANNA.GIOTA@PED.GU.SE)

Perceived demands of schooling, stress and mental health: Changes from grade 6 to grade 9 in the Swedish compulsory school as a function of

(Presented in English)

Background: In a comparative study on mental health trends from 1994 to 2010 between Denmark, Finland, Norway and Sweden a clear increase in psychosomatic disorders in grades 5 to 9 in all four Nordic countries was found (Hagquist, 2015). Overall the most stressed students in grade 5 and 7 were found in Finland. In grade 9 girls in Finland and Norway showed the same dramatic upward trend in psychosomatic disorders as girls in Sweden. The link between perceived demands of schooling, stress and mental health in relation to gender is complex, however. Little research is also available trying to explain why more girls than boys experience depression starting in adolescence (Giota & Gustafsson, 2015). Aims: The study to be presented aimed to examine, with two waves of longitudinal data at age 13 and age 16, how changes in perceived academic demands relate to changes in perceived stress, taking into account gender and cognitive ability, and to investigate how these factors affect the level of psychosomatic and depressive symptoms at the age of 16. Sample: A nationally representative sample including about 9000 individuals from the Swedish longitudinal Evaluation Through Follow up database, at the University of Gothenburg, born in 1998 was used. Methods: A structural equation, growth modeling approach has been applied to examine multiple effects over time. All modelling was performed using Mplus version 7. Results: The results show girls to have a considerably higher self-reported level of mental health problems at the end of compulsory school than boys. This gender difference is entirely accounted for by perceived school demands and stress in grades 6 and grade 9. Students who were stronger in inductive than vocabulary ability reported lower levels of perceived academic demands and less stress in Grade 6. Conclusions: There is a critical need to develop interventions for hindering and minimizing the effects of stress among adolescents and to identify and modify those particular aspects of academic demands and school work which cause stress leading to poor mental health, especially among girls. Prolonged stress leads also to worse academic achievement because the emotional and psychosomatic symptoms and the cognitive weariness associated with such stress makes it harder to accomplish school-related tasks and maintain a high level of achievement.

GRANBOM, INGRID (UNIVERSITY WEST, TROLLHÄTTAN SWEDEN, INGRID.GRANBOM@HV.SE)

Intergenerational learning – preschool children and older people in a retirement home singing together.

(Presented in English)

In Sweden generations are frequently segregated from one another, particularly the youngest and oldest people. The aim with this presentation is to describe an ongoing project where preschool children and older people in a nursing home have the opportunity to share a common experience of singing together. The project was initially designed to increase quality of life for elderly people and it was just taken for granted that the project would benefit the children. However, evaluation shows, the need of increased knowledge regarding children's learning in the project. This is the foundation of my study. Music teachers, children from preschool, elderly people who live in the nursing home, and staff from the nursing home and preschool are involved in this project. The project enables meetings between children, elderly and different categories of staff. Cross-border cooperation projects might contribute to develop a collective expertise where reflections of learning from professionals with different missions and working conditions and new ideas occur. This is a project where children make music and sing along with the elderly in a retirement home. My part of this project is to investigate how the professionals talk about the learning of the children. I have also been a supervisor for students writing their final written exam in teacher training linked to the project. They studied the project from a child perspective by observing and interviewing participating children. The overall aim of the study is two folded: to investigate what learning children will benefit according to the professionals involved and to identify the factors that influence these learning opportunities. The methods used are observations during the music sessions and interviews with the professionals involved. Jederlund (2002) believes that music should be seen as a tool that can help promote communication between different groups in society. The study used music as a glue that is expected to enable interaction and communication between different generations. The results show however, that forms of communication varies depending on the organization and cooperation between different professions. Expectations and perceptions about the project's purpose is highlighted.
as important factors which contribute to children's learning possibilities. The result of this study has relevance to Nordic educational research since it highlights children's opportunities to learn from, and share knowledge with older people.

Granbom, Ingrid (University West, Trollhättan Sweden, ingrid.granbom@hv.se)
Marita Lundström (University West, Trollhättan, Sweden, marita.lundstrom@hv.se)

Children's Transitions from Preschool to School

(Presented in English)

This is an ongoing project where one community in Sweden, along with University West, are studying children's transitions between different school types. This school differs from others in the sense that different school types are placed in the same building. One of the aim is to promote cooperation between different school forms. In the first phase, children's transition from preschool to preschool classes and to school was studied. The project is characterized by an attempt of deepening knowledge. The researches and the professionals have reflected upon children's transitions between preschool and preschool classes and the knowledge is based on current research and the teachers own experiences. The areas treated are routines for transitions, educational and social continuity, and opportunities for children to take part in and the transition between preschool and school.

We have collected our data through a case study where one school is participating. The participating school has children from 3 years to 7 years. The investigation was formed as a research circle were some themes were discussed. The discussions were recorded and transcribed by the researchers. Benefits identified in the analysis is for example that most of the participating children know both preschool and preschool classes and the knowledge is based on current research and the teachers own experiences. The areas treated are routines for transitions, educational and social continuity, and opportunities for children to take part in and the transition between preschool and school.

We have collected our data through a case study where one school is participating. The participating school has children from 3 years to 7 years. The investigation was formed as a research circle where some themes were discussed. The discussions were recorded and transcribed by the researchers. Benefits identified in the analysis is for example that most of the participating children know both the school environment and most of the teachers. This does not apply to all children, when some children are coming from other preschools when they start preschool class at age of six. It also emerges that the structure during handovers from preschool to preschool classes vary even if the community has some guidelines for how the information should be submitted. The professionals have different systems for educational documentation in the various school forms and documentation is not used in order to learn more about children's learning processes. Focus of documentation in preschool is learning processes in which children participate. The information requested from school teachers however, concerns children's social relations and information about children with special needs rather than knowledge about the learning processes in which children have participated. Even though teachers work in the same school, one conclusion in this study is that there are some discontinuity regarding for example tools for documentation, the process of children's learning, organization of groups and children's social relations. The study shows that children are quite used to participate and move between different groups before they start school. These transitions differ in many ways from the transition to preschool class and school and it is not considered when the teachers are planning the classes.

Granbom, Ingrid (University West, Trollhättan Sweden, ingrid.granbom@hv.se)
Marita Lundström (University West, Trollhättan, Sweden, marita.lundstrom@hv.se)

The production of “An equal school with high quality” – Municipal responses to reforms aimed at excellence and equity

(Presented in English)

According to OECD, “the highest performing education systems across countries are those that combine excellence with equity”. Swedish schools have undergone numerous educational reforms during the last 20 years. This paper aims to examine consequences and responses, on the Municipal level, to three of these reforms: the Charter School reform, Teacher Registration reform and the Swedish Schools Inspectorate. The reforms have changed the conditions for school management and we describe the dynamics using the framework of policy enactment. We outline a backdrop to recent interventions made in order to decrease effects of segregation in the municipal comprehensive schools, and raise merit scores. Policies create material consequences, a pressure that has to be managed on different levels in the educational system (Ball et al, 2012). Ball et al argue that policies are texts that have to be interpreted and translated into practice, in relation to local circumstances, which means that policy is enacted rather than implemented. Moreover, the policy pressure is not equally distributed and always permeated by power, where some actors have more autonomy in relation to the policy initiatives compared to others (Ball et al, 2012). A pilot case study was conducted in a larger Swedish municipality, in which a central secondary school had been opened following the closing of three secondary. Multiple data sources were used. In this paper, interviews with the superintendent and the principals were the primary data sources to understand the conditions behind the creation of
this new school. During the first phase the Charter School reform resulted in a great expansion of Charter, or so called “Independent” secondary schools: one in four students attend an Independent school which is twice more than state average. The expansion has contributed to closings of municipal schools and other austerity measures, and created increased mobility between employers among teachers and school leaders but also among students. The second phase, Teacher Registration reform, demanded that all schools have registered teachers in all subjects. Many schools have struggled to employ teachers in some subjects, also in the case municipality. The third phase begins with the introduction of the Swedish Schools Inspectorate, an increased and sharpened control instrument of the state with the purpose of increasing merit scores and decreasing variations in quality between schools and municipalities. Audit reports from the Swedish Schools Inspectorate has required the municipality to adopt a variety of measures such as; concentration of resources to fewer schools, a new division of school areas and increased investments in migrant pupils, paradoxically by closing the schools closest to their homes. The results from the pilot study have relevance for Nordic educational research as they describe the unique situation that has arisen due to the municipal response to demands for raised standards and equality in terms of decreased segregation by changing the division of the municipal school areas. These rest on the assumption that mixing students with different SES creates improved conditions for individuals’ positive development along with school development.

Gravesen, David Thore (VIA University College, dtg@via.dk)
Lea Ringskou (VIA University College, lri@via.dk)

From pedagogy to timeagogy? Leisure-time pedagogues handling time in the reformed Danish Primary School and Leisure-time Center

(Presented in English)

Title: From pedagogy to timeagogy? Leisure-time pedagogues handling time in the reformed Danish Primary School and Leisure-time Center. Authors of proposal: Lea Ringskou, Lecturer, VIA University College, Denmark. E-mail: lri@via.dk and David Thore Gravesen, PhD, Lecturer, VIA University College, Denmark. E-mail: dtg@viauc.dk Research topic/aim: In 2014, the Danish Primary School was reformed. A reform that meant longer school days, emphasizing varied learning environments and better results for each pupil regardless of social background. In general, the reform matches other educational reforms in an era of effectiveness, measurement and focus on results. For leisure-time pedagogues, the reform has resulted in more hours of work during formal school activities. Tight timetables seemingly dominate, and a substantially part of the pedagogues’ tasks now feature built-in requirements demanding effectiveness and academic outcomes. In our presentation, launching the concept of timeagogy, we analyze and discuss the encounter between time and pedagogy. Which strategies, techniques and action evolve when time challenges pedagogy? How do pedagogues handle time demands and in which way does time constitute the professional identity of leisure-time pedagogues? Theoretical and methodological framework: Our empirical material consists of different data types. Part of the data is ethnographic participatory observations carried out in two Danish primary schools. During the period of observations, the informants kept a diary, in which they wrote down general reflections regarding their tasks and challenges during the day. Finally, the observations and data from the diaries were accompanied by qualitative semi-structured interviews, carried out as focus group interviews. The theoretical framework of the analysis is based on concepts from Foucault and Bourdieu and theories from the fields of sociology of time and sociology of emotions. Conclusions/findings: The meeting between time and pedagogy seems to create a field of tension in the daily routines and tasks of the leisure-time pedagogues. Traditional keywords in leisure-time pedagogy such as relation, well-being, autonomy and care rely on their own logics, and today these crucial pedagogical aspects are squeezed into a renewed logic - the logic of timeagogy. The relation between the pedagogy and the child is dominated by timetables and the accelerated demand for effectiveness contributes to increasing amounts of discipline techniques and new requirements in relation to the pedagogues’ skills in classroom management. Seemingly, the enhanced encounter between time and pedagogy both provide potentials and pitfalls, triggering different, often ambivalent, emotional reactions. In some cases, the new role of the pedagogues and the strongly structured practice creates a stronger sense of professional identity and a feeling of satisfaction and professional pride. In others cases the constant time pressure enforces feelings of anger, cynicism, exhaustion, disillusion and uncertainty. Relevance to Nordic educational research: Our research offers in-depth insights concerning national restructuring within the Danish school system. Insights that can cultivate important discussions on how timeagogy and demands of effectiveness challenge traditional values of equality and solidarity in our nordic educational systems,
Conceptions of ethical competence in relation to action readiness in Education for Sustainable Development (ESD)

(Presented in English)

Research topic/aim: The purpose of this paper is to develop notions of ethical competence in relation to education for sustainable development (ESD). It aims to provide a conceptual foundation for future empirical research. Theoretical and methodology framework: The paper critically reviews the concept of competence (Rauch & Steiner, 2013) as an example in action competence. It couples the promotion of action readiness with a theoretical understanding of ethical competence (Franck & Lindskog, 2015; Peppin Vaughan & Walker, 2012; Jones, 2009) in relation to Nussbaum's (2010) democracy model. Conclusions/findings: The concept of competence in ESD is contested and seems to display interpretative pluralism. As a different focal perspective, action readiness, a willingness to act, is proposed. This could be fostered through real-world learning opportunities and ethical competence. Ethical competence with its critical approach could be seen as a foundation of action readiness as ESD competence.

Relevance to Nordic Education Research: ESD involves various ethical issues and critical values education could be opening up moral reasoning. Without a critical discussion certain beliefs, values and norms will be taken for granted. Action readiness is promoted as a concept which might offer an operationalizable concept in ESD. Conclusions/findings: The concept of competence in ESD is contested and seems to display interpretative pluralism. As a different focal perspective, action readiness, a willingness to act, is proposed. This could be fostered through real-world learning opportunities and ethical competence. Ethical competence with its critical approach could be seen as a foundation of action readiness as ESD competence.


Teachers development and children’s role as students.

(Presented in English)

This abstract reports from a research project on differentiated teaching and the professional development of teaching in diverse Classrooms. Research questions are: • How do teachers understand differences among pupils and how do they respond to differences? • How do pupils participate in the classrooms? • What is going on between pupils and how do their relations influence teaching? • How is it possible to develop the practice of teachers in close collaborations between researchers (and research findings from studying practice) and teachers? The methodological approach to the study is a case-study approach (Flyvbjerg, 2001) as the study has conducted and in depth examination over two years of one school, two groups of teachers and to classrooms (third and fourth grade). The case is an extreme case, as the school is a high performance school in an area in Denmark with a high degree of diversity (ethnical and social). The first part of the study draws on a classical practice research approach (Bourdieu, 1977; Bourdie & Wacquant, 1992; Archer, 2007) and study the knowing, doing and believing of teachers. The second part primarily draws on a collaborative practice research approach (Bjernsrud, 2005) including a lesson study approach (Norwich & Jones, 2012). The aim of this part has been to improve the practice of teaching to diversity and to examine how teachers can collaborate about evaluating and improving teaching in order to respond to diversity. Findings: In the first part of the study it’s found that teachers practice and their understanding of their role as teachers – in spite of the best of intentions – are excluding students who are not adapting to the implicit expectations of the teachers. In the second part of the research process teachers have been presented for critical perspectives on their teaching.

GUDBJORNSDOTTIR, GUDNY (UNIVERSITY OF ICELAND, SCHOOL OF EDUCATION, GG@HI.IS)
STEINUNN SELGA LARUSDOTTIR (UNIVERSITY OF ICELAND, SCHOOL OF EDUCATION, SHL@HI.IS)
THÖRÐIS THÖRÐARSDOTTIR (UNIVERSITY OF ICELAND, SCHOOL OF EDUCATION, THORDISA@HI.IS)

Gender equality in schools and in teacher education. Practical implications of a three-phase study

(Presented in English)

We at RannKyn, The Center for Research on Equality, Gender and Education, are investigating practices and resistances towards gender equality in teacher education and now in schools in Iceland. The study is organised in three parts. In the first phase the focus was on teacher educators, examining how education on gender and equality was being executed in the education of teachers and at the School of Education. Teacher educators were asked if, and then how, they addressed gender equality in their practice. Data were gathered through focus group interviews with teacher educators and interviews with administrators. In the second part we explored to what extent student teachers claim to have learned about gender issues in their studies. The data were collected by a questionnaire given to students that attended core classes in their first year at the School of Education (N=138) and to more advanced students (N=116) in 2013. Findings from these two parts indicate that while most teacher educators see themselves as equality oriented their understanding of the equality concept is general, rather than with a specific gender emphasis. They moreover show that student claims to have good knowledge of some concepts but much less of others including the concept of gender. The difference between the knowledge of the first year and the more advanced students is often non-significant thus confirming student teachers' report of having received little instruction on gender issues. The student teachers however, are very interested in learning more about gender issues in their education. The conclusion if that gender-inclusion is not part of the teacher education discourse, and binary essentialist views of boys and girls prevail. In the third and final phase of the study the focus is shifted to knowledge, interest and attitudes of teachers in pre, primary and secondary schools to gender equality in their teaching, in view of the national curriculum guide from 2011. An online survey among teachers is being prepared with a focus on comparing the attitudes of school teachers to those of teacher educators and student teachers, as well as on investigating what kind of materials are of interest as resource material for a new planned webpage on the subject. Also intended in this third and final phase is a study of best practices in pre-, primary and secondary schools, are interviews with teachers of gender studies in schools and hopefully observations made in their schools. Of particular interest in both the survey and the interviews is on a) how these teachers see the emphasis of gender equality and social justice in the times of neoliberal school policy in Iceland and b) how the recent developments in the use of young peoples social media with the focus on fighting sexual harassment (free the nipple, revenge porn) is influencing schools and teacher’s attitudes. The third phase is ongoing, but we hope to have some results in

GUNNTHORSDOTTIR, HERMINA (UNIVERSITY OF AKUREYRI, ICELAND, HERMINA@UNAK.IS)

Exclusion in inclusive schools?

(Presented in English)

Inclusive education is an issue which has attracted relatively strong attention during the past twenty years, both regarding policy and practice, especially after the release of the United Nations’ so-called Salamanca Statement (UNESCO, 1994). While the premise of inclusive education relates to human rights, this issue is, nevertheless, also a matter of controversy among researchers and teachers alike (Allan, 2008; Jöhnnesson, 2006; Jönsson, 2011; Koelskis, Atilles and Waitoller, 2011; Slee, 2011). The piece of work introduced is about inclusive education in two European countries. The study is framed within an interpretive paradigm, informed by the theoretical perspectives of social constructionism and post-structuralism (Berger and Luckman, 1966; Bogdan and Biklen 2003; Ferguson and Ferguson,
The main research question for the overall project is: How do teachers construct their meaning and knowledge about their concepts and understanding on inclusive education? The findings were introduced by three themes, each of which was given an “independent life” in a relevant book chapter and journal articles. In this paper I will focus on a common thread that was detected in the overall findings — in all themes —that is, the notion of exclusion. Inclusion is a multiple, complex and multi-layered concept. The same principles apply to the concept of exclusion (Slee, 2011) which is an indispensable adjunct when exploring inclusion (Hjörne and Säljö, 2004) This qualitative research is based on several sets of data collected in Iceland and the Netherlands. Semi-structured interviews were taken with fourteen teachers and teaching logs kept by eight of the fourteen teachers about one or two students in their classrooms identified with special needs. Four head teachers were interviewed once in order to learn about their ideas regarding their own and the teachers’ roles in the inclusionary process. Icelandic media articles (newspapers, and radio and television transcripts) on education were collected to cover the period of 16 months prior to and concurrent with the research interviews, in order to identify public views on education and to locate teachers’ discourse within the social, cultural and public context. Finally, policy documents on Icelandic education were analysed. The findings indicate how both the structure of a school system and teachers’ attitudes create a space/scope for exclusionary thinking and practices which then affect and hinder students’ opportunities to education. The findings will be discussed according to following themes: • A space for exclusive thinking and practices, • Internal exclusion • Who defines and decides?, • Access alone is a fake. The findings show that within an Nordic education system which, according to law and curriculum, presents inclusion as its main value and ideology, internal exclusion exists in various forms. These varying manifestations of internal exclusion appear both because of contradictions in policy and as a result of teachers’ practices. A solution of this problem is not suggested here, although the findings reveal certain possibilities. Further research is needed at all levels, from policy to practice. • • •

I am my child’s ombudsman – The role and situation of mothers whose children need an extensive support in their education

(Presented in English)

In this paper, I will draw attention to the complex and often hidden role of mothers whose children need extensive support in their education and how the situation affects their personal and social life. In recent years, there has been a highly significant shift in focus towards the role of parents’ involvement in their children’s education. A range of researches indicate that home-school collaboration benefits all children (Cole, 2004; Dale, 1996; Epstein, Sanders, Simon, Salinas, Jansorn, Voorhis, 2002; Tomlinson, 1991). As part of school reforms in the Nordic countries in the past few decades, educational policies prescribe the importance of home-school collaboration and the idea that parents should be given an opportunity to contribute to school improvement at different levels of the school environment (Epstein, et al., 2002; Tomlinson, 1991). Most of the literature on home-school relations uses the term ‘parent’ when referring to the children contacts to schools without highlighting the fact that it is mothers who usually assume the responsibility of the involvement. According to Cole (2004, 2007) her research indicates that this responsibility do affect women roles in other areas of their lives. She argues that demands and responsibility on mothers on behalf of the school are increasing in modern society e.g. such as schools expectations concerning children knowledge and skills prior to schooling and “[F]ailure to acquire such knowledge reflects on mothers,” (Cole, 2004, p. 13). The Icelandic education system is based on Nordic values such as equal opportunities and an appropriate education for all children, no matter what their physical or mental capabilities may be, their social emotional situation or linguistic development (Lög um grunnskóla nr. 91/2008). This means as well that schools are supposed to meet students where they are by individualise their learning support. The main research questions is: In what way is the adaptation of children with additional needs in regular schools up to their mothers? This is a qualitative research. The paper is based on semi-structured interviews with 10 Icelandic mothers of students in grades 5-7 (age 11-13) in seven schools in Iceland. The interviews were conducted in January and February 2015. The data were analysed according to qualitative approach (Lichtman, 2013; Silverman, 2000) by coding and generating themes in order to understand mother’s situation and responsibility towards their children education. My data indicate, that students who need extensive support in regular schools in Iceland

GUNNTHORSDÓTTIR, HERMINA (UNIVERSITY OF AKUREYRI, ICELAND, HERMINA@UNAK.IS)
The effects of school quality evaluation practices on social segregation in Russia

(Presented in English)

In the last two decades evaluation and performance measurement practices have become pervasive in education as well as in other social spheres across the globe. Evaluation of schools determines how quality of education is understood and creates a specific context for teaching and learning, affecting curricula, pedagogies and knowledge perceptions. Combined with quality assurance policies it influences the equality of opportunities for students in multiple ways. To conceptualize this influence, the frame of new public management proves itself useful. New public management (NPM) is the paradigm of governance based on the idea of introducing market mechanisms, primarily competition, cost-effectiveness and customer orientation, into the public sphere. Under NPM, public organizations are granted greater autonomy in order to enable them provide more customized service, while authorities set targets for them and measure their effectiveness. Evaluation acts as a primary tool of NPM, as it enables governing through setting outcomes and creating incentives, ensures accountability of schools to the public, and empowers certain categories of ‘consumers’. Tied to such quality assurance policies as performance-based payment and per capita funding (especially when combined with free choice of schools), evaluation engenders economically rational behavior of schools, teachers and parents, enhancing inequality of opportunities for students with different social-economic status. At the same time, it can support equality, steering all schools to follow the same standards set by the state. Russia has recently introduced a new quality evaluation and assurance policy in education with the motto of promoting equal access to high quality education. Since the collapse of the Soviet Union social polarization has been rapidly growing in Russia, and currently represents a major challenge for Russian education policy. National documents suggested that the system of education quality evaluation and control was to include state regulation of education activities, assessment of education achievement, procedures of independent quality evaluation, including expert-public accreditation of education programs and self-evaluation of education institutions, and the participation of Russia in international studies of educational achievement. The aim of my study was to uncover the effects of this policy on Russian schools, with particular focus on socially disadvantaged students. Methodologically the study was based on 10-week ethnographic observation of two schools in the same locality in Russia, complemented with interviews and document analysis on national, regional and local level. The preliminary analysis of the collected material has revealed that the local authorities interpret student educational achievement as the main indicator of school and teachers quality. Hence, schools put great efforts into ensuring good results of their students in national examinations. Their strategies include ability grouping of students, introduction of extra hours of study and paid-for classes for exam preparation, urging students to choose their examination subjects early, and raising barriers for admission to upper grades. The increasing emphasis on examinations also influences decision-making of students and parents, who avoid risks and opt for lower levels of education. I will discuss these effects in relation to existing studies of education inequality.

Gustafsson, Jonas (Dept of Education, Stockholm University, jonas.gustafsson@edu.su.se)

It's all about the timing

(Presented in English)

All music activities relates to rhythm, and the experience and understanding of rhythm. Therefore, in most music education, for beginners as well as for advanced students, the concept of rhythm is crucial. Often rhythm is also seen as an experience related to the body - pulses like breathing, walking etc. So what happens when music education is based on digital instruments, and created with digital instruments? How will the understanding and concept of rhythm be experienced and expressed among students mainly

Gurova, Galina (University of Tampere, galina.gurova@uta.fi)
involved in creating music with digital instruments? This paper discusses the concept of rhythm in music education. Also, I also examine how rhythm is described in analog and digital learning tools. Interviews are made with music educators about their teaching strategies about rhythm, and what metaphors are used when working with rhythm. The tension between on one hand digital instruments as a replica of analog instruments, and on the other as a completely new kind of musical tools is described and discussed.

The explicit teaching of literature in an inclusive perspective

(Presented in English)

The explicit teaching of literature in an inclusive perspective  Author: Nina Berg Gøttscche, PhD student at the School of Education, Århus Universitet, and associate professor at VIA University College, nbg@via.dk Research topic/aim This PhD project explores how to didactically design an explicit method of teaching literature that can include pupils with reading comprehension difficulties more effectively in literature teaching in Denmark. Denmark has a strong tradition of the inductive teaching of literature, partly out of respect for individual pupils' preconceptions, and partly out of respect for the uniqueness of literary texts. However, not all pupils benefit from the open and inductive approach. In particular pupils with reading comprehension difficulties appear to need direct instruction, if they are to achieve the same things as good readers. On this background, my research question is as follows: How can an explicit teaching of literature in the upper stages of Danish secondary schooling be improved with a view to including pupils with reading comprehension difficulties and developing their literary text competence? Theoretical framework In Denmark, the research into pupils' reading development has focused primarily on subject-specific reading (Bremholm, 2013, EVA 2012, Nielsen, 2010 Skjelbred & Aamotsbakken, 2010), while literary reading in Danish as not been studied to the same extent. This project unites the education/skill dimension of Danish as a subject by taking its theoretical framework partly from the cognitive psychology reading research (with focus on skills), and partly from reception-aesthetic literary theory and literary pedagogics (which focus on education) in an attempt to study how pupils with reading comprehension difficulties can be included more effectively in the teaching of literature. Methodology framework The project has three stages. I start by carrying out a qualitative think-aloud-study of seven pupils with reading comprehension difficulties as my informants. The aim of this study is to gain knowledge of how pupils with reading difficulties talk about their encounters with literary texts. Secondly, based on the qualitative study and literature studies from the two branches of reasearch, a didactic design is developed for explicit literature teaching. In the third stage the didactic design is tested in a quasi-experimental case study design. In my presentation I will focus on the empirical think aloud study. Expected findings The preliminary results of the empirical study indicates that my informants' reading skills are mediated primarily by a school discourse. In other words, the study says more about the way in which the school’s demands and expectations dominate the picture for pupils with reading comprehension difficulties than about the pupils' reading process. Relevance to Nordic educational research In the cognitive psychology reading research there is evidence-based knowledge about what good readers do, but we know less about what pupils with reading difficulties actually do when they read literary texts. This knowledge is useful in the development of a didactic design that can include these pupils in particular.

Examining the ethical implications of internationalisation for a knowledge-based economy: A critical discourse analysis approach to policy shifts in Finnish higher education

(Presented in English)

Since 1990s, knowledge-based economy (KBE) discourse has influenced higher education around the world (Peters, 2001). The KBE discourse presumes that there has been a shift from manufacturing and industry towards an economy built on “knowledge intensive production and services” (Nokkala, 2006, p. 176). According to this logic, knowledge is an increasingly important form of capital, such that investment in higher education is thought to translate into shared economic prosperity for individuals, local regions, as well as national governments. KBE discourse has affected reinterpretation of many basic functions of higher education, including both teaching and research, so that knowledge creation,
transfer, and training can be better aligned with the accumulation of capital. The competitive nature of KBE has led more and more countries to emulate KBE-focused education policies (Peters, 2004). In the context of internationalization of higher education, we speculate that this has contributed to a shift away from liberal, post-World War II era ideas about internationalisation as knowledge-sharing, mutual understanding, and capacity building towards more neoliberal tuition fee-driven student mobility, although only a handful of countries have been able to create a successful education export market. However, the link between KBE and internationalisation, and the ethical implications of this link, have been underexamined. In this paper, we engage in a critical discourse analysis of Finnish national level higher education internationalisation policies, and related documents and plans, in order to examine the possible effects of KBE discourse and ask how ethics is conceptualized in the context of internationalisation? In particular, we offer a close reading of the Ministry of Education’s Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015, and consider how its rationales for internationalisation contrast with earlier approaches. In Finland, the discussion surrounding educational export and tuition fees has been heated with new policy developments happening all the time. Although the ethics of these changes are rarely discussed in public channels, recent statements from EAIE (2012) and IAU (2012) have advocated for more ethically minded internationalisation practices. In relation to the Finnish context, we echo their concerns about the effects of KBE-driven internationalisation on equal access and equity of treatment for international students, and the ramifications of higher education competition on differently positioned countries. To add perspective, we will juxtapose the Finnish case with the current phase of internationalisation in Canada. Canada has a similar post-War internationalisation history to Finland, but has fairly recently transitioned toward treatment of international education as an export industry as well as a contribution to domestic economic growth (DFATD, 2014), which has led some to express ethical concerns (ACDE, 2014; CBIE, 2014). While older forms and rationales of internationalisation are not above critique, the discussion in Finland currently seems limited and void of sober, informed debate and exploration of options that might incorporate both collaborative and competitive interests for a more sustainable, ethical, and mutually beneficial approach to internationalisation. Our hope is that this paper will contribute to the discussion as the next national level internationalisation strategy in Finland is drafted.

HAARA, FRODE OLAV (UNIVERSITY COLLEGE OF Sogn og Fjordane, Norway, frode.olav.haara@hisf.no)
ERIK S. JENNSSEN (UNIVERSITY COLLEGE OF Sogn og Fjordane, Norway, erik.jenssen@hisf.no)
INGRID FOSSOY (UNIVERSITY COLLEGE OF Sogn og Fjordane, Norway, ingrid.fossoy@hisf.no)

Student Learning in Mathematics in Lower Secondary School (ELIUS)

(Presented in English)

The ELIUS project aims to examine student learning of mathematics in lower secondary school with emphasis on students’ motivation and self-regulation identified through priority to mathematical literacy in the teaching. This provides a dynamic understanding of how mathematical learning is understood, facilitated and experienced, in the inter-relationship between school leaders, teachers and students. The OECD-report on Norwegian Secondary School from 2011 points to low student motivation, and there is research evidence which suggests that the high dropout-rate from upper secondary school could be explained by low school motivation in lower secondary school. Furthermore, the OECD points to the necessity for students to learn mathematics for their future, and emphasis should therefore be put on mathematical literacy. There is an ongoing national effort to promote motivation and learning for all students in lower secondary school through making the teaching more practical, varied and relevant (Meld. St. 22 (2010-2011)). The results from ELIUS will be of central value to the teaching community, because relatively little is known regarding the development of students’ motivation, self-regulation and mathematical literacy skills during lower secondary school. The primary objective of the project is to examine how students learning in mathematics is understood, facilitated and experienced by school leaders, teachers and students through seven specific objectives: • to examine how school leaders and teachers understand their position as motivators. • to examine to what extent and in what ways teaching is arranged in order to be motivating. • to examine how students’ motivation is displayed in the meeting with mathematical literacy. • to examine how school leaders and teachers understand their influence on students development of self-regulation. • to examine to what extent and in what ways teaching is arranged in order to promote self-regulation. • to examine how students’ self-regulation is displayed in the meeting with mathematical literacy. • to strengthen the position of mathematical literacy in lower secondary school teaching of mathematics. Data will be collected through use of questionnaires, semi-structured interviews, observations, and video
and document analysis. However, the project will represent an innovative approach to data collection through use of stationary camera combined with students’ application of head cameras during mathematics lessons. An application for funding of the ELIUS project has been submitted to the Norwegian Research Council (NRC), within the FINNUT program. Our hopes are of course prosperous for the upcoming evaluation (December 2015). Relevance to Nordic educational research: We find this paper presentation particularly relevant for the Nordic educational research environment due to the international attention to research on mathematics teaching and learning, and in particularly students’ learning of mathematical literacy. Our paper presentation will be based on the submitted proposal to the NRC, and work as the starting point for a position article for research on student learning in mathematics in lower secondary school.

HAARA, Frode Olav (University College of Sogn og Fjordane, Norway, frode.olav.haara@hisf.no) Eirik S. Jenssen (University College of Sogn og Fjordane, Norway, eirik.jenssen@hisf.no) Ingrid Fossoy (University College of Sogn og Fjordane, Norway, ingrid.fossoy@hisf.no) Inger Karin Roe Odegaard (University College of Sogn og Fjordane, Norway, inger.karin.roe.odegaard@hisf.no)

(Presented in English)

Pedagogical entrepreneurship is an emerging field of research where it seems to be some research that focuses directly on pedagogical entrepreneurship and implementation of entrepreneurial learning and others that examine related constructs. However, a comprehensive review of the current empirical research on the area is missing. This paper presentation focuses on challenges research reveal and face while examining implementation of pedagogical entrepreneurship in teaching and learning, and what research finds to be reasons for these challenges. The presentation is based on our work with a review that aims to address this issue, by bringing together and synthesizing the diverse body of current research, emphasize challenges for research on the area, and point to necessary areas for research to come. Therefore, this presentation will provide a valuable contribution to the field, complementing existing bodies of literature on pedagogical entrepreneurship research and entrepreneurial approaches to learning. Given these conditions, we aim to present a systematic review of recent empirical studies focusing on the following key questions: 1. How is pedagogical entrepreneurship conceptualised? 2. What methodologies have been used to examine pedagogical entrepreneurship? 3. What are the challenges research reveal and face while examining pedagogical entrepreneurship in teaching and learning, and what are the reasons for this? 4. What are the implications for teacher education programs, and for future research on pedagogical entrepreneurship? We have applied methods well-known for review articles (e.g. Beltman, Mansfield & Price, 2011). This counts for the identification of parameters for the review, search in data bases based on the identified parameters, selection of publications to form the basis of the review and analysis. Two main challenges are identified and discussed; ambiguity regarding the pedagogical entrepreneurship concept, and tension between policy and practice. It is suggested an increased emphasis on teacher learning processes and on the role of school leaders at the compulsory school level. Implications for teacher education programmes and further research on implementation of pedagogical entrepreneurship will be as part of the presentation. Relevance to Nordic educational research: We find this paper presentation particularly relevant for the Nordic educational research environment due to the extensive attention that entrepreneurship in school has received on the Nordic venue, compared to other research environment around the world. Our review shows that the Nordic based research dominates within this field, and especially Finland, Sweden and Norway are well represented, both on articles and doctoral theses. Our paper presentation will be based on the article we have submitted for review in the international journal Education Inquiry. Reference: Beltman, S., Mansfield, C. & Price, A. (2011). Thriving not just surviving: A review on research on teacher resilience. Educational Research Review, 6, 185 – 207.
HAASTRUP, LISBETH (ASSOCIATED PROFESSOR, LIHA@EDU.AU.DK)

Ten years of material culture didactics. Possibilities and challenges for a cross-professional and cross-institutional art education

(Presented in English)

Author Lisbeth Hastrup, Tuborgvej 164, DK-2400 NV Copenhagen, liha@edu.au.dk, 0045 2081 6881 Research Topic The master program Material Culture Didactics at the department of Education in Faculty of Arts at Aarhus University, Denmark celebrates its 10th year anniversary 2006 - 2016. This anniversary of a program including both teachers, designers, preschool teachers, architects, artists, textile teachers etc. are an occasion to reflect a more general change in educational programs towards cross-curricular and cross-professional studies, especially in the area of art, design and culture. Reforms at different educational levels often materialised in big campuses bringing together several smaller schools and educations, and in the municipalities organisation of cultural and social institutions and local business have actualised new partnerships across former divided subjects, professions and institutions and opened up for new forms of participation that need to be framed of someone who knows all participants and have didactological knowledge and didactic experience to work together with different kinds of users, professionals and NGOs in and outside school, in and between subjects and forms of art and craft. They meet in a growing numbers of culture centers, experienced-oriented museums, in socio-economic business, or on public re-creative urban or rural places, often in events arranged to combine activities in new creative ways. The question is how to understand these changes, and how to develop a material culture didactic to handle learning processes and corporation across. Theoretical and methodology framework Through a cultural analysis I will focus on the processes in which cross- institutional, cross professional and cross-curricula programs and new forms of collaborations and partnerships in art, design and education are established and materialized. The master program for Material Culture, Didactics is the case, for following the changes and challenges in defining means and ends, and both concepts of learning, teaching and researching and practicing material culture didactic with materiality, in different places, with bodies doing things with things and each other. The case study build on the teacher-teams discussions, teaching plans and materials, student projects and evaluations, participant observations, photo documentation and interviews. The combination of methods to investigate material culture didactics in practice will be discussed. (Expected) conclusions/findings Through experiences and reflections of the development of material culture, didactics across- ongoing structural institutional, cross professional and cross-curricula changes in education and culture, the paper will argue for a material cultural analysis as a necessary point of departure for masters, in art, design and education. The didactic challenges and special possibilities in the new forms of collaborations and partnerships will be high lighted. Relevance to Nordic educational research The papers is the both structural and specific analysis of changing educational and professional practices, and a discussion of didactic dilemmas and possibilities in art, design and culture.

HAGLUND, BJÖRN (UNIVERSITY OF GOTHENBURG, BJORN.HAGLUND@PED.GU.SE)
LOUISE PETERSON (UNIVERSITY OF GOTHENBURG, LOUISE.PETERSON@PED.GU.SE)

Board games in the everyday practice of leisure-time centres

(Presented in English)

Board games could be played in many ways and for different reasons (see for example Rodriguez, 2006) and the use of board games have been researched in altered areas as for example: promoting child mental health (Streng, 2009); as a way to improve preschoolers’ numerical understanding (Sieglar & Ramani, 2009); triggering and sustaining primary school students’ reasoning and logical abilities; and studying small groups of first year undergraduated university students (aged 17-19 years) and their computational thinking while playing a collaborative strategic board game (Berland & Lee, 2011). Playing board games should also be seen as a common activity in leisure-time centre everyday activities (Johansson, 1984; Saar, Löfdahl & Hjalmarsson, 2012; Haglund, 2015). There are, however, few, if any, studies that focus on how or why board games are used in leisure-time centres. The presentation will discuss a web survey, directed to staff at leisure-time centres, that focuses the use of board games in this activity. The survey, which should be seen as a pilot study, was published on a Facebook group directed to people who worked, or was interested in, leisure-time centres in Sweden during parts of March and April 2014. During this period 66 informants took part in the survey, nine of the participants did, however, not complete the questionnaire. The questions were amongst all
Visible and Invisible Divisions – Transitions of Youth with Special Education Background in Finland and Sweden

(Provided in English)

The presentation is based on our collaboration in researching post-compulsory educational possibilities for people with dis/abilities in two Nordic welfare states, Finland and Sweden. The Nordic countries have strong traditions in maintaining education policy following the international principles of inclusive education. Nevertheless, both Sweden and Finland have special, more or less segregated educational arrangements for students in need of special education. We have taken a critical perspective to analyze these arrangements through two paradoxical discourses which we have named as inclusive and exclusive discourses. In different ways the educational systems and organizations of special needs education in Sweden and Finland embodies these two discourses in the structures of the systems: In the Swedish system there is a special school form (särskola) that is targeted especially for students with developmental disorders (utvecklingsstörning) and it continues from comprehensive school to upper secondary and adult educational level. In Finland, officially, the special education arrangements are situated inside the “all inclusive” school system but the segregating arrangements, such as special teaching groups and special schools, still exist within comprehensive school system and in upper secondary education. The dividing practices of those arrangements get more visible in the point of transition to upper secondary education and it is these transitions that are in focus of our study. Our starting point is to look at the position of particular diagnostic group, namely people with intellectual dis/ability and their educational trajectories, and how this diagnosis is related to other categorizations of students of special educational needs and to students in general education. We will give some historical and cultural background positioning people with intellectual dis/abilities in society. The history of their rights to education is relatively short. Our theoretical perspective comes from dis/ability studies (Goodley 2014) that invites us to rethink the phenomena of disability and ability which is marked as a stroke in the notion “dis/ability”. Theorizing inclusion/exclusion as a single concept has been important in our perspective valorizing the dynamics of the transitions to and from, and positioning in and out, the different categories and divisions in society. Firstly, we have analyzed social structures that position people with intellectual disabilities in our societies by analyzing how the educational systems and organizations of special needs education have interpreted the principles of inclusive education in Finland and Sweden and, how the study benefit system offered for upper secondary students with intellectual disabilities in Sweden and Finland is “othering” them. Secondly, we have analyzed interview data on experiences of the young people who are positioned by these structures as users of the special education and employment services targeted for people with intellectual disabilities. In our analysis we turn the gaze from seeing disability as a psycho-medical diagnosis of an individual to seeing the structures and discourses that excludes and includes individuals and makes them dis/abled. Our collaboration is based on the network Justice through Education in the Nordic Countries (JUSTED)
with conflicts constructively? Are they trained to use the value of equity in conflict situations? Conflict and conflict resolution is an educational question. Conflicts are unavoidable and no matter how well trained or skilful teachers are, they will encounter conflicts on a daily basis. Teachers need to develop knowledge and skills to be able to address them in a democratic and constructive way. We like to emphasize that schools and classrooms provide specific conditions under which conflicts occur. These can be compulsory school attendance, about 400 on-going relations in a classroom, 6 hours a day, 5 days a week and challenges in guiding the learning processes of individual pupils within a group. In addition, age-specific development and the tension between demands of subject-knowledge and promoting fundamental values and equal treatment should be mentioned. Furthermore, the increasing juridification may challenge the pedagogic arena for teachers to work with conflicts.

In the transition from an authoritarian towards a democratic school-system, scholars in the field of conflict-resolution acknowledged the increased variety of more open and visible conflict situations. In conflicts pupils have voices who argue for their ideas and perspectives, and they can experience equity when others want to listen. In 2011, conflict resolution became an outspoken theme in all teacher education in Sweden: a historical moment. The launch of four new teacher training programs in 2011 turned out to become a historical moment. The Swedish National Agency for Higher Education, commissioned by the central government, was asked to draft binding guidelines for learning outcomes concerning knowledge about social relations, conflict resolution and leadership. The presented study aimed at enlarging our understanding on how institutions interpreted the guidelines for educating conflict resolution. The data consisted of official course syllabi (inclusive literature lists) and course guidelines (when available) from a large variety of teacher education institutions, among others Umeå, Stockholm, Malmö, Gothenburg and Kalmar. Text analysis was used to analyse the data. In this paper we will present our findings and discuss them in relation to the field of constructive conflict resolution education. With our presentation we want to contribute to the dialogue on how conflict resolution education in teacher education can look like and how issues like equity, empowerment, and major and minor positions are addressed.

### Dyadic interviews as a methodology in educational research: benefits and difficulties

(Submitted in English)

This presentation arises from a study of research, reform and innovation (RRI) activities in the Icelandic preschool and compulsory educational sector during the years 2003–2012. The main research question is: • What characterizes the sequence of research, reform and innovation activities in preschool and compulsory education in Iceland in the beginning of the 21st century? This paper deals with the sub-question: • How are these RRI activities reflected in the work of early career and long term academics? Tracking and exploring developments and projects in education research creates not only up-to-date information on research, but supports institutional memory and strategic planning. The main sources of data were: a database of articles in refereed Icelandic and international journals; policy documents, legal statutes, master’s and doctoral theses; reform activity documents and interviews with key informants from selected research areas. Here the focus is on the interviews, both the methodology and their value, in providing answers to the sub-question. Also, important in the research was a process tracing approach as the authors felt it was intrinsic to the RRI process. To provide some answers on the research carried out by early career and long term researchers, and their views on the research context, we embarked on a dyadic approach. Two researchers working on the RRI study interviewed four dyads, or pairs of researchers, all from the same institution at the time that the interviews were taken. The dyads were purposively selected according to two criteria, one being that their research area was a key policy area in education in Iceland and the other was that the dyad was comprised of one early career researcher and one long term researcher. The policy areas were special education, the use of ICT in schools, multi-culturalism and sustainability education. The interviewer dyad met the same criteria as the other dyads although they represented two rather than one important policy area in Iceland. The interviews were informal in nature and provided to be rich in data, but difficult to transcribe. Three dyads agreed to be interviewed in English, the fourth in Icelandic. One of the study’s particular aims is to understand the flow of information between practitioners, policy-makers
and researchers, and how research, reform and innovation are enacted to affect or empower these particular stakeholders. Included in the interview data are stories of selected projects and programs, their inceptions, contexts, progress, funding resources, publications and evaluation of the projects (if available) and a discussion of impact of the projects and future aims within the themes. We will report on some of these findings. The narratives show the interconnectedness of research in a small society, where just one decision, or one key person or committee, can make a significant decision and difference as to whether projects are funded, implemented and results published. The contribution of individuals to the development of research areas was impressive, showing both dedication and the occasional dash of serendipity. Finally, the short distances between researchers, practitioners and policy makers have two sides to the same coin: decisions can be reached quickly or deferred for many months, or even years.

HAMMARSTEN, MARIA (LECTURER IN PEDAGOGY, MARIA.HAMMARSTEN@JU.SE)
ELLEN ALMERS (PhD IN EDUCATION, ELLEN.ALMERS@JU.SE)
PER ASKERLUND (ASSOCIATE PROFESSOR IN PLANT BIOCHEMISTRY AND SENIOR LECTURER IN BIOLOGY, PER.ASKERLUND@JU.SE)
HELEN AVERY (PhD STUDENT, HELEN.AVERY@JU.SE)

School children’s special places in a forest garden in Sweden
(Presented in English)

School children’s special places in a forest garden in Sweden Abstract Outdoor places is an expanding research strand (see for instance Fagerstam, 2012; Cele, 2006; Lester, 2001) but there is still a lack of studies on how such places are experienced from the children's perspective, despite the value of using the child’s own experience as a point of departure (Johansson & Framling Samuelsson, 2003). Anggård (2013) and Klerfelt & Haglund (2011) are among those who have investigated outdoor areas outside schools and educate centres from the children's perspective. Outdoor places visited by school children can be schoolyards, school forests or the environment around their neighborhood. This study presents school children’s perspective on special places in a forest garden. Forest gardens are multi-layered perennial polycultures designed to be complex and resilient systems that produce plants useful for humans, with a minimum input of energy, labour and other resources (Crawford, 2010). The school children in the study were eight to nine years old and had visited a forest garden in the south part of Sweden on several occasions over a two-year period. The school children were involved in many different activities in the garden. The present study focuses on their special places (Sandberg, 2003; Green, 2012) in the forest garden. Talking about the pictures they had taken, the children told us which activities they preferred and which places were especially important to them in the garden. These conversations provide insights concerning their recreation, play, feelings and how they developed Data for the study were collected and constructed using the walk-and-talk method (Klerfelt & Haglund, 2014). The school children had iPads and took photos during the walks in the forest garden. They told us why they took the picture and what the picture meant to them. A qualitative analysis was made of the data, resulting in qualitatively distinct categories (Uijens, 2008). In this presentation we would like to offer some analyses of the rich material we collected, discussing the pictures the school children took, especially looking at which places were special and important to the children and why.

HAMMERSHOEY, ANNA (UNIVERSITY COLLEGE OF NORTHERN DENMARK, ANMU@UCN.DK)
BERIT SIMONSEN (UNIVERSITY COLLEGE OF NORTHERN DENMARK, BES@UCN.DK)

How international is the international education at UCN? – A mixed methods pilot study
(Presented in English)

Internationalisation has been an increasingly popular topic for Danish universities during the last decade. In the Danish context, it has been noted that any "self-respecting" Danish university has either implemented or is in the process of implementing an internationalisation strategy (Mortensen, Haberland & Fabricius, 2012). This international movement of students who often stem from poorer countries and travel abroad to obtain qualifications in more affluent countries, has transformed higher education into a global phenomenon. Research shows that as international students move into new educational cultures framed by specific national and institutional histories, their risk of misunderstanding, marginalization and academic failure might increase (Tange & Jensen, 2012). The latter had been previously researched in the domain of international education at the international study programs at UCN (e.g. Hammershey, 2014). Findings from this research along with internal statistics show a higher frequency for international students to use multiple examination attempts. Moreover, the international
students demonstrate a lower grade point average (GPA) in their final examinations than their Danish counterparts (internal UCN statistics). This prompted the development of the following research question for the Pilot study: What inequalities in relation to learning and social support exist between international and Danish students? The purpose of the Pilot study is to investigate the mechanisms of internationalisation at UCN using the two-year Service, Hospitality and Tourism study programme as a case. The aim of the study is to improve the quality of the international education at UCN and to offer new ideas for how to view the cultural “other” (Marginson & Sawir, 2011). The literature review yielded the identification of the following themes: 1. Internationalisation, 2. Learning, 3. Culture, 4. Structure and agency, 5. Personal and social identity, 6. Personal agency, 7. Socialisation and social support. These themes have been used to guide and structure the data collection. A mixed methods design has been applied. The investigation has been addressed from two perspectives: the teacher and the international student. Observation and focus group interviews have been carried out and the findings were analysed in order to develop questionnaires distributed to both groups of respondents. The data from the questionnaires will subsequently form the basis for follow-up in-depth interviews. The pilot study will help establish evidence for the relevance of a larger-scale research project to be carried out in 2016-2017. 1. References: Hammershøy, A. (2014a). International Hospitality and Tourism Students in Denmark: Are We Doing Enough? Proceedings of CHME conference 2014. Buxton, UK. Marginson, S., & Sawir, E. (2011). Ideas for intercultural education. New York: Palgrave Macmillan. Mortensen, J. H., & Fabricius, A. H. (n.d.). Uddannelse on the move-transnational studentermobilitet og uddannelsekvalitet. Samfunds litteratur, pp. 197-201. Tange, H. (2010). Underviser erfaringer med Internationalising. Århus: Handelshøjskolen Aarhus Universitet., Tange, H., & Jensen, I. (2012). Good Teachers and deviant learners? The meeting of practices in university level international education. 11(2), 181-193.

HANNUS-GULMETS, BRITTA (DOCTORAL STUDENT AT ABO AKADEMII UNIVERSITY, BHANNUS@ABO.FI)

Writing on a computer with auditory feed-back from speech synthesis - four children explore written language

(Presented in English)

The study investigates the development of children's reading and writing, when auditory feedback from synthetic speech is used as a scaffold for learning in interaction with a teacher in a one-to-one situation. It is a case study with four children, all boys, six and nine years old. The frame of reference is sociocultural theory and the concept “scaffold” according to Bruner and Garton & Pratt. The aim of the study is to investigate how the children's proficiency in reading and writing develops during the period, four months. Research Problems. 1. What changes can be found in emergent literacy (knowledge of letters, perception of speech sounds, reading and writing of single words)? Case 1, six years old. 2. What changes can be found in developing literacy (spelling of words, construction of sentences, punctuation marks, writing of stories)? Case 2,3,4, nine years old. 3. How do the children make use of auditory feed-back as a scaffold for their writing? Case 1-4. 4. What patterns can be found in the interaction between the child and the teacher during writing? Interaction is studied especially according to the use of auditory feedback as a scaffold. The study investigates a way of using Information and Communication Technology to promote literacy acquisition. Method Case study, participant observation. The material consists of field notes, videotapes, log of the children's use of the keyboard, a psychologist's report of testing before and after the research period, interviews with teachers. The researcher, who also acted as teacher, met the children in their school once a week, and had lessons where the children wrote words, short sentences and stories on a computer with auditory feedback. The children decided what to write. The speech synthesis pronounced letters and their sounds, letter combinations, parts of words, words, sentences and stories. The four children were chosen by their class teacher because they, according to the teacher, needed extra training in reading and writing. Scaffolding Four stages of the Zone of Proximal Development according to Tharp & Gallimore: 1. Performance assisted by others, implicit and explicit mediation 2. Performance assisted by self, self regulation 3. Performance is autonomised 4. Recursion back through the ZPD, to self-regulation Development of Tharp and Gallimore's stages 1 and 2 with inspiration from Martin: Stage 1. Performance assisted by others 1.1. other-initiated, other-
correction 1.2. other-initiated, self-correction 1.3.
self-initiated, other-correction Stage 2. Performance
assisted by self self-initiated, self-correction.
In my presentation of the paper I will show examples
from the material of scaffolding on the four stages.
to self, Learning as Interactional Change. Uppsalana studies in education no 107; Wood, D., Bruner, J.S.,

HARA, MOTOAKI (PORTLAND STATE UNIVERSITY,
MHARA@PDX.EDU)
ESPERANZA DE LA VEGA (PORTLAND STATE
UNIVERSITY, DELAVEGA@PDX.EDU)
ELISE D. CHRISTIANSEN (PORTLAND PUBLIC
SCHOOLS, ECHRISTIANSEN@PPS.NET)
JEANINE N. FUKUDA (PORTLAND PUBLIC SCHOOLS,
JFUKUDA@PPS.NET)

What Constitutes an Equitable and Inclusive Pedagogical Practice?
Findings from an Urban Public School District in the US

(Presented in English)

BACKGROUND & OBJECTIVES In June, 2011, Portland Public Schools (PPS) voted to adopt its
Racial Educational Equity Policy. The new policy specifically calls out race-based disparities in
schools, identifies the district's role in eliminating them, and holds up high expectations to ensure that
all students reach their academic potential.

A key goal of the policy states, "The District
shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal". Beginning with the 2010/11 academic year, as part of its educational equity work, the district also began administering its Equity Survey to gain insight on where it stood in terms of educational equity. In particular, the district aims to understand the extent to which its schools employ equitable and inclusive pedagogy and practice. The primary objective of the present study is to apply Multiple Indicators Multiple Causes (MIMIC) Model (Jöreskog & Goldberg, 1975) to understand 1) constructs of equitable educational practice measured by the instrument, and 2) how background characteristics of school staff and administrators may be related to these constructs.

TEHORETICAL FRAMEWORK A major limitation of the research on equitable and inclusive pedagogy and practice is the lack of measurement instruments with demonstrated psychometric properties. Previous studied have frequently relied on a small number of "equity" items embedded within larger survey instruments on general school climate. In contrast, the PPS Equity Survey was specifically designed to measure a school's climate specifically pertaining to equity and inclusive pedagogy and practice as perceived by its staff and building administrators. The scholarly discourse over how to measure factors that constitute an equitable and inclusive pedagogical school climate stems, in part, from the so-called Effective Schools movement. Rejecting conclusions drawn by the Coleman Report that certain segments of the student population (e.g., students of color, students in poverty) are inherently tracked for academic failure, scholars began to look into schools that seemed to have "beaten the odds" and achieved academic success despite serving a culturally, linguistically, and socioeconomically diverse student population.

The culminating Effective Schools Movement came to identify a list of qualitative characteristics commonly present amongst these Effective Schools (i.e., "Correlates"). While some lists are more detailed than others, they generally focus on 1) strong administrative leadership, 2) high expectation for students' academic success, 3) clear and shared school mission, 4) an orderly atmosphere conducive to learning, 5) frequent monitoring of students academic progress, 6) strong home-school relationship, and 7) the opportunity for all students to learn. 

PRELIMINARY RESULTS The final confirmatory factor analysis model indicates that the district-designed Equity Survey consists of 9 interrelated measurements of equity and inclusive pedagogy and practice, including “Data Monitoring and Resource Allocation” and “Perceived Impact of Race/Ethnicity on Education.”

SIGNIFICANCE The MIMIC analysis of PPS's Equity Survey reveals how the demographic/background characteristics of the school staff/administrators have a varying impact on how one rate each of the 9 constructs of equity and inclusive pedagogy and practice.

HARADA, AKIKO (THE UNIVERSITY OF TOKYO,
AKIKOHARADA1019@GMAIL.COM)

Hal Koch's democracy and youth participation in Denmark

(Presented in English)

This paper focuses on Danish young people's democratic participation from the perspective of Hal
Koch's idea of democracy named 'way of life' in his
book’Hvad er demokrat(What is democracy’).  Democracy is much more comprehensive than governance form. It is a situation itself where people are related to each other in ordinary-day life. Democracy is what we have to own in order to maintain as ‘way of life’ built from the political mentality in our daily life. Hal Koch was theologian and professor at University of Copenhagen. He was the first representative of Danish Youth Council (Dansk Ungdoms Fællesråd =DUF) which is a national organization including more than 70 children and youth organizations with a purpose of increasing young people’s influence to society. He insisted on promoting young people’s political participation under the Nazis occupation in Denmark during the Second World War. During the time when Denmark was faced with the crisis of democracy, Koch insisted that Denmark’s solidarity must not rely on cultural values like Scandinavian mythology, Christianity, or the idea of Forkelige from Grundtvig, but on western universal democratic principal, which he believed to be the only way to unite people and avoid invasion of fascism based on origin of Germanic culture. This is the reason why political education for young people is regarded as an indispensable, significant issue. On this idea, DUF was established in 1940 as DU (Dansk Ungdomssamvirke) and Koch considered its mission was to empower young people to participate in politics and make them aware of interests, independent judgment and responsibility for society. The aim of this paper is, first, to explore his idea of democracy mainly in terms of political education for young people. Koch inherited Grundtvig’s idea of democracy (though there were some differences in them, which will be clarified briefly in the presentation.) Second, to analyze how DUF adapts Koch’s democracy as way of life, which esteems direct dialogue. Practical activities in organizations offer the opportunities for young people to experience democracy in local, national and international levels. Koch thought that learning democracy could be done not only schools from elementary levels to higher education, but also in voluntary associations where young people can meet across different cultural, educational and social conditions. He thought that especially dialogue was important to establish common understanding among people with different backgrounds and let them have the political form as ‘way of life’. To examine the idea of Koch’s democracy is relevant to the issue of how to become active participants in building democratic society. It is one of the important focal points of citizenship education which many countries have been confronted with. No less in Japan, since Japan enacted a law lowering the voting age to 18 from 20 years of age in 2015.

HARDARDOTTIR, GUDRUN ALDA (DR. IN THE PRESCHOOL ADALPING, ICELAND, GUDRUNALDA@SIGALDA.IS)

A holistic theoretical model about preschoolers opportunities for influence

(Presented in English)

The purpose of the research is to scrutinize learning opportunities, that is, preschool children’s opportunities of participation and possibilities of impacting the preschool activities. In the lecture, I will introduces a holistic model as I made in my doctoral thesis, interconnected determinants in relation to children’s educational environments. The research draws on several sources: psychology (Heider), political philosophy (Habermas), sociology (Ziehe), early childhood education (Malaguzzi), gender studies (Butler) and social psychology (Bandura). Children are a marginal group in society, in the terms that they have little formal power. But according the National-curriculum for preschool in Iceland and in Sweden states that the preschool should be a place where all parties in question have influence by the choice of programs and practices. Preschool education is an integral part of children’s life and it can be said that the preschool is adults and children’s common place of upbringing and education of the latter. Since the future of the child is strongly related to the future society and is an integral part of it, it must be important to listen to and take into account children’s ideas, and that they may have a say about the work of the school which is such a big factor in their own life. It can be said that the structure of the school is a microcosms of the society to which they both belong, both locally and internationally, and that the globalization reaches and covers the infrastructure of the preschool. For example, the Nordic and Italian preschool have had a broad impact on the overall preschool in Iceland today. My speculation that preschool especially Nordic preschool has a key role in shaping democratic thinking; that the child feels that it belongs to the community makes it more human. This has led to the hypothesis that democratic communication in preschool promotes children’s perception of themselves and what they are capable of. In the lecture, I will show photos and videos of preschool as an example of; how the external environment of the preschool affects the individuals therein. On display are examples of children as active participants in creating their own identity, independence and competence. The evidence also suggests empowerment of children and faith of the children in their own abilities.
Harnes, Helga Bjørke (NLA University College, hbh@nla.no)

Challenging Invisible Majority Privileges in the Geography Curriculum in Norway

(Presented in English)

Teacher students need to be prepared for work in multicultural classrooms, and in order to be effective this preparation should be integrated in every subject. This paper suggests one strategy for how to include a multicultural approach in subjects through the example of geography, namely to search for invisible majority privileges in the curriculum. The research question is: What majority privileges are present in the geography curriculum, and how might the discipline geography challenge these privileges in ways that lead to equitable practices in the classroom? Geography has a strong standing in British tradition, while there is less didactical literature in geography in Norway, and one of the of the aims of this research is to broaden the scope in Norway. My concept, "Invisible majority privileges", is a development of the radical tradition of ‘critical whiteness studies’, ‘white privilege’, and ‘invisible whiteness’. This tradition sees racial categories as constructed in ways that limit and offer opportunities. ‘White’ has a privileged position in societal structures and for the individual, but this privilege is often invisible to whites. In Norway, the category white will cloud the unprivileged position of minority people with white skin, and therefor ‘majority’ reflects the context better. Through literary studies and a document analysis of the learning outcomes in the curriculum, two areas stand out and have been explored in relation to invisible majority privileges; the concept of home and the method of comparison. These are analysed in the contexts of the discipline geography and broader Norwegian society. The analysis reveal that ‘home’ might be a challenging concept because migrant pupils might have divided feelings about the place they live and the place they left, in addition to the fact that some pupils are defined as outsiders by their peers. Still, geography offers an opportunity to include all students through a conscious teaching of the central concepts of ‘place’ and ‘territory’. In addition, the learning goal of comparing a European country and a country outside of Europe has to be contextualised in colonial history, Norway’s self-image as a giver of aid, and the value loaded categories of north and south. Schools that aim at solidarity through projects often end up teaching stereotypes. Again, geography has an opportunity to challenge these stereotypes through comparison that looks at contexts, variation and similarities, with a critical view on mass media. One limitation to this project is that I have a majority background, and it would be an advantage to include minority readings of the curriculum. In addition, my research does not shed light on what actually goes on in classrooms, which is left for future research. However, unless majority teachers explore their position in cultural categories in society, it will be very hard to challenge stereotypes and attain equitable classrooms. Thus, to be aware of and challenge invisible majority privileges are important for teacher educators, teacher training students and teachers, not only in geography, but also in all subjects, and not only in Norway, but in all the Nordic countries.

Haugen, Cecilie (Programme for Teacher Education, NTNU, cecilie.haugen@plu.ntnu.no)

Parents Revolt against Neoliberal Equity in Norway: Who are They and What are their Concerns?

(Presented in English)

Equity in education is an important theme in political rhetoric, and the word can take different meanings dependent on ideological anchoring. The Norwegian education system was constructed as a strong public education with basic values as equity in the meaning of inclusion, democratic values and participation, collaboration and solidarity. Recent years neoliberal ideas have influenced the equity discourse, and high stakes accountability on standardized tests combined with school choice to promote equity in education are put into practice in parts of Norway. As a consequence, a new phenomenon has risen the last two years: parents organize revolts in different parts of Norway to challenge neoliberal practices. While neoliberal ideas have gained ground in both the political Right and Left, the revolts are often described as “Left-wing” in public and political arenas. However, this may be a too quick conclusion as the material consequences of the new policies have not yet been thoroughly examined. The aim of this paper is to examine the background of parents initiating the revolts and what they are concerned about. Theoretical and methodological framework: Critical discourse analysis aims to theorize, problematize and empirically investigate the relationship between discursive practice and social and cultural developments in social contexts. The pedagogic device (Bernstein 2000) is a vital tool for capturing how power works within and through pedagogy in schools, and how the different arenas of cultural production, reproduction and transformation of culture are related, i. e it serves as
analytic tool to understand the relation between ideology and the material world. When ideas about equity are transformed into practices, the idea is not recognizable. As there is a gap between the idea and the material world, both ideology and different actors come into play and it is difficult to foresee results/consequences. The relation between neoliberal equity as idea and the material world is in this context examined through parents’ descriptions of educational practice. Data material: in depth interviews with seven parents initiating and organizing revolts. E-mail correspondence between parents and schools, documents from schools. Preliminary results: Most of the parents initiating revolts have higher education, but from different knowledge cultures. Many have experience from political activity, either through political parties or unions. Although most are left-wing oriented, both sides on the political spectrum are represented.

Major concerns about neoliberal practices: Knowledge and pedagogy is too limited due to teaching to testing and standardized, evidence-based practice. Important knowledge is down-prioritized. The testing- and evaluation regime have negative effect on both high and low performing students’ sense of stress, development and self-esteem. The situation is especially critical for low performing students as they are materialized as “unattractive” and responsible for low results. Groups of students are stigmatized as ethnicity and socio-economic status are especially important knowledge on which choice-based policies are executed, as demonstrated on the information published on the public website.

Hausstätter, Rune (Prof., RUNE.HAUSSTATTER@HIL.NO)
Marjatta Takala (Prof., MARJATTA.TAKALA@HELSINKI.FI)

Case library in special education: Research on teaching material for inclusive strategies for special educational support.

(Presented in English)

Previous research has stated that in order to develop inclusive attitudes that will have impact on practice, students in special education need to have experiences that challenge their reflection (Hausstätter, 2007). However training of the special education teachers is mostly carried out far from the practical space of education. In an attempt to bridge this gap between the theoretical and the practical part of special teacher training, this project seeks to develop a case library in special education. The library will be used to educate and train special pedagogues and special teacher students to meet challenging situations in their work. Many of these situations can contain sensitive information so that students are not able to practise this in real live situations during their studies at the university. However, through an interactive case they get an experience which can help them to deal with these challenging situations as part of their teacher training and thus be more prepared for real life challenges. Previous research has shown that this type of practice has been found really beneficial in training other professionals (Sjöberg et al. 2014).

Case-based studying has been technically developed and used a lot in the University of Umeå mainly in police-education (e.g. Sjöberg et al. 2014; Sjöberg 2014). In this project a group of researchers from Sweden, Finland and Norway are working together to develop and test out simulated experiences by videos and interactive cases for an inclusive special educational situation. The cases are partly based on videos, partly on texts. The students will be faced with cases presenting a challenge and asked to reflect on this from different theoretical frameworks. The reflections can both be individual and part of a group collaboration. The cases will both contain aspects of importance from a special educational perspective and inclusive education. Students will experience different stories dealing with the same case, each story handling the case in different ways and from different angles. Based on this experience the students will need to reflect and work on topics relevant to the case presented. There is also an aim to create cases that can be of interest for all Nordic countries. In our presentation we will emphasise the practical implications of developing such a case library. In addition we hope to get feedback on the project and how to develop this to fit into the Nordic context.

Hegna, Kristinn (Department of Education, University of Oslo, KRISTINN.HEGNA@IPED.UIO.NO)

(The lack of) Localised Cultures of Vocational Education: The case of Oslo

(Presented in English)

Although upper secondary education institutions are geographically distributed to offer equal opportunities in Norway, local patterns of inequality of participation and achievement are evident. Overall, vocational education programmes attract a considerably lower share of compulsory school leavers in Oslo compared to the rest of the country, students in vocational education show a different distribution across programmes, and they are a more socially selected group according to attainment and social background. Based on these
Gender equality in schools in Nordic countries - differences in school policy and regulation

(Presented in English)

In this paper we want to present and reflect upon the differences in policy and regulation that the Nordic countries have concerning gender equality in the school system. These policies and regulations have in some countries (Finland and Iceland) changed during the last years enhancing steering and monitoring gender equality. Most Nordic countries have chosen to monitor gender equality through presenting demands on schools in terms of creating gender equality plans and shaping a work around gender equality that is measurable. Our results demonstrate that it is clear that the regulations and formulations concerning gender equality both in the national and local policy documents for the school plays a role in what kind of promotion work that exists locally. The way that the Nordic countries have committed to the gender issue in preschool and school differ. The countries that do not have regulations regarding equality in the national curriculum also tend not to have an active work in progress. In this paper we want to reflect around issues concerning the governmentality concerning gender equality in schools and how that is affecting areas like gender equality since every aspect of gender equality can be measured.

Helakorpi, Jenni (University of Helsinki, jenni.helakorpi@helsinki.fi)
Sirpa Lappalainen (University of Helsinki, sirpa.lappalainen@helsinki.fi)
Reetta Mietola (University of Helsinki, reetta.mietola@helsinki.fi)

Promotion of the equality of Roma minorities in and through education – a cross-cultural analysis in Finland, Norway and Sweden

(Presented in English)

By the beginning of the 2000s Finland, Norway and Sweden had ratified Framework Convention for the Protection of National Minorities. As an objective of the Convention it was defined to promote equality of national minorities by establishing conditions that enable minority groups to preserve and develop their culture and to retain their identity. As a result Finland, Norway and Sweden had to define their own national minorities and Roma received a national minority status in all these three countries. When re-evaluating their Roma politics the education was seen crucial in order to fulfill the aims stated in the Convention. However, Finland, Sweden and Norway all have their own ways of promoting the equality of Roma in and through education. This paper focuses on the intersections of the national minority and education policies and politics concerning Roma minorities. We ask how the relationship between Roma and education is constructed in the national politics and policies in Finland, Norway and Sweden. Through cross-cultural analysis, we elaborate the similarities and differences between these three countries. We analyse existing textual materials that frame Roma issues in education such as national minority and educational policy documents, legislation and curriculum texts. Our research questions are following: 1. what are seen as problems in the...
education when regarding to Roma? 2. How are the problems understood? 3. What kind of measures are promoted to solve the problems? 4. How are the aims of the equality of Roma in and through education presented in the documents? We think with feminist poststructuralism, postcolonialism and critical theorizations of ‘race’ and multiculturalism. This framework enables us to analyse the texts as productions of historically and culturally constituted discourses which form and are formed by power relations. Our preliminary analysis suggests that in all three countries, the Roma politics and policies are based on the ideas of cultural differences, which can be interpreted as recognition of cultural diversity. However, there is a risk that the politics and policies operate in a way that they reserve agency for hegemonic majority. However, there are nuances between different countries and even regions in how the aims and problems in education regarding Roma minorities are explained, conceptualised and what kind of solutions are introduced. In Norway and Sweden the emphasis is on the society and history, which have prevented through discrimination and antiziganism Roma people from fulfilling their potential in education and society more widely. In Finland focus is more on managing cultural differences.

HENRIKSEN, ØYVIND (OSLO AND AKERSHUS UNIVERSITY COLLEGE, ØYVIND.HENRIKSEN@HIOA.NO)
MARIT AAS (UNIVERSITY OF OSLO, MARIT.AAS@ILS.UIO.NO)

Dialogue meetings as a tool for creating shared knowledge and visions across levels

(Presented in English)

There is an ongoing debate about how to develop or improve schools. Reforms initiated from governments are not easily implemented in schools as they are transformed and translated in many different ways. One possible reason for this is that too many approaches to change schools have been top-down, linear interventions with a lack of adequate support within the schools. Another approach to change is to transform organisations. This require interaction between different levels in the education system. Several studies argue for interaction through dialogue and cooperation between local education authorities and schools. However, little analytic attention has been paid to the content of these dialogues and there are few empirical studies on dialogue meetings, yet they play a key factor in school improvement, especially in Norway. As such, this study provides additional insight into how dialogues amongst leaders can support changes in schools. The data has been gathered through a qualitative study during one and a half year, with observations of regular dialogues between a superintendent and local schools, interviews and reflection notes, all within one medium-small municipality. Content analysis is used to analyse and categorise the data. The study is framed within theories of soft governance and learning organisations. The emphasis on dialogue and cooperation instead of orders and direct instructions is a key within soft governance and it is an evident feature of the dialogue meetings. Within theories of learning organisations we find an emphasis on, among others, team learning and shared vision, which is also vital features of the dialogue meetings. In this study, we will demonstrate how dialogues can be a tool for creating shared knowledge and visions across levels. We argue that participation from the whole school leadership team is essential if the dialogues are to work as intended, both for the superintendent to get a good understanding of the situation in the school and for the school leader to be able to initiate changes of practice within the school. Some other key elements crucial for the effects are, among others, a clear purpose, orientation towards practice and challenging questions. The findings in this study could have consequences for the form and content of dialogue meetings, and more generally, of meetings between different levels in the education system. In the effort to improve schools, it is of major relevance how the dialogues between the municipality level and the schools are.

HENRIKSSON, ANN-CATHERINE (ÅBO AKADEMI UNIVERSITY, ANN-CATHERINE.HENRIKSSON@ABO.FI)

Teachers` perceptions of motives and aims for science education in primary school

(Presented in English)

Science education in primary and secondary school are traditionally looked upon as “a pipeline” to further studies in science. There are more dimensions in science than this dimension about science being a body of knowledge. Science can be both a process and a way of studying and constructing reality. National curriculum planning can be influenced by these different perspectives and every teacher interprets the curriculum through his or her own values and experiences. This qualitative study focuses on primary school teachers’ perceptions of motives and aims for science education. The teachers (n=15) were interviewed in spring 2012. As results from coding
and analyze the teachers’ motives for science education in primary school four categories was found. Parallel to the view of science being useful for economic reasons and further studies science could be seen as useful for e.g. sustainable development and for the development of democracy and everyday life. The aims for science education described by teachers are very similar to the key competences for lifelong learning recommended by the European Union. Focusing on scientific processes, learning strategies and humanistic aspects shown in the study results is in line with what current research suggest but it can be challenging for primary school teachers with less content knowledge in science. Key words: motives, aims, teacher perceptions, science education

**HERBERG GLOPPEN, BJØRG (HEDMARK UNIVERSITY COLLEGE, BJORG.GLOPPEN@HIHM.NO)**

**SOLVEIG FREDRIKSEN AASEN (HEDMARK UNIVERSITY COLLEGE, SOLVEIG.AASEN@HIHM.NO)**

**Mentor Education and Critical Reflection**

*(Presented in English)*

International research indicates that there is reason to be concerned about a significant drop-out rate among novice teachers during the first five years of their teaching career. Emotional support is seen as necessary to reduce the reality shock experienced by many teachers during their transition from teacher trainee to teacher. The present study is motivated by the 2010 establishment of a national program in Norway to provide professional guidance for newly graduated teachers, involving close collaboration between Hedmark University College (Hamar, Norway) and five partner municipalities. A mentor education course was organized by the college and complementary guidance programs were organized by the municipalities, leading to the 2011 certification of 35 experienced teachers as mentors for novice teachers. During the certification process these 35 teachers wrote logs addressing the following question: What kind of support do you think novice teachers need at the start of their careers? This study categorizes and analyzes the log entries in light of previously existing research (Søndenå 2004, 2009, Timperley, 2010, Bjerkholt, Ødegård, Søndenå & Hjardemaal 2014) to explore the extent to which reflections during and about mentor education by such student mentors contributes to critical thinking about the supervision of novice teachers. This research is embedded in a social constructive learning philosophy assuming interaction between mentors and novice teachers. Our underlying supposition is that reflective mentoring will promote increased insight and motivation, and thereby contribute to a higher retention rate of novice teachers as well as to increased organizational learning. Our findings indicate that student mentors suppose novice teachers need different kinds of support at the start of their careers. Specifically, they believe that the primary need during the early career stages relates to practical issues. Furthermore, student mentors believe novice teachers require guidance about planning, professional collaboration and personal well-being. These findings are explored through a critical discourse analysis of the student mentors’ understanding concerning supervision of novice teachers: their understanding aligns more with practical skills rather than any critical reflection over newly-educated teachers’ needs for guidance. Our research is relevant not just for the Norwegian context, but also for mentor education programs in other countries.

**HIPPINEN AHLGREN, ANNELI (STOCKHOLM UNIVERSITY, ANNELL.HIPPINEN-AHLGREN@BUS.SU.SE)**

**Pedagogical Content Knowledge in School Age Child Care**

*(Presented in English)*

New Policy documents now use different terms in School Age Child Care in Sweden (SFS 2010:800, Skolverket 2011, Skolverket 2014). The Policy documents now use common School concepts that have been absent in School Age Child Care such as for example pupils instead of children and education and learning. My question is if the activities in School Age Child Care have changed or if it is the talk about the activities in Policy documents that have changed. My PHD study focuses on School Age Child Care teachers, their work and actions. The aim of the research is to explore School Age Care teacher’s didactics in interaction with pupils. Didactics is a concept more frequently used in School, related to subject didactics. Due to this fact I have chosen to use the theoretical framework of Pedagogical Content Knowledge rather than Facdidactics that is more used in research of classroom didactics. Shulman (1986, 1987, 2004) developed Pedagogical Content Knowledge in the 1980’s to build concepts around teaching, for example how teachers transform their understanding and knowledge to teaching. Shulman describes Pedagogical Content Knowledge as subject matter knowledge for teaching (Shulman, 2004, s 204). Lindström (2007, 2010) has translated Pedagogical Content Knowledge to Swedish concepts and uses the Swedish term “ämnesdidaktik” to explain what it can be in a
Exploring Students’ Knowing by Pre and Post-tests in Learning Studies

(Presented in English)

Research topic/aim: In learning studies, as well as in other types of intervention studies, pre and post-tests are often used to get an input value of students’ knowledge, as well as a learning outcome value after a certain intervention is performed. Carlgren (2012) identifies the use of pre and post-tests in learning studies as an aspect that indicates “comparing effects in terms of pre and post-test differences” (p. 11). According to Pang and Marton (2003), one of the five steps of a learning study is ascertaining students’ pre-understandings, by an analysis of students’ conceptions or a pre-lesson test on their capability. Since pre and post-tests often are emphasised as an essential ingredient in learning studies, the purpose of this study is to deepen the knowledge of such tests as method for exploring students learning, and as point of departure for specifying the object of learning and identifying possible critical aspects for analysing instruction. Readings of Nordic learning studies indicate that the pre and post-tests used vary from traditional paper and pen tests to, for instance, structured or semi-structured interviews, observations and video recorded lessons. Also the purposes for which they are used seem to vary. This calls for a more systematic review, in order to explore • What kinds of pre- and post-tests have been used in Nordic learning studies? • What has been the function of the pre- and post-tests in the studies? • Depending on the types and functions of tests – is there a need for issues of validity to be raised?

Methodology framework: Nordic databases have been searched to identify studies published during the last decade (2005-2015). Each study is read in relation to (i) the learning object(s) in focus; (ii) the information about pre and post-tests or corresponding concepts; and (iii) the purposes or functions of these. As a next step, these descriptions are read comparatively, in order to find similarities and differences, which are used for categorisation of types of pre and post-tests on the one hand, and functions of these on the other. (Expected) conclusions/findings: Some preliminary findings point to challenges, for instance that the relation between the object of learning and the tests used is often unclear, and that the validity of tests in relation to objects of learning and critical aspects can sometimes be questioned. If the purpose is to show effects of a learning study, such issues must be elaborated on much further. Also, the statistical basis for such analysis must be considered. If the purpose, on the other hand, is to become aware of students’ various ways of understanding the learning object and thereby the challenges for teaching, then the issue is how to explore students’ knowing. The preliminary finding show that the current study is important in order to further advance the learning study field of research.

HJULSTRÔM, ERIK (PHD STUDENT, SÔDERTÖRN UNIVERSITY, SWEDEN, ERIK.HJULSTROM@SH.SE)

Is justice and equality possible in public schooling? – A Herbartian problematization of the politics and democracy of education

(Presented in English)

In this paper I explore Johann Friedrich Herbart’s (1776-1841) problematization of schooling and national public education in his book The Application of Psychology to Education [Briefe über die Anwendung der Psychologie auf die Pädagogik]. I begin the paper by focusing my interpretation on Herbart’s critique of Johann Gottlieb Fichte’s (1762-1814) thoughts about a democratic and national public school system. Justice, equality, and solidarity, through a public school system, were in many ways the founding ideas of Fichte’s pedagogical vision. Fichte’s visions had an important impact on Nordic educational reformers such as N. F. S. Grundtvig (1783-1872) who formed his own educational ideas on principles closely related to Fichte’s. A national,
impartial and equal school system to foster, and build, solidarity not only among the citizens of their own nation, but also with other nationalities was one of the foundations of this model of schooling. But the question Herbart addressed, and which I explore in the paper, is if this educational model, and idea of an impartial, equal and solidary “nationalism”, is possible to create through schooling and public state education. Schooling as mass education can according to Herbart never be impartial, nor equal for all its members simply because no teacher in such an institution would be able to give each student what it needs. This fact would, according to Herbart, have a problematic effect on the solidarity created between different students, and by extension, each citizen. As an effect of this model of education another nation, and a much more dangerous and limited “nationalism” could be the result according to Herbart. Another problem with this educational model, identified by Herbart, is that this is a political education and not a “pedagogical”. As political education its aim is first of all the aim of the state, not of the individuals. There is for that reason a difference between politics and pedagogy according to Herbart, and although schools is a good political solution to problems presented through concepts such as justice, equality, and solidarity, schools are a bad solution to such problems from a pedagogical perspective. Herbart’s distinction between politics and pedagogy, in relation to democratic education, is discussed and analysed in the end of the paper as I find this distinction especially relevant for Nordic educational research and the overall topic and theme of NERA 2016.

Market ethos and privatization reforms have been more evident in Sweden than in the other Nordic countries. Increasing demands for schools to perform competitively are challenging the longstanding and still rather strong aims of Swedish education to be egalitarian and inclusive (Lundahl et al, 2013). Current research highlights increasing segregation between schools and student groups as an effect of the free school choice reform implemented in the early 1990s (Skolverket, 2012). The polarization between ‘good’ and ‘bad’ schools has made it more important which school students choose for their learning outcomes and for their future educational life chances. In their theory of processes of individuals’ career choices, Hodkinson & Sparkes (1997) argue that students make pragmatic and rational career decisions within their ‘horizon of actions’. As students also tend to choose schools with students of ‘their own kind’, schools have become more homogenous. The present paper focuses on how school choice and other homogenization processes jointly construct various pedagogic identities at schools (Bernstein, 2000).

The aim is to describe these processes and analyze aspects of benefits and/or disadvantages for the students. The empirical data derive from two upper secondary schools located in one of Sweden’s major cities. The first is a big public school located in a territorially stigmatized suburb on the outskirts of the city, the second is a small independent middle class school in the city center. The analysis is based on semi-structured interviews with 31 students, 19 teachers and 2 principals at the two schools. In addition, field notes from school visits, class room observations, the city’s annual school fair, and open house-visits were conducted. Moreover, comparisons of schools’ marketing material, homepages and school statistics were made. The findings show homogenization processes that construct the two schools as “worlds apart”. In addition to the schools representing completely different contexts regarding e.g. geographic location, buildings and premises,
Organizational Confessions – Systematic Quality Management in Leisure-time Centers

(Presented in Swedish)

Leisure-time Centers (LtCs) is an established and important part of the educational systems of children's everyday life in the Nordic countries, although carried out in somewhat different ways. Research related to the LIC has become more extensive in recent years, though still given insufficient attention compared with other forms of education. In a Swedish context we will highlight the LIC in relation to political requirements for a national equivalence in terms of education. To establish an equal education much of the previously centrally located responsibility for the quality of education has now been distributed to local educational institutions. In order to verify that the requested equivalence is complied requirements for systematic quality work is imposed on all pedagogical settings, consequently also in the LtCs. Within a discourse analysis framework the focus of our study is to analyze the systematic quality management of educational settings we find to be present in Swedish leisure-time centers. We set up an contextualization in which we try out a conception of confession on our material (consisting of planning templates and activity reports from just over 30 LtCs), which includes a subject that consists of a ‘we’ and not a ‘self’; which is to say, it is not an individual subject who is doing the confessing, but an organization (including the personnel in the LtCs) that confesses as a collective subject. We will use the organization of systematic quality management in the LtCs as an example of how one might go about studying the emergence of collective confessional practices in relation to the need for systemic productivity and effectiveness, which, in this case, takes place in and through self-evaluations. Hence our task here will be to explore and illustrate in detail how a collective subject is shaped and administered through subjectifying mechanisms within confessional techniques. In carrying out this analysis, we illustrate and discuss how the practice of systematic quality work is expected to be both self-scrutinizing and transparent, but also how this process is supposed to be made with a certain ‘correct’ attitude—what can be described as the ‘will to improve’. We interrogate how the technology of systematic quality management operates strategically and politically to exercise power on and through the personnel working at leisure-time centers. In the empirical material discussed, there is apparent what we shall describe as an ongoing subjectification, which takes the form of confessional organizational practices. This can be said to be primarily about constructing a free but loyal collective subject, who produces systematic quality work in line with what the educational authorities want to happen. Such a process of subjectification gives rise to an organizational collective subject, which is regarded as having unavoidable responsibility for an infinite need of quality improvement through confessional acts of ‘truth’.

General education and specialized education in Upper Secondary Education: Lessons from High School Reforms in Sweden

(Presented in English)

The aim of this study is to clarify how the National curriculum of high schools in Sweden has been developed from the perspective of general education and specialized education. In many countries as well as Sweden and Japan, students start choosing their own major in upper secondary education. Both Sweden and Japan have various programs in high schools, however the programs in Sweden seems to be more equal than ones in Japan. This report discusses how and why it is possible. To achieve this aim, National Curriculum (Läroplaner) and syllabus (Kursplaner) in Sweden and their reforms are analyzed. The National Curricula are Lgy70, Lpf94 and Lgy11. The history of curriculum reform is reviewed with three questions. (1) How is the specialization in high schools studied, discussed and actualized? This study focuses not only on the realized systems but also the discussions in the reforms. (2) What kinds of common ground are developed in high schools? (3) How the National curricula are studied, discussed and revised in actual? Especially the focus is on the
frameworks of curriculum. This is based on the frame factor theory by Ulf P. Lundgren. What are determined by curriculum and what can be different between schools, classes, or teachers? As a conclusion, the frames of Lgy70, Lpf94 and Lgy11 are so different. It is because the discussion includes the essential question what kind of curriculum are effective for control the quality of education. As far as specialization, it is not just the question about when students decide their programs nor how they differentiate, but rather what the professionals are and how the curriculum entirely is designed. Specialization can also be a kind of common base in high schools. Every high school student gets a chance to have own major. Therefore, the common ground is more than the core subject, which every student learns in spite of programs. These understanding of specialization and common ground are found in the discussions for the revision of National Curricula. They are not only an abstract condition, but more concrete in Curriculum.

**HONKASALO, VERONIKA (FINNISH YOUTH RESEARCH NETWORK, VERONIKA.HONKASALO@NUORISOTUTKIMUS.FI)**

**Multicultural sex education. At the crossroad between family and school**

(Presented in English)

Multiculturalism in Finnish society is under intensive discussion. However, critical discussion about changes and challenges to sex education brought about by an increase in immigration is much less prominent. Cultural and religious differences are often treated as obstacles for sex education: multiculturalism and gender equality are potentially uneasy bedfellows when gender equality is construed as a marker for ethnic belonging and identification. In this sense sex education is linked to the broader public debate about growing xenophobia and racism – Islamophobia in particular – in the Nordic countries. In my presentation I analyse how complex gender and ethnic relations are understood and taken into account in educational contexts, both from the institutional perspective (e.g. curricula, textbooks) and from the lived experience (sex education professionals and young people) in Finland. I do this by focusing on how both professionals and young people talk about the division between family and the school in relation to sexuality and education. The presentation is influenced by postcolonial feminism, youth research and the concept of sexual citizenship. A focus on sexual citizenship enables critical reflection on how school-based sex education normalizes and enforces heterosexuality, inequalities and hierarchies based on gender, age, ethnicity, class and sexuality. From this perspective, citizenship can potentially marginalize and exclude groups of people depending on their social location because it “promotes the norm of social life as not only heterosexual but also married, monogamous, white and upper-middle class” (Bradzel 2005, 190). The analysis piggybacks interviews conducted with young people aged 13 to 18 (n = 33) and professionals (n = 21), as well as material consisting of 18 health education textbooks used in Finnish upper secondary schools. Keywords Sexuality, education, equality, multiculturalism, sexual citizenship

**HORNSKOV, SOREN (UNIVERSITY COLLEGE CAPITAL (UCC), SBHQ@UCC.DK)**

**CAROLYN KELLEY (UNIVERSITY OF MADISON, WISCONSIN, CAROLYN.KELLEY@WISC.EDU)**

**MARSHA MODESTE (THE PENNSYLVANIA STATE UNIVERSITY, COLLEGE OF EDUCATION, MEM67@PSU.EDU)**

**HELLE BJERG (UNIVERSITY COLLEGE CAPITAL (UCC), HB@UCC.DK)**

**Exploring the Role of Cultural and Policy Context in Distributed Leadership Practices in the US and Denmark.**

(Presented in English)

While Spillane and colleagues have clearly defined “distributed leadership” as an analytic lens for understanding that leadership is distributed across individuals in both formal and informal leadership positions, and it arises out of the spaces between individuals through their interactions, many researchers have misapplied the term to emphasize the process of distributing leadership. This paper utilizes the original concept of distributed leadership as defined by Spillane and colleagues to focus on the tasks of leadership. Spillane (2006) defines leadership as the product of the interaction between leaders, followers, and their situation. Research in this tradition shifts the focus of attention in leadership research from the leader, to the distribution of leadership, and to the tasks, tools and routines that shape organizational behavior (Halverson & Clifford, 2013; Sherer & Spillane, 2011; Spillane, Halverson & Diamond, 2001; 2004). Capturing accurate data on task-based leadership practices distributed throughout the school organization is challenging, and requires careful attention the specific tasks being measured, and use of
measurement instruments that can capture input from across the school organization (see Spillane et al., 2008 and Spillane & Orlina, 2005). This paper examines the role of situation in shaping the tasks of leadership for learning in schools through a comparative study of the United States and Danish versions of the Comprehensive Assessment of Leadership for Learning (CALL), a task-based formative assessment of leadership for learning. CALL was initially developed in the United States based on research on leadership in schools and by focus groups of educators who articulated and refined leadership tasks in the survey. The survey was translated to Danish and the methodology for refinement of the survey was duplicated in Denmark (Blitz, Kelley and Salisbury 2014; Bjerg and Weinreich in prep). The resulting U.S. and Danish CALL surveys capture distributed leadership tasks that reflect the current policy and cultural contexts of both countries. Prior research has shown that the CALL survey provides a unique window on leadership practices in schools in the U.S. (Blitz, Milanowski & Clifford, 2011). This study will utilize that window to examine distributed leadership practices in the U.S. and Denmark as defined by the tasks measured in CALL. The study will reflect on the cultural and policy contexts and their relationship to the tasks that emerged as core leadership practices in the CALL U.S. and CALL DK surveys. The paper thus contributes to the study of educational leadership practices in a comparative perspective.

HORT, SOFIA (ÖREBRO UNIVERSITY, SOFIA.HORT@ORU.SЕ)

SOFIA HORT (ÖREBRO UNIVERSITET, SOFIA.KALBOR@ORU.SЕ)

Doing the Writing - Teacher Students Experiencing Academic Writing Practice

(Presented in English)

This paper presents a study of teacher students’ academic writing activities and focuses students engagement in and experiences of this writing practice. Writing is thus seen as something more than just the typing of a text, and the students as something more than just a novice that is socialized into the academic discourse community. Instead light is put on students’ academic writing activities and how they handle this practice. The study is performed with a strong emphasis on the participant’s perspective, where they are using their mobile phones (Social Mobile Devices, SMDs) to report on their writing activities with a course assignment. This paper aims at presenting and interpreting these results. The field of academic literacy today tangles the issue of the assumed poor writing of students where some researchers argue that this is an indicator of a society with increasing social and economic gaps (Lillis 2002, Graff 1987). In Sweden, these gaps becomes especially apparent in teacher training programs as they attract students from socio-economic groups that formerly have been underrepresented in higher education (Swedish Higher Education Authority 2014:11). The present study is positioned in the field of literacy studies as well as it is highlighting spatial and material aspects of writing. One starting point is that studies of writing needs to change, as mobile technologies evolve and as composers are becoming mobile, in alignment with a hyper connected, moveable and accessible culture. Therefore the study also relate to the field of composition studies, where researchers have started to draw on cultural geography and their concepts of space (Reynolds 2004, Soja 1996) connected to an academic writing context. The theoretical view founds for using the SMDs as tools to document students writing activities on the move. If discussing equal access to higher education, the study of students writing is of great importance as writing is the main gatekeeper in the academic space, and thus is important for keeping access and for getting through. It is not only about studying written texts or how students socialise into academic communities but also about studying how writing gets done and how different students are managing and experiencing their writing, as it happens. Some of the conclusions that can be drawn from the study so far are that students writing seem fragmented, positioned in and between their everyday activities. Some students are aloof with the academic space, and rarely use the resources that are connected with an academic practice. Writing is further on by some, depicted as a struggle, an emotional difficult, or even chaotic, task that leaves with a lost feeling. In the overall study focus can be put on how students with no former experiences of academic writing handle this practice and how it differ between students from different groups. Thereby highlighting how aspects of writing influences access to higher education. References Graff, H. (1987). The labyrinths of literacy: Reflections on literacy past and present. New York: Falmer Press. Lillis, T. M. (2002). Student writing: Access, regulation, desire. Hoboken: Routledge. Reynolds, N. (2004). Geographies of writing: Inhabiting places and encountering difference. Carbondale: Southern Illinois University Press. Retrieved from Soja, E. W. (1996). Thirdspace: Journeys to los angeles and other real-and-imagined places. Cambridge, Mass: Blackwell. Retrieved from Swedish Higher Education Authority. (2014). Higher education. level of parental education among university entrants 2013/14 and new doctoral students 2012/13.
Empowering Children through Critique and Utopias

(Submitted in English)

This abstract presents findings and methodological challenges related to young children's participation in a larger action research project that addresses 'life and learning – in future preschool' in Denmark. The aim is to facilitate children's participation and to enable children to raise and give insight into their own voice as part of development processes in preschools. Children have a knowledge, a critique and wishes related to their everyday life in their daycare that is of importance to themselves as well as to daycare teachers. Following the lines of how to form and learn democracy of Lewin (1948) and Dewey (1916) the formation of children's democratic and social skills is supported by opportunities to voice their own perspectives and perceptions of reality. Furthermore, giving focus to children's voice allows preschool teachers to reflect children's knowledge and life word in their pedagogical practice. These two arguments for children's participation touch upon the distinction between the child's perspective and child perspectives (Samuelsson et al. 2011).

This paper aims to present and discuss methods of how to give voice to, and give weight to, children's own perspectives followed by reflections on the significance of such perspectives for pedagogical knowledge and practice. The study is carried out through inspirations from critical utopian action research that emphasises a participatory worldview (Reason and Bradbury 2001) along with awareness about democratic knowledge creation and potential for development processes through local formation of critiques and utopias (Nielsen and Nielsen 2006).

The paper will present an action research study involving 50 children at the ages of three to five. The children participated in five future creating workshops. The original future creating workshop is designed to form critique, utopias and new ideas through words (Jungk and Müllert 1984). However, the version for young children is designed to accommodate children's participation through graphic illustrations of young children's critique and utopias. In the future creating workshops the children produced a number of posters with drawings of critical statements and wishes related to everyday life in the daycare. These posters are subsequently presented as material for pedagogical reflection in workshops for the participating daycare teachers. Bringing out children's voice paves the way for increased awareness of and reflection on the interplay between pedagogical work and children's perspectives. But it also poses some difficulties. Finding ways to give weight to children's voice, to reflect children's critique and wishes in development work and to work with children as participants is
challenging. The children bring up critique and wishes that touch upon structural problems, dilemmas and ambivalence in pedagogical work. Some of the more challenging findings in the children’s critique and wishes address: • Bodily harm and restrictions, • Call for aesthetics, sensuality and beauty, • Longing for home and parents, • Longing for better social relations. Relevance: Research on how and why to engage children as participants in research and in institutional development addresses overall interests in democratization and humanization that can be traced back to strategies for Nordic welfare development and the conventions on Children’s Rights.

HUTTUNEN, RAUNO (UNIVERSITY OF TURKU, RAUNO.HUTTUNEN@UTU.FI)
LEENA KAKKORI (UNIVERSITY OF EASTERN FINLAND, LEENAKAKKORI@GMAIL.COM)

Heidegger Explicitly on Academic Education – Phenomenographic and Philosophical Analysis on Heidegger’s Conceptions on Education in His ”Apology”

(Presented in English)

It is well known fact that the great German philosopher Martin Heidegger made one great mistake. That mistake was joining to the Nationalsozialistische Deutsche Arbeiterpartei, (NSDAP). Heidegger’s mistake was tragic and he paid the bill for the rest of his life. After the war Heidegger was accused of “Gleichschaltung” (place the university in the service of NSDAP) during his short period of rectorship at the University of Freiburg and as a university teacher of indoctrinating students with Nazi propaganda. Freiburg University formed its own Committee on De-Nazification and Heidegger was obligated to give verbal report related to Nazi-indoctrination accusation. This report we call here as Heidegger’s Apology. The investigation of the Committee came focused on the two questions: Firstly has Heidegger violated academic freedom by turning the University into an instrument of Nazi propaganda and secondly has he doing so corrupting ideologically students? Our aim is to do phenomenographic study on Heidegger’s Apology from the point of view of academic education. Our analysing method is phenomenography combined with philosophical hermeneutics. Many meaning units in this text serve as...
multilingual working-age immigrants. The presentation proposed for NERA 2016, held in English, will reveal strengths and weaknesses of adult immigrant language education in Finland, as described by working-aged immigrants in Finland. In the scope of the proposed project, language and its learning are approached from a socio-cultural perspective as a means to participate in and integrate into the target community. The qualitative approach applied in the research is required as a complementary approach to existing quantitative research on immigration-based multilingualism and language learning, for it will deepen our understanding of the concrete pedagogical needs for further development. The selection of a semi-structured interview methodology is based on the desire to obtain the best possible descriptive material characterized by the informant’s personal, authentic experience. Because learning changes who we are and what we can do, it can be seen as an experience of identity (Wenger 1998). An essential part of this relationship with the world is language. When an individual, the language learner, aspires to a productive role in the target community and towards a satisfying identity, it can be seen as an attempt to participate in communities that can be, in simplified terms, either physical or imaginary. Language learning as an investment (Norton 2000) takes into consideration not only the individual’s motivation toward learning but also existing power relations as part of the learning context. Both affect the success of learning. As a tool to support the individual’s successful identity negotiation, experience of agency and maximum participation in the imagined or physical community, the planned research suggests enhancing the individual’s language awareness. In the context of integration education, multilingualism could also be promoted as an empowering experience of identity to support the learning and use of a new language despite potentially challenging psycho-social circumstances. The proposed presentation is relevant to the The Nordic Educational Research Association, as it offers adult immigrant learners/speakers of Finnish in Finland the opportunity to describe what has encouraged them to interact with native speakers in their private and professional settings. The learnings will provide information to support the integration of themes such as language awareness into the teaching and to assist in the (construction of) the individual’s multilingual identity in the language learning process.

Högberg, Sören (Doctoral Student, sho@du.se)
Young people’s educational and career choices: A case study among young people, guidance counsellors and teachers in a Swedish municipality

(Presented in English)

In a changing and complex world, young people are expected to make decisions and choices regarding their education and future careers. At the same time, there is a continuous increase in mental health problems, such as stress symptoms, among young people in the Nordic countries. One source of stress concerns young people’s outlook on life in general, and more specifically their choice of education and career. This paper is based on a research project in a Swedish municipality with a low level of education. The overall aim of the project was to explore and understand the low education among the citizens in the municipality. The aim of this paper is to illustrate how career counsellors and teachers view their role in supporting students when it comes to these choices, and how young people view the support they receive and have received during their years at compulsory and upper secondary school. The empirical material consists of surveys and interview studies with young people, teachers and career counsellors. The analyses of the results are based on Pierre Bourdieu’s theory of field, capital and habitus with a gender perspective from Beverley Skeggs’ theory on gender and capital. The study takes young people’s perspectives of their education and careers as its starting point. It also examines the support they have received from career counsellors and teachers at compulsory and upper secondary school and also from their parents and other significant persons in their home environment. The analyses show that there are differences in how professionals and young people view study and career guidance. Young people often express a feeling of uncertainty when it comes to their future choices and request more guidance from adults regarding possible opportunities. Several students find it stressful to manage their career choices, particularly if their parents do not have sufficient knowledge to support them in such matters. Girls express a feeling of stress in relation to educational choices more often than boys. Teachers and career counsellors describe a lack of strategies when it comes to vocational guidance and how to address issues of education and future work within the current curriculum. They also express a fear of influencing young people and therefore take a more passive approach in these matters. In conclusion, the results show that there is a gap between young people’s requests for guidance from adults at school and teachers’ and career counsellors’ view of their role in these matters. The results highlights the importance of developing strategies for working with educational and career choices at compulsory school as one way of preventing mental health problems among young people.

IKONEN, LEENA (UNIVERSITY OF JYVÄSKYLÄ, LEENA.A.IKONEN@JYU.FI)

A Grounded Theory Study of The Profession Change Process

(Presented in English)

This is an on-going grounded theory study of the profession change process. The changing from one profession to another is a currently a widespread phenomenon in Finland. The study aim is to gain insight into the profession change process of adults enrolled in vocational education programs, and on this basis to create a model of profession change process and to examine re-employment after switching to another profession. The research questions addressed by this proposal are: What is the contribution of vocational education during the profession change process? What possibilities exist for re-employment after profession change? It is hoped that after completion of the open-, selective- and theoretical coding procedures an exhaustive answer will be found to these questions. The participants, who are switching to another profession through vocational education are either currently enrolled in vocational training or have recently finished vocational studies. Pre-research was conducted in 2010, when data were gathered on adult applications (N=136) for vocational education. Ten interviews were carried during 2012-14. The participants ranged in age from 29 to 50 years. Four interviewees were selected based on the pre-research material, and the other six by snowball sampling. They included both men and women from different professional fields. Age, gender and vocational field are not relevance in this research project. More interview material will be collected, coded and analyzed until saturation point is reached. The transcribed interviews were analyzed line by line using an open-coding procedure, and then selectively coded by the constant comparison,
We want to change but…: Teachers’ voices in upper-secondary schools in Iceland

(Presented in English)

This paper draws on a larger research project which started in 2012. The main aim was to provide insight into and understanding of current practices in upper secondary schools in Iceland in times of radical curriculum reform advocating e.g. more learner initiative and more learner responsibility. The upper-secondary schools are thus in a transition from adhering to a rather conventional top down curriculum to a new curriculum which indicates major changes in work procedure as well as ideology. Intensive data have been collected from about one third of all upper secondary schools in Iceland, rendering a national picture which adds to the uniqueness of the study nationally as well as internationally. We also anticipated that taking part in this research might increase teachers’ awareness of the causes and consequences of their classroom actions as they had to reflect on and clarify their practices. A further purpose of the study was to add to the knowledge base already established internationally in the research field on teacher thinking. This study may contribute to the knowledge for comparison in teacher thinking across the Nordic countries. The Nordic countries are presumed to be culturally homogeneous on the whole. However, by discovering eventual dissimilarities might deepen our understanding of the effect of settings and cultural ethos on teacher growth. According to social constructivist perspective people assign individual meanings to their experience with

Dualism formal - informal learning

(Presented in English)

Abstract NERA conference in March 2016 Tron Inglar, Oslo and Akershus University College of Applied Sciences Dualism formal - informal learning The purpose of an ongoing research project is to investigate what the "master students in vocational education" learn, of both formal and informal learning, when they work in learning groups with a teacher as moderator. I am moderator for a group of seven students. My hypothesis is that they learn about their own project, about others’ projects, about writing and research in vocational pedagogy. In addition, I believe that they will learn about data collection and analysis efforts through the work I describe here. In some of the sessions, the students will write controlled logs/ notes (the questions are given by the moderator) about their learning. I will try to categorize the data in a qualitative approach, not necessarily in the three areas "formal", "non-formal" and "informal learning" (Billet 2001; Eraut 2000: EU 2001; OECD 2010). Other times we will undertake focus group interviews where we will discuss and analyze the three concepts, and what and how they learn. I will collect and systematize data until March 2016. The systematized data will, all the time be presented to the students so they discuss the systematization. It will affect the research process and the students’ learning of research methodology. This will thus be a pedagogical action research project (Him 2010) in that each data production and collection at the sessions will be an action in a longitudinal learning process. The project is also as a pilot project that can be followed up by research in several learning groups. In the paper I will present at the conference I will discuss the three learning concepts, explain the procedures of the work in the learning group, describe the research approach and methods, and present systematized data. The results will be of use to teachers in many Study programs about how to organize and thematize content in the work in the learning groups. They will also be of interest to others who are concerned about the dualism formal - informal learning.

INGVARSÓTTIR, HAFDÍS (UNIVERSITY OF ICELAND, HEI@HI.IS)

We want to change but…: Teachers’ voices in upper-secondary schools in Iceland

(Presented in English)

This paper draws on a larger research project which started in 2012. The main aim was to provide insight into and understanding of current practices in upper secondary schools in Iceland in times of radical curriculum reform advocating e.g. more learner initiative and more learner responsibility. The upper-secondary schools are thus in a transition from adhering to a rather conventional top down curriculum to a new curriculum which indicates major changes in work procedure as well as ideology. Intensive data have been collected from about one third of all upper secondary schools in Iceland, rendering a national picture which adds to the uniqueness of the study nationally as well as internationally. We also anticipated that taking part in this research might increase teachers’ awareness of the causes and consequences of their classroom actions as they had to reflect on and clarify their practices. A further purpose of the study was to add to the knowledge base already established internationally in the research field on teacher thinking. This study may contribute to the knowledge for comparison in teacher thinking across the Nordic countries. The Nordic countries are presumed to be culturally homogeneous on the whole. However, by discovering eventual dissimilarities might deepen our understanding of the effect of settings and cultural ethos on teacher growth. According to social constructivist perspective people assign individual meanings to their experience with

combination and qualifying of the material. This study applies Glaser’s (1978) process coding model, which is a “way of grouping together two sequential parts of the research phenomenon. Process refers to getting something done which takes time, or something that happens over time” (Glaser 1978, 74-75). The profession change process comprises several sub-processes, which primarily follow each other in chronological order, but may also move back and forth. The two main categories that are highly relevant, and significantly related to the emerging core variable, and which are discussed, are Learning a new profession and Re-employment. Vocational training is thus an essential stage in the profession change process. During this re-education process work-based learning is crucial for developing the new professional identity. Re-employment also is an important factor in profession change process. Three alternative modes of re-employment are presented. Keywords: grounded theory, learning a new profession, profession change process, re-employment, vocational adult education

INGLAR, TRON (OSLO AND AKERSHUS UNIVERSITY COLLEGE OF APPLIED SCIENCES, TRON.INGLAR@HIOA.NO)
subjective meanings being formed through interaction with others and through historical and cultural norms that operate in individuals’ lives (Creswell, 2007, p. 21). Social constructivist view gives the background for eliciting and understanding teachers’ perception of the opportunities a new curriculum offers to revise their practice. The following research question was put forward: What do the teachers see as obstacles to taking up more learner centred approaches? This presentation is based on twenty interviews with upper secondary teachers in academic subjects and equally many observations of the classroom teaching of the same teachers. The interviews were transcribed verbatim and the field notes were written almost immediately after each observation. Preliminary findings suggest the following: In spite of having total freedom regarding teaching methods teachers’ interest in taking up more learner centred methods differs among them. Even those who are most keen experience that they are up against hindrances which, in their view, may prove difficult to overcome. Lack of time is an overall argument as teachers claim that learner centered methods take more time. Many talk about the evaluation culture as one of the hindrances. A long and dominant tradition for summative testing seems to be a major obstacle. Most of the schools require a final exam and formative assessment seems to be rare. Some teachers also mention that it is more difficult to evaluate open ended assignments. Finally teachers talk about student attitudes as being an impediment as they like being spoon-fed and they are not too willing to take on more responsibility for their learning.

Entrepreneurial learning and agency in Swedish Pre-School, Primary School and in Teacher Education

(Submitted in Swedish)

In Sweden, entrepreneurial learning is to be conducted throughout the entire public school system, from preschool to higher education. The introduction of entrepreneurship in education aims to challenge traditional ways of teaching and to develop a new school culture where for example creativity is put forward. However, being an entrepreneur is no longer regarded as voluntary, but an obligation which raises questions regarding power relations. We develop our discussion of pupils’ agency around three illustrative examples from earlier studies in various settings; in preschool, primary school and teacher training program at University level. We adopt a design-theoretic multimodal perspective on communication and learning (Selander & Kress, 2010). It has roots in social semiotics (Hodge & Kress, 1988) and sociocultural perspectives on learning (Vygotskij, 1978) in that it puts forward the idea of situated learning and the role of resources and artefacts in learning. A learning design conveys possibilities for and constraints on active participation, which is regarded as important for children’s ability to gain an understanding of democracy, to develop critical thinking, and to form an identity. Kress (2010) emphasizes the agency of individuals. The possibility of individuals to act will be more or less restricted, depending on social, cultural and economic circumstances. Data consists of video observations, interviews and text analysis, which was analyzed according to the theoretical framework. Previous research has highlighted that entrepreneurial learning enhances pupils’ creativity, motivation and curiosity (Falk-Lundqvist et al., 2011). Our studies challenges such results. Even though the ambition is to encourage such abilities, it seems that the learning design doesn’t always support children’s agency. The possibility to act and to be creative is limited for children in settings where teachers use a pre-defined plan for activities that are to be enacted in the way that the teachers have decided. We have also raised concerns regarding the norm of being an entrepreneur. There are children who find constant shifts and changes in group constellations uncomfortable. What about children who don’t wish to be active, to take initiative and perform? Isn’t it possible for those children to develop abilities associated with entrepreneurship? Working with an entrepreneurial approach to learning can be a way of supporting children’s active participation. However, such effects cannot be taken for granted. An increased awareness of how entrepreneurial learning is realized may help teachers, in different contexts, to develop their everyday practice.

References
Intergenerational learning with music as communication – from children’s perspective

(Presented in English)

Title: Intergenerational learning with music as communication – from children’s perspective

Authors: Caroline Gedda & Elin Jakobsson

Topic/aim: Our purpose is to see what a music project between elder and children brings children's learning and how children experience sessions with the elderly and the music. Our focus is directed towards what we see from a child’s perspective and also the children's own perspectives on these sessions. A meeting between children and the elderly can promote Intergenerational Learning and that the two segregated community groups meet. Theoretical framework: In our research review we have highlighted the importance and use of the terms Intergenerational learning, lifelong learning, the child's perspective and child perspective, communication and interaction and music as communication. Our theoretical basis were some of the core subjects from Bruce and Riddersporre (2012). Those of the core subjects that we selected were coherence, concentration, memory, intersubjectivity, self-image, communication, mentalizing and generative learning. We used these concepts in our analysis of results. Methodology design: We have made a qualitative study, since our purpose was to see the learning that occurred in a particular context and to highlight individuals’ perceptions of a phenomenon. We used qualitative methods of observation and interview. In our observation we wanted to make visible the learning that took place for the children in the interaction with the elderly. In the following interviews, the aim was to highlight how the children expressed their own experiences. Conclusions: In the study’s results it appears that Intergenerational learning occurs through interaction and co-operative learning between the children and the elderly at the meetings. It shows itself through verbal and non-verbal communication, cooperation, intersubjectivity, concentration, and what children narrated from the memory of situations. The elderly have learned the children things and opposite during the music sessions, which demonstrates that the Intergenerational learning has taken place. The children have created an understanding of older people's perspectives and life situation. The children’s experiences of these occasions are that it was mostly positive, with some exceptions. They expressed that they appreciated the dancing and singing with the elderly. The music project's aim was to bring together these two generations, children and the elderly, who would otherwise live in isolation from each other in society. We have in our study found several benefits for children that this meeting has generated. Relevance: Our study focuses on a phenomenon that has not occurred in a high degree before, but has found to give a positive outcome in projects and studies carried out. These music sessions in our study are a way to bring together old people and children through a warming and joyful activity. The meeting between the elderly and children can encourage both parties. We want to highlight this project where elderly and children meet to inspire others to create meetings similar like this.

Lessons learned through the Culturally responsive education (CRE) network

(Presented in English)

This paper presents what we have learnt through a North-South-South student and staff mobility network project funded by the Finnish Centre for International Mobility (CIMO). The network Culturally responsive education (CRE) network has implemented the theoretical thinking related to cultural responsiveness in education through collaboration of five universities in Finland, Ghana, South Africa and Tanzania. Culturally responsive teaching (Gay 2010, 2013) aims that learning is meaningful for the learner. Learner is addressed in a comprehensive way and engaged multi-dimensionally into learning activities. Learning should also be empowering. As learning aims for change and freedom it is both transformative and emancipatory (Gay 2013). The Culturally responsive education (CRE) network builds on the university co-operation started in 2012. The well-established connections (Lehtomäki et al.2014) encouraged for further co-operation. The network extended the previous collaboration by peer reviewing good practices in culturally responsive teacher education in the partner universities in the three African countries and in Finland. The participants engaged in a dialogue with students, teachers and teacher educators during exchange activities, intensive course and network meetings, and were guided to analyse gained...
experiences and findings and to bring these back to their learning communities. Intensive courses on qualitative research were planned as a response to the suggestion of the partners in the South. The first jointly organized intensive course took first place as an online course in March 2015 and then as a face-to-face course in Ghana in November 2015. The courses offered opportunities to widen the scope of activities from individual exchange towards collaborative research training, institutional learning and internationalization at home. The aim of the intensive courses was to develop skills necessary for culturally responsive education, and more precisely, to pay attention to the aspects of cultural responsiveness and social justice, including their contextual implications as well as other contextual perspectives to the issue and to enhance students’ understanding of key concepts, terms and assumptions related to qualitative research. One outcome of the project was a peer reviewed edited volume Culturally Responsive Education: studies in the Global South and North (Lehtomäki, Janhonen-Abruquah & Kahangwa, in press) that gave voice to the discussions carried out within the network. Through the articles educational leaders’, teacher students’, students’ and teachers’ voice was heard and the challenges of educational contexts were discussed across universities. The network has contributed through knowledge, research, teaching experience and resource sharing in seminars, workshops and through access to online resources. One of the strengths has been the complementarity: members’ knowledge, skills and expertise benefit each other and impacts on teaching and collegiality in the workplace. Another strength has been the capacity building and professional development of members’ subject expertise and research. The mobility programme has helped to appreciate cultural diversity and made members adopt culturally responsive activities and strategies in teaching. Exchange visits have helped to identify good practices which were then modified and replicated in other contexts. The collaborative work within the network has encouraged continuation of sharing ideas on culturally responsive education and its use in developing education in specific contexts.

JANSSON, MAGNUS (LINKÖPINGS UNIVERSITET, MAGNUS.K.JANSSON@LIUL.SE)
HAKAN LÖFGREN (LINKÖPINGS UNIVERSITET, HAKAN.LOFgren@LIU.SE)

Teachers work with national tests – tasks, time and legitimacy

(Presented in English)

This paper revolves over issues of how teachers deal with the tasks involved in their work with national tests in school-year six in Sweden and how they value the working-time they spend on this work. Recently the national testing that previously covered the school subjects Swedish, English and mathematics was extended by tests in science (biology, physics or chemistry) and social sciences (history, geography, civics or religion). All in all the students took 16 sub-tests during the spring term 2014 due to this extended practice of national testing. However, after criticism from among others teachers and teacher unions for the increased workload laid on teachers the new national tests were made voluntary for schools during the spring 2015 and completely abolished later the same year. The surprisingly unpredictable shifts regarding the national testing policies are considered an effect of changes in the education system toward a stronger state interest in knowledge measurement in a recentralized and competitive school system (Lundahl, 2005; Lindblad, 2000) governed by principles drawn from New Public Management (Svensson, 2011). Against the backdrop of these reforms this article focuses on elementary teachers’ experiences of working with national tests. A key issue when policies are implemented, or rather enacted, in such systems is the strong focus on teachers’ achievements and what is considered legitimate working tasks worth spending time on. Therefore we focus on what the teachers describe as professional legitimate tasks associated to their work with the tests spring 2014/15 and what tasks they considered less valuable from a professional standpoint. The aim of this paper is to explore if and how claims of legitimacy emerges in the teachers’ stories of their work with planning, executing, and processing / communicating national tests in year six spring term 2014/15. How do they value the time consumed in this work? What tasks emerges as legitimate or illegitimate in this work? How? We have conducted semi-structured qualitative interview with elementary teachers (no. 15) and all interviews were transcribed. After several readings of these data, we categorized the data in three main categories regarding the tasks involved in a) preparing, b) executing and c) processing/communicating the tests. In the next step, we listened to the interviews, re-read the
transcripts several times, and conducted a narrative analysis (Polkinghorne 1995). These investigations aimed to elaborate how claims of legitimacy emerged in different ways in the teacher’s stories. Our preliminary results suggest that most teachers’ tries to adapt to this changing assessment practice and ascribe legitimacy to different tasks. E.g. by emphasizing that students ‘abilities’ are now central to the new practice therefore they change their teaching by extended preparations for the tests or by using the test-results in a formative way. Discursively this describes an assessment practice in change and teacher identities shaped in a field of tension discourses that emphasize on the one hand summative assessments of factual knowledge, and on the other hand a formative practice where teachers and students are trying to adapt and understand.

JANSSON, KARL (OREBRO UNIVERSITY (SWEDEN), KARL.JANSSON@ORU.SE)

Religion, ethnicity and gender in physical education: Issues in need of didactic interest?

(Presented in English)

Topic/aim: This presentation concerns religion, ethnicity and gender in physical education (PE). Previous Scandinavian research has almost exclusively explored minority girls’ experiences of PE’s subject-content (Walseth & Strandbu 2014, Walseth 2013, With-Nielsen & Pfister 2011). As a response, I propose to highlight a need for research that includes the whole didactical situation; that is student(s), teachers and subject-content (Gundem 2011, Hudson & Meyer 2011). By analyzing interviews with teachers from a didactical perspective, I will illustrate that religion, ethnicity and gender also concern teachers’ didactical choices and, consequently, the subject-content. Introduction: Although Scandinavian curricula emphasize equal conditions, research in PE shows barriers that preclude equality, e.g. gender/sex and ethnicity (With-Nielsen & Pfister 2011, Skolverket 2005). Several authors (Penney 2002, Flintoff et al. 2008) argue that PE-research tends to focus either sex/gender or ethnicity, and calls for intersectional approaches. Recently, the intersectionality between religion, ethnicity and gender has been acknowledged as an important research area (Walseth 2013, Flintoff 2012, Benn et al. 2011). However, the research has almost exclusively taken departure in a preordained group: Muslim girls. Consequently, teachers’ didactical choices and situations when the subject-content needs to be changed have been overlooked. In order to explore didactical situation, that includes student(s), teacher and content, I will take departure in situations when religion, ethnicity and gender becomes visible, rather than departing from preordained groups.

Theoretical framework: This draws upon the pragmatic philosophy of John Dewey. Dewey rejects the idea that meaning can be found in objects/events per se. Rather, he claims that meaning emerges in action, in processes he calls transactions (Dewey & Bentley 1949/1991). For example, water gets different meaning depending on how it is used (drinking water, bathwater, etc.). Since meaning is an outcome of transaction it can be investigated by studying people’s actions. Accordingly, it’s possible to explore religion, ethnicity and gender in PE, by studying how participants act. Method: Eight teachers participated in qualitative interviews. Through an intersectional perspective, didactical situations were analyzed; i.e. situations when religion, ethnicity and gender become visible in transaction. Findings: All teachers mentioned that they had separated boys and girls at swimming lessons because Muslim girls had requested this. All teachers also stated that they had changed the dance lessons (arranged sex-segregated classes, avoided partner dance) because some Muslim students did not want to dance with the opposite sex. Furthermore, some teachers avoided games with “sensitive touch” (holding hands, hugs) since Muslim students’ expressed embarrassment. The aforementioned exemplifies didactical situations when the intersectionality between pupils’ religion, ethnicity and gender concern teachers’ didactical choices and, consequently, the subject content. Discussion/conclusion: As a contribution to previous research, this study does not only focus minority girls, but didactical situations when religion, ethnicity and gender concern teachers’ didactical choices and, consequently, the subject-content. The changes, in turn, means that all students will meet a somewhat different subject-content. According to these results, religion, ethnicity and gender are of didactic interest. In this study, the didactical situations include Muslim students. Possible situations including other students/teachers, encourages further investigations.

Religion and physical education: does it affect Muslim boys?

Topic/aim: In this study, I investigate situations when religion gets a function for Muslim ethnic minority boys in physical education (PE). Previous research has almost exclusively concerned Muslim girls (Stride 2014, Walseth 2013, Benn et al. 2011). As a response, I propose to emphasize Muslim boys. Empirical data are included in an ongoing PhD-project, in which I investigate situations when religion, ethnicity and gender gets a function for students and teachers in PE.

Introduction: Although Scandinavian curricula emphasize equal conditions, research shows several barriers that preclude equality in PE, e.g. gender/sex and ethnicity (With-Nielsen & Pfister 2011, Skolverket 2005). Furthermore, several authors (Penney 2002, Flintoff et al. 2008) claim that issues in PE tend to be investigated through ‘single issue approaches’ and call for intersectional perspectives. Recently, the intersectionality between religion, ethnicity and gender has been acknowledged as an important research area (Stride 2014, Walseth 2013, Benn et al. 2011). However, this research has almost exclusively concerned Muslim girls. Exceptions have merely concerned Muslim boys incidentally (Benn 2002) or identified them as less vulnerable than Muslim girls (Carrol & Hollinshead 1993). In this study, I contribute to previous research by exploring situations when religion has a function for Muslim boys in PE.

Theoretical framework: This study draws upon the pragmatic philosophy of John Dewey. Dewey rejects the idea that meaning can be found in objects/events per se. Rather, he claims that meaning emerges in action, in processes he calls transactions (Dewey & Bentley 1949/1991). For example, water gets different meaning depending on how it is used (drinking water, bathwater, etc.). Since meaning is an outcome of transaction, it can be investigated by studying people’s actions. Accordingly, it is possible to explore situations when religion gets a function for, in this case, Muslim boys, by investigating when it becomes “visible” in transaction. Method: Four Muslim boys (age: 14-16) participated in qualitative interviews. Situations were analyzed when religion gets a function in PE, i.e. situations when religion become “visible” in transaction. Findings: All boys stressed that they sometimes take it easy at PE during Ramadan, because they don’t want to be hungry/thirsty afterwards. They also told that they sometimes “run as usual”, especially during funny activities, but then become hungry/thirsty and tired afterwards. None of the boys wanted to swim during Ramadan for fear of swallowing water (i.e. “drinking”). Two of the boys hesitated to dance with girls because of their religious beliefs. This exemplifies situations when religion gets a function for the boys, i.e. situations when religion becomes visible in transaction. Discussion/conclusion: Benn et al. (2011) claims that attention to religion and PE “could help us to increase understanding for more inclusive practice” (p. 23). Though a small sample, this study indicates that religion may be of great significance for Muslim boys. Although it is important research, I will highlight the need for research concerning other minority groups than Muslim girls. A broaden sample can increase understanding for more inclusive practices, for all students (cf. Benn et al. 2011). References: Benn, T., Dagkas, S., & Jawad, H. (2011). Embodied faith: Islam, religious freedom and educational practices in physical education. Sport, Education and Society, 16(1), 17-34. Benn, T. (2002). Muslim women in teacher training: issues of gender, ‘race’, and religion. I D. Penney (Ed.). Gender and Physical Education: Contemporary Issues and Future Directions (s. 57-79). London: Routledge. Carrol, B., & Hollinshead, G. (1993). Ethnicity and conflict in physical education. British Educational Research Journal, 19(1), 59-76. Dewey, J. & Bentley, A. F. (1949/1991). Knowing and the known. In Boydstun J. A. (Ed.). The Later Works, 1925-1953, Vol. 16: 1949-1952 (p. 1-294). Carbondale: Southern Illinois University Press. Flintoff, A., Fitzgerald, H., & Scraton, S. (2006). The challenges of intersectionality: researching differences in physical education. International Studies in Sociology of Education, 18(2), 73-85. Penney, D. (2002).

Technology in Leisure-time centre

(Presented in English)

In Sweden a huge majority of Swedish children between 6-8 years old attend afterschool activities in a leisure-time centres (LTC). Leisure time centres in Sweden is a part of the Educational system and activities should take their standpoint in the curriculum (Skolverket, 2011). Traditionally the focus in leisure-time centres has been on informal learning and children’s free play. During the last decade it has been a stronger focus upon more formal learning and also demands that the leisure-time centres should be able to describe their activities and learning processes (cf Skolverket, 2014). The Swedish government has recently initiated an investigation to formulate a chapter in the Swedish curriculum with focus upon leisure-time centre. In the proposition for the new chapter technology has been pointed out as one subject (among others) pupils should learn about in the leisure-time centre (Skolverket, 2015). The focus in this paper is on how technology is made in the leisure-time centre. The result shows that technology education is often an ongoing activity in children’s free play when they for example build or make different kinds of constructions like building Lego or using other kinds of construction material. Free play is in this traditional form a matter of informal learning in which teachers in some sense leave the pupils, not challenge them in their learning process. Technology can also be seen in more formal educational settings where the pupil’s for example learn how to use digital tools, or doing technological experiments. In these more formal settings the activities can to a higher extent be seen as a complement to traditional technology education in school. The tentative results in this study highlights the processes of doing technology which involves aspects of learning and how teacher’s and pupil’s cooperate (or not) in this processes. Method The result which is presented in this paper is drawn from an on-going fieldwork which is conducted in three Swedish leisure-time centres (Hammersley and Atkinson, 2007). The observations has been focused upon the daily activities in the leisure-time centres. In addition to observations interviews has also been made with teachers in the LTC about their experiences of working with technology in LTC. The material is analysed inspired by a grounded theory approach (Charmaz, 2013).

JANSSON, MAGNUS (LINKÖPINGS UNIVERSITY, MAGNUS.JANSSON@LIU.SE)

Practice schools for whom, about what? Some considerations about a pilot project concerning teacher students practice.

(Presented in English)

Practice schools for whom, about what? Some considerations about a pilot project concerning teacher students practice. Sandra Jederud Mälardalen University sandra.jederud@mdh.se Niclas Månsson Mälardalen University niclas.mansson@mdh.se Laila Niklasson Mälardalen University laila.niklasson@mdh.se The purpose of this paper is to illuminate the reasons behind the reformation of Swedish teacher practice from taking place at various schools to now being held at specific practice schools, and to discuss some of the current consequences of this pilot project. In this paper we take a closer look at what specific factors caused the implementation of changes in teacher practice that supposedly did not meet the requirements. Also, we look at what differences concerning teacher practice that have been concretely expressed in syllabuses due to this project. Furthermore, which specific communities in Sweden are chosen to take part in the project and on what criteria the selection is based. This paper is, methodologically speaking, a study of specific literatures such as national and local policy documents, in order to follow the changes in teacher practicum, from the incipient ideas in the arena of formulations – that is the political proposal in 2013, to what exactly has concretely been expressed in syllabuses of today. A current trend nationally shows that different teachers colleges have different approaches as to
how specific practice schools are organized within teacher education. In the case of this study it is possible to draw two conclusions: i) schools in smaller municipalities have difficulties in organizing practice for teacher students than larger municipalities have, hence they are therefore excluded from the reformation; ii) schools in municipalities that receive teacher students experience difficulties in the organization as they receive a larger amount of teacher students than they did prior to the pilot project. The empirical conclusions offered in this presentation are to be seen as a contribution to Nordic educational research focusing on teacher education and its relation to the practice that teacher students are offered during their education. Keywords: organisation, teacher education, practice schools, curriculum and syllabuses. NERA Network: 1. Curriculum Theory; 2. Teacher’s Work and Teacher Education. Language of the presentation: English

JENNSSEN, LINE (Buskerud and Vestfold University College/Univ College of South-Eastern Norway, LineL@HBV.NO)

Educational leader's perception of their role regarding ethical and human rights issues

(Presented in English)

Leaders have the responsibility for good practice. In educational settings, ethical dilemmas and situations where children’s rights are at stake, frequently occurs. A series of unwanted incidents suggest that there is a need to strengthen educational leaders’ competence in the field of ethics and human rights, aiming to increase awareness of challenging situations, develop a morally attentive educational environment and facilitate for the realisation of good practice. There is little research-based knowledge on how to educate for ethical leadership in educational settings, in particular when adding the dimension of developing the role of educational leaders as custodians of children’s rights. This abstract presents preliminary results from a PhD-project aiming to explore ways of stimulating ethical leadership with a focus on children’s rights, through web-based coaching and reflections on practice. The overall question for the project is “How to educate for ethical leadership in schools”, and the poster for the conference presents empirical data from one the sub-questions of the PhD-project, namely “how do the educational leaders perceive their role regarding ethical and human rights issues?”. The data is collected in the autumn of 2015 through focus group interviews (Barbour & Kitzinger, 1999). In addition to the data-analysis, Educational Design Research (EDR) (McKenney & Reeves, 2012) is used as a framework for understanding. In EDR, researchers and practitioners work together in constructing new knowledge and facilitating the voicing of the participant’s experiences and perceptions through the educational design. This poster is relevant for the conference as it presents new research from the intersection between children’s rights and educational leadership. The area of children’s rights is mirrored in the key themes of the conference - social justice, equality and solidarity in education. This paper will contribute to the understanding of educational leadership within the Nordic research community by providing insights into educational leader’s perception of their role regarding human rights issues in Norway.

JOBST, SOLVEJG (Høgskolen i Bergen, Solveig.Jobst@hib.no)

The glocal teacher between solidarity and difference: Challenges of education

(Presented in English)

The paper discusses the relation between solidarity and difference as a fundamental challenge of international and intercultural education. Against the background of increasing pessimism about the impact of cultural diversity upon not only national traditionalism but also upon the welfare state, the aim of education to develop bonds of solidarity and to recognize collective identities becomes more and more complex and faces a lot of difficulties. On the one hand, international and intercultural education is considered as the key to a democratic internationalization and cultural diverse society. On the other hand, the same educational concepts quite often turn out to be ethnocentric and nonsensible with regard to social-cultural inequality. To clarify this paradoxical situation the paper focuses on the relation between the two principles: building bonds of solidarity and recognition of cultural differences. It is argued within a multidisciplinary theoretical framework and the empirical data are seen within a comparative perspective. The theoretical frame combines political theories about global-local governance, curriculum theory and action theory. The relation between universal trends and the peculiar context, between structure and agent as well as between the different levels of the curriculum process is empirical examined within an international
comparative approach. What agencies are being set up in different educational contexts for reshapings contemporary society in light of the need of solidarity and the increasing cultural diversity as well as social inequality? To what extent can we speak of a redefinition of the valued (national) culture? How do teachers respond to internationalization of their curriculum and to the increasing cultural diversity in classroom? Answering those questions the paper investigates different European examples of international and intercultural education. The first examples analyse the creation of international trust and solidarity in the context of European identity formation and a socially just and culturally diverse European society. It will be shown that teachers do not only attach different meanings to the formation of supranational identity, but rather their „international teaching“ strengthens national identity and it does not lead to a reduction of social inequalities. A second empirical part focuses on intercultural education and confirms those trends by referring to the inclusive education system of the Nordic European countries. It is shown that the construction of difference - either by ignoring or emphasizing them - hinders the building of cross-cultural trust and solidarity. It is expected to explore common and contextual opportunities, difficulties and ambiguities and thus to investigate the “hidden curriculum” of intercultural and international education. In order to stimulate further debate reference is made to the concept of “glocal teacher”. The discussion will provide a contribution towards improving the conditions of education as an education for all as the basis of a diverse and socially just society.

Johansson, Andreeas (University of Gävle, ansjon@hig.se)

Once upon a threshold – A narrative study of three men in their twenties and their experiences of violating the norms of a heteronormative school environment

(Presented in English)

Introduction: The school takes part in reproducing societal norms and values, something that is seen as a natural part of its culture-transferring mission. Some of these norms and values can be explained by the queer theoretical concept of heteronormativity, which aims to elucidate the norms and structures that emphasize heterosexuality as normal, making other sexual orientations deviant. Discrimination of non-heterosexual people in school as a place has slowly decreased in recent years (Brottsförebyggande rådet, 2014). However, that does not mean that the discrimination has been reduced in school as an environment, yet instead it has found expression through new ways such as through the Internet and through telephone/texting. This study aims to elucidate the experiences of students who commit norm violations of heteronormativity and thus exposed to the risk of discrimination due to non-heterosexuality, this is to increase the understanding of students’ experiences of a heteronormative school environment. To do that, these questions were asked: i) How are violations of heteronormativity expressed?, ii) How do the hetero-norm violators handle these violations?, iii) Which consequences can the violations lead to for the norm violators? Method: The study was conducted through a narrative approach and narratives as method (Johansson, 2006). Three interviews were conducted with males identifying as non-heterosexuals. The theoretical framework that built the analysis consisted of the queer theoretical concept of heteronormativity as part of the environment and as an influencing factor in students’ socialization (Ambjörnsson, 2006). The students’ produces and reproduces norms about gender identity through socialization, making certain kinds of masculinity normal thus leads other masculinities to become deviant. The narratives have also been analyzed through Connell’s (2008) concept of hegemonic masculinity, which intends to describe the power structures nature and function within and between different masculinities.

Results: The result shows that discrimination does not need to depend on actual homosexuality but also even suspected, or materialized, homosexuality. The results also indicates something that I have chosen to call homo-hatred, where hatred is displayed by non-heterosexuals towards others who identify as or are suspected of being non-heterosexual, despite the own sexual orientation. It has been interpreted as them kicking sideways instead of kicking upwards within the power structures of masculinities, which may be a natural reaction for the students ‘survival’. Sports seem to function as a marker of heterosexuality, where the distinctions between masculinities are made visible and the violations of heteronormativity becomes tense. Conclusions drawn from these interpretations were that the consequences or meaning of norm violations may shift over time and doesn’t necessarily need to be negative for the student, even if they were perceived as negative when they occurred. References: Ambjörnsson, F. (2006). Vad är queer? Stockholm: Natur och kultur AB. Brottförebyggande rådet. (2015). Hatbrott 2014. Stockholm: Brottsförebyggande rådet Connell, R. (2008). Maskuliniteter. Göteborg: Daidalos AB. Johansson, A. (2006) Narrativ teori och metod Lund: Studentlitteratur AB.
Rector learning - The conditions, obstacles and opportunities for learning in the daily activities

(Presented in English)

School is often described as a complex organization with multiple challenges and expectations, where many studies have focused on teachers’ and students’ the situations. In these studies the principal’s role are often described as changing from an educational leader to being and becoming organizational manager. But what the principal’s daily work consists of and what competences leadership requires, are not as clearly studied area. To fill this gap is the purpose of this study. This study includes audio-recorded interviews and observations with ten secondary school principals. All interviews were transcribed and analyzed based on principals’ views on the leadership, peer-support, ongoing change, scope of action and management of their unexpected. The observations study consist of 320 hours of recording, was each respondent followed four days. Our results show that principals perceive lack of time for both reflection and to be an educational leader. At the same time an ordinary day contains several meetings with teachers, where focus often is on providing advice and support on pedagogical and educational issues. They also meet fellow principal where both pedagogical and organizational issues are discussed. All such meetings consist of individual and collective reflection on and about the situations, structures and processes which contribute to individual and peer learning. In contrast, other study shows that there is both scope in time and situations that allow reflection both on and over the situation. One explanation for this result could be that principals and researchers are not in agreement as to the meaning of the concept of reflection. Principals in this study spoke more in terms of “pull back and think” or close contemplation. The conditions for learning, individually or collectively, in these studied organizations can be said to be good. Organizational learning is more difficult to grasp because of limited period of time for the study, but probably needed a forum where knowledge is processed throughout the organization. The meetings have very different focuses and goals, implying that a principal needs to handle shifting perspectives and different roles; to be supportive, decision-making or reflecting and being a manager, colleague or economic leader. Our results show that principals has a complex role, both presuppose and develop other skills than teachers often need. The study’s knowledge contribution is how knowledge and skills dedicated on requirements and expectations lies in the principal role and outside dedicated teacher knowledge. This study focuses on the high school principals, yet we know that there are significant differences between primary and secondary education. Primary schools also generally have a higher turnover of staff regarding principals. But what the differences might be and how these contribute to such as willingness to become principal or quit as principal, we still know very little about.

Johansson, Andreas (University of Gävle, ansjon@hig.se)

The risk of nonperformativity of LGBTQ-certifications of Swedish schools – a critical discourse analysis

(Presented in English)

Introduction There are several different regulating documents that are supposed to control Swedish schools in an anti-discriminating way, such as the Discrimination Act and policies for Equal Opportunities and Fair treatment, but discrimination of non-heterosexuals is still a part of school environments (Brottsförebyggande rádet, 2015). There has been research done that has tried to draw upon the daily struggles of LGBTQ students within heteronormative school environments in Sweden, my master thesis included (Johansson, 2015). In the middle of November 2015, Sweden will get its first LGTBQ-certified high school, a kind of certification that has become more and more popular during the last couple of years in other organizations. It could be interpreted as a response to the discrimination against non-heterosexual students and also a part of the ‘political correctness’ nature of the anti-discriminating discourse. Whatever the reason, these certifications is a relatively new part of the discourse of anti-discrimination within school which makes it interesting to research. Therefore, the aim of this study is to elucidate and analyze the speech of LGBTQ-certifications of Swedish schools. To do that, I will try to answer these questions; i) How is the LGBTQ-certification of Swedish schools expressed?, ii) What meaning is given these certifications? iii) What are the consequences of them? Method: The method used will be a critical discourse analysis with a queer theoretical approach. The study object will be the anti-discriminating discourse with a focus on the speech of the LGBTQ-certifications, both the documents from the certifiers and the speech of the certified
Emotional dimensions in the beginning teachers’ stories about their work

(Presented in English)

Research on emotions has recently been increasing internationally and also in Nordic countries, although emotions have for long been in a marginal role in educational research (see Uitto, Jokikokko & Estola 2015). Our presentation is a part of the EMOT-research project (Disentangling the emotional dimension in beginning teachers’ work) funded by the Academy of Finland. The presentation focuses on how emotional dimensions are present when beginning teachers tell about their work. We approach teachers’ work as moral, relational and micropolitical by nature and hence, emotions are inevitably involved in it (Hargreaves 2001, Kelchtermans 2009). We understand emotions not only as personal and private experiences, but as constructed in social interaction and in the cultural, societal and historical contexts (Boler 1997, Hargreaves 2002, Zembylas 2004). Narrativity forms the theoretical and methodological starting point in the presentation: people make sense of their lives and experiences by telling about them (Clائدin & Connelly 2000, Elbaz-Luwisch 2005). Our presentation is based on research material that consists of narrative interviews: seven primary school teachers and three secondary school teachers were interviewed three times during the first two years of their teaching careers. The thematic analysis of the interviews focuses on the different ways, in which the emotional dimensions appear in beginning teachers’ stories about their work. In the interviews the teachers often name emotions explicitly, but emotions are also implicitly present in the stories that deal with conflict situations or when teachers’ work is talked about via metaphors. Emotional dimensions are intertwined in the stories with teachers’ own emotions, moral issues and teachers’ decision making as well as with the different relationships in teachers’ work: students and their parents, colleagues and principals. Furthermore, teachers’ stories describe how teachers make interpretations about their students’ emotions and the teachers also consider the emotional skills of their students. Emotions also appear in the micropolitics of the school and in different emotional rules. In the context of teachers’ work emotions are often pushed aside as cognition and rationality are highlighted (Schutz & Zembylas 2009). Emphasis on teachers as rational professionals has led to the assumption that showing emotions is a sign of unprofessionalism. Hence, as concluding remarks we bring up the significance of being aware of emotions and the importance of discussing emotions especially in teacher education.

JOKIKOKKO, KATRI (UNIVERSITY OF OULU, FACULTY OF EDUCATION, KATRI.JOKIKOKKO@OULU.FI)
MINNA UITTO (UNIVERSITY OF OULU, FACULTY OF EDUCATION, MINNA.UITTO@OULU.FI)
EILA ESTOLA (UNIVERSITY OF OULU, FACULTY OF EDUCATION, EILA.ESTOLA@OULU.FI)

The future, education and the inertia to change

(Presented in English)

The paper takes as a point of departure that there are very powerful reasons for change, both in the form, but particularly in the content of education. These are demanded by a whole spectrum of massive changes in the modern environment. The paper will, however, focus on two aspects of the dynamics of change story. I) The envisaged agents of changes, as seen by the change literature and the problems inherent in the two main storylines, i.e. the top-down and the field-driven ones. II) The inertia(s) to change, as defined by the cultural, historical or institutional reasons but also various social, and even organizational issues or agents that impede or resist change; if these are not understood by those advocating change, much less will happen than the proponents anticipate. We will briefly but critically discuss (explain) the following categories of inertial issues (they are not all forces or active agents) and match them against the theoretical stances suggested above. The categories can be characterised by the following description. A) The conservative character of the general or public discourse and sentiment. Thus tradition, respect and good historical performance, may hold change at bay. The academic discourse on subjects may also be included here. B) The conservative nature of standards and accountability may be quite forceful. A high-stakes competitive environment may become very conservative and thus impede change of these standards. C) It can be justifiably argued that new ideas, e.g. new content, are not always for the better; the old ones were very good and thus one should be vary of change. Also some of the new ideas are often somewhat fuzzy. D) In a policy borrowing environment, it may be noted that no substantial change is taking place elsewhere. Why should one change if those that one respects are not moving discernibly? E) One should not react as if in a panic. Nothing bad happens, even if don’t change? But the problem is, that one is preparing the young for a somewhat distant future. F) The vested interests have a firm grip. It should be discussed openly how strong vested interests, supported by tradition and wide ranging nets of interests may hold new ideas at bay, even if those have a good case but a relatively weak group of proponents. G) One of the interesting problems is that very few agencies within the educational edifice have the overview and foresight necessary to argue for change. The necessary expertise may not exist. H) Educational research that is often heralded as among the prime agents of change, may under close inspection for various reasons turn out to be more conservative than anticipated. I) The field workers within the system of education, which are sometimes seen as crucial agents of change, may not have the knowledge or capacity to take the initiative. J) The logistic problem of changing a system, irrespective of whether it shall be done from the top or by a field based synergy (or both) is enormous.

The future, education and powerful knowledge

(Presented in English)

There is a long standing agreement that the curriculum presented within the system of education should consist of powerful knowledge. This was argued by Plato in the Republic and in recent years in various papers and books by Michael Young, and his colleagues. But how is this power determined and then introduced? The paper argues, that three issues must be tackled in such discussion, which are either somewhat missing or neglected, e.g. in Young’s work. The missing dimensions are largely due to the neglect of taking seriously into account the massive social, cultural, environmental, ethical and technological changes and challenges foreseeable in the next 2-4 decades (we are not particularly focussing on the changes that are already seen, even though these are important). First, it will be argued that a clear and a truly renewed discussion of the aims or the role of education, e.g. as discussed in various writings by Biesta, and in particular how these should be reassessed given the anticipated changes. Second, by discussing the foreseeable changes, noting that even though we cannot know exactly how things will evolve, we can intelligently anticipate many of these changes. Third, by acknowledging the changing landscape, presented by issues discussed under I and II we need to discuss how these should, or rather might be merged within a dynamic system of education. What knowledge and infrastructures need to be present within the system? It will be argued that because the system of education is not sufficiently aware of the potential changes discussed under issue II, it is not sufficiently renewing its discussion about its aims, nor how it might proactively react with ensuring powerful knowledge, that may be very different from the knowledge now dominating the system of education (sometimes it seems even not interested in such discussion). The paper will conclude by noting, and

JONSDOTTIR, GUDRUN (NMBU, GUDRUN.JONSDOTTIR@NMBU.NO)

EVA MARTINSEN DYRNES (HØYSKOLEN I ØSTFOLDM, EVA.M.DYRNES@HOF.NO)

Write me a letter - -Educating future teachers for ethnical and cultural diversity in the classroom

(Presented in)

This presentation takes as its starting point an increased demand for professional teachers who are capable of being responsive to and responsible for all future students regardless of ethnic and cultural backgrounds. In a recent study (Dyrnes, Johansen & Jonsdottir 2015) we explored which issues concerning multicultural classrooms are addressed in Practical Pedagogical Education (PPE) and which are not? We scrutinized this by interviewing PPE graduates on their experiences regarding PPE and the multicultural classroom. Our findings indicated that these key/integral concepts are addressed only superficially. The topic is raised and discussed without empirical and theoretical perceptions. Challenges in the multicultural classroom appear to be addressed primarily from an individual perspective, which may prove problematic when newly qualified teachers are faced with challenges in the multicultural classroom.

In our new and ongoing project, we draw on these findings with the aim of improving how the multicultural classroom is being addressed in PPE. Our intent is to improve our practices through four main phases: iterative analysis, design, development, and implementation. In this presentation, we emphasize concepts that seem essential for future teachers in multicultural classrooms, as well as examine our approaches to the application of these concepts in an academic and analytical manner. We address this in five main steps throughout the course of the academic year by drawing on the following core values: communities of inquiry, taking an intellectual and political stance and the importance of generating local knowledge (Cochran-Smith 2004). The project is set within the overall framework of educational design research (McKenney and Reeves 2014). We apply a flexible methodology, using reflective letter writing as our main method of generating data (Pithouse-Morgan, K., Khau, M., Masinga, L., & van de Ruit, C. (2012). In addition, the data will include two focus group interviews at the end of the final semester (Kamberelis & Dimitriadis 2013). To date, two of the projects five steps have been carried out. The preliminary analyses of these two steps indicate that the teacher of the prospective students struggles to find a meaningful way of addressing ethnic diversity both in general and in the context of education (in special?) as it relates to their own ethnic/cultural background. The transcribed data/material will be analyzed as a whole using an inductive qualitative approach (Elo & Kyngäs 2008). By March 2016 at the NERA conference in Helsinki, we will have more to present from the project having by that time conducted four out of it’s five steps. References: Dyrnes, E.M., Johansen, G., & Jonsdottir, G. Hva opplever studenter på PPU som utdannings «blinde flekker» i temaet den flerkulturelle skolen [How do students in PPU experience the ‘blind spots’ in the theme multicultural school]. Eto, S., & Kyngäs, H. (2008). The qualitative content analysis process. Journal of Advanced Nursing, 62(1), 107-115. doi: 10.1111/j.1365-2648.2007.04569. Kamberelis G. & Dimitriadis G. (2013). Focus Groups: From Structured Interviews to Collective Conversations. Routledge. Park, V. (2005). Book Review: Cochran-Smith, M. (Ed.), Walking the Road: Race, Diversity and Social Justice in Teacher Education. New York, 2004. Teachers College Press. Journal of Educational Change, 6(4), 395-399. doi: 10.1007/s10833-005-4176-1. Pithouse-Morgan, K., Khau, M., Masinga, L., & van de Ruit, C. (2012). Letters to Those Who Dare Feel: Using Reflective Letter-Writing to Explore the Emotionality of Research. International Journal of Qualitative Methods, 11(1), 40-56.
The relation between parents satisfaction with compulsory schools and their wishes for involvement in school activities

(Presented in English)

This paper reports on some main traits of the relationship between parents’ interest to participate and their satisfaction, and discusses possible consequences for home-school cooperation. Parents’ satisfaction about the compulsory school their child attends, and parents desires to become involved in school activities, are affected by several factor including schools response to their child’s needs, parents social background and child age. Bronfenbrenner’s ecological system theory (Bronfenbrenner, 1979) and Epstein’s family-school-community partnership model (Epstein, 2011) form the theoretical framework of the study, bringing focus onto the student herself and how that partnership can be enhanced. Parents’ social capital affects the home-school relations (Bæck, 2009), and therefore the emphasis on quality and equity as main strengths of the educational systems in Nordic countries (Sahlberg, 2015) is a valuable perspective. This study on parental involvement in compulsory education in Iceland builds on data from a larger research project conducted in 20 schools in collaboration with staff, students and parents, see also Jónsdóttir (2013) and Jónsdóttir and Björnsdóttir (2012). Findings here build on data from an online questionnaire to all parents in the schools in spring 2011 (N=3481). Response rate was 67%. Main findings show that the majority of parents were satisfied with their child’s schools and the contact or cooperation they had with teachers. Parents that felt that their child needed but didn’t get enough behavioral or educational support were more likely to be dissatisfied. This group of unsatisfied parents was also more willing to be involved in school activities than parents on average, but believed less in parents’ possibilities to influence school. Educational background turned out to be crucial for parents’ opinions. Findings imply that equity in compulsory schools is disputable, and that social capital affects home-school relationship. Parental involvement must be discussed and encouraged in many different ways, if the aim is a joint responsibility of student welfare and education. References Bronfenbrenner, U. (1979). The ecology of human development : experiments by nature and design. Cambridge, MA: Harvard University Press. Bæck, U.-D. K. (2009). From a distance—How Norwegian parents experience their encounters with school. International Journal of Educational Research, 48(5), 342-351. Epstein, J. L. (2011). School, family, and community partnerships : preparing educators and improving schools (2nd ed.). Boulder, CO: Westview Press. Jónsdóttir, K. (2013). Desirable parental participation in activities in compulsory schools. BARN, 4, 29-44. Jónsdóttir, K., & Björnsdóttir, A. (2012). Home-school relationships and cooperation between parents and supervisory teachers. BARN, 4, 109-127. Sahlberg, P. (2015). Finnish lessons 2.0 : what can the world learn from educational change in Finland? (2nd ed.). New York : Teachers College, Columbia University.

JÓNSDÓTTIR, KRISTÍN (UNIVERSITY OF ICELAND, KJONS@HI.IS)
AMALÍA BJÖRNSDÓTTIR (UNIVERSITY OF ICELAND, AMALIABJ@HI.IS)

Developing pedagogy for inclusive practices: Self-study in teacher education

(Presented in English)

Context Meeting needs of diverse groups of students in inclusive schools requires a well-chosen pedagogy. Working in inclusive schools can create tensions for students and teachers, but also opportunities for new ways of learning and teaching. Responding to these challenges we developed a course in teacher education Working in Inclusive Practices (WIP) based on ideas of inclusive (IE) and innovation and entrepreneurial education (IEE). IE is an ideology of equitable learning opportunities, accessibility and participation of all students in valuable ways. Inclusive schools need teachers who have the competence and values to build on all students’ resources ready to transform schools towards inclusive practices (Guðjónsdóttir, 2007; Reynolds, 2001). IEE builds on emancipatory pedagogy applying creativity and knowledge to meet needs that learners identify and the role of the teacher is to facilitate rather than instruct. IEE helps people to develop a capacity for action and, critical and creative thinking through dealing with real-life issues (Jónsdóttir & Macdonald, 2013). We introduced IEE into the course as a creative approach to deal with challenges of living in the modern world, and in particular with becoming responsive teachers for diverse students in inclusive schools. Aim The purpose of this study was to see how we created learning conditions for inclusive practice building on students’ resources. We wanted to give students
opportunities to participate in meaningful learning moments applying creativity and knowledge; solving problems they identified in inclusive practices. Our goal was to understand how IEE can help practitioners tackle the hindrances they encounter. The research question was: How can we use IEE approach to help students create inclusive school practices? Methods This is a self-study of teacher education practices. Data was gathered from spring 2013 to 2015 including recordings of meetings, e-mail communication, tickets out of class (TOCs) and different online documentation. To understand our practice and support our interpretation as self-study practitioners the voices of our students provide the evidence for our claims (Pinnegar & Hamilton, 2010). We regularly discussed and critically reflected on teaching and learning gradually combining and expanding the emerging findings in light of the research question. Outcomes In the course we introduced various ways of designing learning environments for all students, different teaching methods and approaches. Students liked the way the lessons were organized and “instead of letting us just read about multiform teaching strategies you used them in class.” The course required students’ independence, responsibility and participation using on-line environment blended with on-campus sessions. “It has been educational to attend the on-campus sessions, work on tasks and projects and connect with the students in a dialogue”. The on-line environment used in-between on-campus sessions, consisted of discussion threads about the topics in focus, readings, presentations, different tasks or assignments. Our findings show that initially students met the presentation of IEE with some suspicion but as they got to know it and tried out the approaches they realized the properties and pedagogy it offered. The research is relevant for Nordic and international policy as an example of inclusive education pedagogy.

Traditions, Ambiguities and Pupils: Challenges in Teacher Assignment

(Presented in Swedish)

Traditions, Ambiguities and Pupils: Challenges in Teacher Assignment Linda Jonsson Mälardalen University, SWEDEN linda.jonsson@mdh.se The purpose in this presentation is to discuss three different traditions regarding religious education in the Swedish school system (including compulsory and upper secondary schools) and to illuminate some challenges within these traditions. The research is, methodologically speaking, a study of specifically literatures, such as national curriculums and national policy documents from 1940 to 1994 regarding religious education, and the journal Religion och livsfrågor (Religion and life views). Following the national policy for religious education it is possible to identify three different traditions with different guidelines that teachers are supposed to follow: the denominational tradition, objective tradition, and the inexplicit tradition. These traditions are working as frames of references for analysis of the journal Religion och livsfrågor. By analyzing the debate on religious education from 1994 to 2011 it is possible to illuminate teacher’s voices on religious education in order to understand the challenges teachers are facing in their teaching practice. The first challenge is the transition from one tradition to another since the discussions rather focus on the differences between the traditions than on the didactical challenges the teachers are facing in their daily work. The second challenge concerns the inexplicit tradition. According to the teachers, there is a discrepancy between the volume and content of the school subject and the time that teachers are given to teach religion in class rooms. The last challenge concerns involving the students in their teaching practice since teachers experience difficulties handling spontaneous questions from their pupils. The study ends with a reflection on the thoughts from Dewey and Klafki on the importance of communication, participation and engagement. This discussion can be used to readress the debate, from locked positions to the actual teacher assignment and the didactical questions concerning religious education. The findings from this study are to be seen as a contribution to Nordic educational research on didactic in general and religious didactic specifically, its contents and the class room practice. Keywords: religious education, traditions, challenges, assignment NERA-network:

1) General Didactics, 2) The Curriculum Research Network Langue: English

Social skills and constructions of normality in the Finnish school

(Presented in English)

This study uses in depth interviews with teachers, teacher assistants and school counselling personnel to examine how constructing students as ‘normal’ is based on their behavior, and especially on ‘good’ social skills. Through examining what teachers say about social skills required of a normal student, it is possible to point out how the social skills connected to the capability of students to adapt to the formal school and to the political, social,
economic and cultural system that the school forms part of. This study is part of a wider two-year ethnographic project that examines teachers’ and students’ perceptions of marginalization in two lower secondary schools in the capital area of Finland. The two schools have diverse student bodies and are located in culturally diverse neighborhoods. The part of the larger study that is discussed in this chapter draws on semi-structured in-depth interviews with twenty-eight teachers, one teaching assistant and two school counseling personnel about their perceptions of whether and why certain students are excluded and others included in the school community. Based on my analysis of manuals of social skills and teacher and staff interviews it seems that the construction of normality is attached first of all to individual and psychological matter, which means that there are at least partial shift from the specific differences (such as ethnicity or gender) to more individualized and psychologized interpretation of normality. Part of this representation of normality is the notion that the lack of normality is a pathology that can be fixed. As a consequence the weight of resolving the situation moves from the institutions to individuals that have to fix their behavior to be able to be recognized as normal subject and so to adapt to the formal school and to society. In the interviews teachers and school personnel constructed normality as the right kind of behavior and social skills. They also highlighted (also the manuals of social skills) that the social skills mostly concentrate to the institutional side of the individuals’ behavior. Thus, marginalisation can become described as problem of individual and not a question of political and economic structures. (Fahlgren, Johansson and Mulinari 2011) In this way in ‘problematic’ situations such as bullying or in other cases of exclusion or marginalisation, the pressure to change was on individual, not on the school or the school communities. This paper examines in a new way the complex relations between ‘normality’ and social skills and so broadens the understanding of the processes of marginalisation and exclusion.

JÄRVINEN, TERO (UNIVERSITY OF TURKU, FINLAND, TEIJJA@UTU.FI)
JHANIA MALINIEMI (UNIVERSITY OF TURKU, FINLAND, JHANIA@HOTMAIL.COM)

Socio-economic background and educational dispositions of young people: a comparison between Australia and Finland

(Presented in English)

The study compares the effect of socio-economic background on the educational dispositions of young people in two different educational context (Melbourne, Australia and Turku, Finland). The study is a part of a larger research project, International Study of City Youth (www.iscy.org), in which young people's educational trajectories as well as the development their educational perceptions will be followed up in 11 countries and 12 cities across the world. The aim of this study was to explore whether students'perceptions of their expected academic success and levels of disengagement differ between young people from different socio-economic backgrounds and is the connection between one's socio-economic background and perceived success/disengagement similar in Australia and Finland. Results indicated strong classed patterns in the formation of educational dispositions of students in Australia, but this was not the case for Finnish students.

KANE, EVA (NOW STOCKHOLM UNI, IN MARCH 2016, JÖNköPING UNIVERSITY, EVA.KANE@JU.SE)

Playing practices among staff in school-age childcare

(Presented in English)

In an outcome driven school time and space for play can easily be forgotten on the list of priorities. Yet play is part of the practice traditions of Nordic school-age childcare (Højlund, 2002; Johansson & Ljusberg, 2004, Øksnes, Knutas, Ludvigsson, Falkner, & Kjær, 2014). It is therefore important to develop a language that makes conversations about, reflections on and analysis of play and playing in school-age childcare easier. Together with staff in school-age childcare in Sweden and England an action research project explored the facilitation of play. Data consists of transcribed conversations with staff before and during the project. Kemmis et al. ‘s (2014) theory on practice architecture was the primary tool for analysis. Action research became a way to discover the taken-for-granted conceptions
of play that governed their doings, their play practices. It also became a way to disturb the dominant play practices and open up for testing other play practices. Just as action research was used to disturb and change practice in order to understand it, concepts from Deleuze and Guattari’s philosophy (1980/2004) were put to work to disturb taken-for-granted concepts of play in order to explore how playing works. A playing practice could be conceptualised as a practice that sensitises itself to the disturbances caused by playing but also puts itself ‘in play’ which opens up for a continuous playing with play. Such a transformative playing practice could mean that staff explore which is the dominant play practice in their setting and then continuously and consciously disturbs it. When staff sensitise themselves to playing it may be possible to avoid taken-for-granted and routine play practices.

Karlsdóttir, Jóhanna (Assistant Professor, johannak@hi.is)

Storyline as an approach in teaching and learning solidarity in diverse groups of students

Inclusion and diverse groups of students call for teaching approaches that accounts diversity. In this paper ideas of pedagogy in inclusive education are presented. The teaching approach in focus is Storyline (The Scottish method) – an approach to effective teaching and learning and collaboration between students in a diverse group of pupils with mixed ability needs. The approach is learner centered and pupils’ ideas and experience used as a starting point for learning (Falkenberg and Håkonsson, 2005) and builds on pupils resources. Curricula and the organisation of education and teaching and learning are in the spotlight. Inclusive education are tied to human rights issues, and are based on the values of equality, social justice and solidarity. There is respect for diversity and active participation of all. It is part of cultural development and policies of educational systems and institutions, responding to student diversity and valuing all students as equal (Ainscow, 2007). In multicultural society there is a growing number of pupils in primary schools from different cultures and with a foreign background. That calls for various approaches in planing teaching and learning for diverse groups of students (Guðjónsdóttir, 2000). This is a qualitative research focusing on how teachers meet a diverse group of pupils in inclusive compulsory schools in Iceland. A special emphasis is on good practices in a successful learning environment where the issues of social justice, equity, democracy, and human rights are embedded in the learning process. The purpose of the study was to gather information about how teachers manage the challenge of inclusion. The goal was to understand how they organize their teaching in an effective way by using Storyline as an approach. The research question was: How do teachers respond to diverse groups of pupils in inclusive practices by using Storyline as the main approach? Particpants were five teachers from four primary schools in Iceland. Data was collected by interviews, photos and narrative stories from the teachers. The findings indicate that responsive teaching was practiced by teachers when they used Storyline as an approach. The teachers managed to involve all their pupils in the learning process and open up many opportunities for them to learn in a different and effective ways with emphasis on their resources. Through their values of equality, social justice and solidarity they created learning spaces that countered social justice, equity, democracy, and human rights using stories and storytelling to draw out and create opportunities for discussion among their pupils on these matters. Ainscow, M. (2007). Foreword. In P. Bartolo (Ed.), Responding to student diversity: Teacher handbook. Malta: Faculty of Education, University of Malta. Falkenberg, C. og Håkonsson, E. (2009). Storylinebogen. En håndbog for undervisere. Vejle, Krogs Forlag. Guðjónsdóttir, H. (2000). Responsive professional practice: Teachers analyze the theoretical and ethical dimensions of their work in diverse classrooms. Unpublished Doctoral, University of Oregon, Eugene.

Karlsson, Sandra (Stockholm University, sandra.karlsson@buv.slu.se)

Wellbeing from a children’s rights perspective- social rights of accompanied refugee children in Sweden

Abstract The fundamental rights in international human rights law are not always implemented in practice for children seeking asylum. The status of the asylum seeking child often means that there are practical limitations to the enjoyment of a child’s social and economic rights during the asylum process and especially regarding the right to education and health (Babha, J. 2009, p 412). The exclusion of asylum seeking children from equal access to education but also equality within the educational system is built into the idea of who belongs to the nation state (Babha, J. 2009, p 412) and can be understood through an analysis of the

106
function of citizenship (Garling, M, 2004, p 2; Habermas, J, 2000, p 96). The overall aim of this study is to investigate how accompanied refugee children perceive their social rights, including the right to education, during the reception system of refugee families in Sweden. The study will have a focus on the experiences of the children and how they perceive their meeting with the welfare institutions and different social actors that are important for the protection of the children’s social rights. The study will for example investigate how the children perceive different practices as including or excluding, what needs that are articulated by the children and how the children position themselves and make claims on rights in the context they are in. The study will therefore have a child rights perspective as its outset and the areas of focus will be on the children’s experiences in relation to school, home environment and health care. The aim is also to study the talk of accompanied refugee children’s rights that surround the children in school and in the society as a whole. The theoretical framework of this study will mainly be based on critical citizen theory that can explain and point to the function of practices of exclusion but also theories of social justice can be applied to explain practices of inclusion and fulfilment of human needs. The field study will be built on a variety of ethnographic methods developed together with the participating children.

KARLSSON LOHMANDER, MAELIS (UNIVERSITY OF GOTHENBURG, MAELIS.KARLSSON-LOHMANDER@PED.GU.SE)
SUSANNE GARVIS (UNIVERSITY OF GOTHENBURG, SUSANNE.GARVIS@GU.SE)

**Shaping a Global Community of Student Learners in Early Childhood Education**

(Presented in English)

The aim of this research was to explore the experiences of international students involved in an Erasmus Mundus International Master programme of early childhood education and care. The study focused on their perceptions and beliefs of learning within an international group of students who began studying together. The students studied together, lived together and socialised together. The study employed a socio-cultural perspective (Säljö, 2005) as the theoretical point of departure. Nine students took part in two focus group interviews that lasted for about forty-five minutes and were audio-recorded. Transcripts were created for analysis. The nine participants represented eight countries from around the world. Questions were semi-structured and based on learning dispositions in an international context of higher education. Data was analysed using Polkinghorne’s (1995) narrative analysis/analysis of narrative approach. In this research, the analysis was made using narrative structuring that tries to put together a cohesive narrative of experiences and events during interviews or focus group (Kvale, 1997). The Swedish Ethical Guidelines for Educational Research was adhered to in all stages of the research, including informed consent and anonymity. This paper presents data from an initial analysis of the transcripts using an inductive process. Key trends suggest international students learning together is important for expanding key understandings about early childhood education and care in different countries. Students learnt about different cultural beliefs and began to realise their role as a global citizen in the international community of early childhood education. A strong sense of efficacy was also identified as important in helping deal with feelings of cultural transformation and a sense of belonging within the group. Early collaboration was also evidenced in the group with a sense of wanting to help each other within the early childhood community across geographical borders. Findings provide initial glimpses of possibilities for change within the global community of early childhood education. Such research is also useful for government agencies and universities wanting to support international students and provide opportunities for international impact through education. The findings of the study are relevant for higher education in Nordic Countries. The findings of this study are important for both policy and practice and identifies the importance of ‘critical issues’ regarding the internationalisation of early childhood teacher education programmes and their importance of the global early childhood community. While findings have come from early childhood education, they are relevant for other international education programmes and disciplines. Key words: internationalisation, early childhood, teacher education, master programmes
Equality – a special educational perspective

Authors Ketovuori, H., Pihlaja, P. & Laiho, A.

Research topic/aim The aim of this study is to examine how equality, as one the key values of inclusion, comes true in educational policy documents in Finland. Since our educational policy has its roots on worldwide accepted international agreements that emphasize equality, participation and right to joint services (UN, 1993; Salamanca proclamation UNESCO, 1994; Dacar 2000), these core values ought to be found also from Finnish educational documents. The main steering document in the Finnish education policy is the Government’s Development Plan for Education and Research, which is on focus in this study. We will examine the Government’s Development Plan for Education and Research from years 1999–2004 and years 2011–2016 and analyse how the concept of equality has developed during those years. Theory and method In Finland the state has a central role in steering and guiding the local authorities. The Education and Research Development Plan is composed by the government every four years and this policy document directs the implementation of the education and research. (Ministry of Education and Culture, 2014.) The policy is formed in society through legislation, social and political structures, institutional and institutionalized practices and discourses (Armstrong 2003, 5). According to Fulcher (1999) policy is a product that can be written like laws, reports, and regulations. It is stated or enacted, of the outcome of political states of play in various arenas (Armstrong 2003, 8). Currently, the Finnish educational system is going through an inclusive reform. The century-long development of special education has been presented as a transfer from exclusion to inclusion, which means shifting from the special schools in to the education for all the children at joint settings (Borider 1991, 1219–21). In this study we have analysed the Government’s Development Plan for Education and Research from years 1999–2004 and years 2011–2016. According to Wolff (2006) and Hodder (2000) the documents are artefacts that are intended for a defined circle of involved recipients. These official documents also function as institutionalized traces, which mean that they may legitimately be used to make conclusions about the intentions and ideas of the organisations they represent. These documents represent an independent level of data despite in what circumstances they have been made for (Wolff 2004, 288; Hodder 2000, 704–705.) By close reading, seeking for similarities and differences the materials were analysed. Findings The strongest emphasis in Finnish educational policy seems still to be on the equality of opportunity (see Kalalahti & Varjo 2012). Today, more than earlier, equality means that all the students should reach high level learning outcomes. However, the role of special educational needs and disability has been diminished. Educational policy entities, or even demands, that the speed of advancement has to be more and more rapid and at the same time the outcomes of highly successful pupils are valued. Values have become harder in terms of children with special needs.

Building bridges for learning - Identifying teachers dispositions in a Higher Education context

Authors Ketovuori, H., Pihlaja, P. & Laiho, A.

Research topic/aim The challenges of HE today is asking for a wider educational discussion embracing an understanding of what the dispositions of the teacher is or can be. Addressing the issue of teacher dispositions within professional higher education we apply an explorative case study approach, when starting out from our own demands and possibilities in a higher education context of today. With a stronger focus on support of the learner we discuss a more flexible understanding of the task of the teacher. The aim is to highlight and discuss teacher’s different dispositions within Higher Education (HE). We emphasize the need of a high agency of the teacher in means of having an ambition where the learner is in focus and courage to act according to this. Theoretical and methodology framework The concept of ‘disposition’ is world widely used and can play a key role in explaining successful behavior. In our study disposition is defined as tendency or a habit of mind towards particular patterns or behavior. Becoming and being a teacher, we argue, is an interpersonal process for a public commitment. Recognizing the being and becoming of the individual teacher student in process enables...
Empathical knowledges in scientific, therapeutic and userbased approaches to one and another in the field of longtermed experiences of sexual abuse

(Presented in English)

The male bodies of the informants were from 35 to 47 years old. The middleage made it possible to draw upon a differentiation of sexual abuse experiences. It was a hypothesis that affects react towards structural conditions as subjective processes and especially on genderassamblages, more than from the abuse itself. From the theories of Deleuze and Guattari the thesis developed a method where the experiences were analytically differentiated in primary-, secondary-, tertiary- and quatermary sexual abuse experiences. 1. the actual concrete abuse. 2. the silenced years of being uncomfortable in everyday life 3. a period of communication, treatment and due to therapeutic and scientific knowledge a new subjectification. 4. the opportunities of understanding the now developed subjectification in questions of inclusion/exclusion. This differentiation of the experiences offers an advantage understanding the forces of affects and the different assimilations. Subjectification- and genderassamblages seems to play a significant role – especially in the secondary abuse experience - and suggests solutions of male bodies “taking back” abilities to be affected. In this perspective we can rise the question whether a concepts to grasp affections, for instance empathy or vulnerability etc., could be transformed and regarded as an agency. This would be in accordance with a spinozian concept of “the power to be affected”, which again is directly connected to the power to exist. At least this seems to be the “way out” for our informants. Through the use of Deleuze and Guattari institutions are analyzed whether these where assimilations as common sense concepts of childhood and gender but also assimilations of centers to support abused persons. In our so called tertiary abuse experience the informants implied what could be called a lack of development in practices of the helping institutions. This was seen as practices of exclusion, producing inertness and sadness. Also powers of the genderassamblages seemed to be radically reproduced. Thus it seemed to raise a forth kind of question. In what we defined as the quatermary abuse experience the bodies of males seemed to be positioned in a state asking themselves whether to take a minoritposition or to react against this reaching over the gab of exclusion to a more non-unnormal stand. All in all this upcoming field seems to raise a call for a new micropolitical ethic. That is a politic to harmoize the different knowledges in the field, first of all the qualified knowledge of bodies with experience of sexual abuse in child or young years, the qualified knowledge of practitioners of therapy and finally the qualified knowledge of scientific approaches. How to do this is the question.

KJÆR, THOMAS ANTSUKOV (ALUMNI UNIVERSITY OF AARHUS, PhD-APPLICANT, ANTSUKOV@YAHOO.DK)

KNUDSEN, LARS EMMERIK DAMGAARD (INSTITUTE OF EDUCATION, AARHUS UNIVERSITY, LADA@EDU.AU.DK)
Arts bases research and the search for didactical potentials in haiku poems

(Presented in English)

Research topic Arts based research is a broad notion that covers in principle all forms of arts in an exploration of how research can be planned, conducted, presented through and with the use of art, and hence how research with a greater emphasis on continuing and creative processes in and between the researcher, the informants and the audience can be perceived in ways that transcends quantitative and qualitative research. Arts based research enjoys more attention in North America and Southern Europe than in the Nordic countries even though not entirely ignored in a Danish context. In my research I explore the didactical potentials of my student’s haiku poems on their childhood homes by asking; how can haiku poems disclose the didactical intentions, practices and organizations of homes, and contribute to the development of didactics? The context of the research question is the master program Material Culture Didactics that I teach at the department of Education in Faculty of Arts at Aarhus University, Denmark. Material Culture Didactics celebrates its 10th year anniversary but compared to the parallel subjects of Danish, Math and Music the didactical literature and research on Material Culture Didactics are sparsely. Theoretical and methodology framework The analysis will be conducted with use of the theory and practice didactics and the topos and logos analysis model (Haastrup & Knudsen 2015) in a framework of the phenomenology of Gaston Bachelard (1994), Edward Casey (2010) and Juhani Pallasma (2012). (Expected) conclusions/findings The key potential to develop didactical literature and research on Material Culture Didactics are the student’s creativity and backgrounds as artists, craftsmen, designers, art teachers, teachers etc. I made the students participate in the exploration of how their childhood experiences of homes as lived places and organized spaces could be framed in a haiku poem. The tight frame of 17 syllables on three lines gave inspiration to the students own memory, discussion and writing. The final poems were read out and made a vast landscape of images in the minds of the audience that gave rise to numerous didactical analyses of how space and place are intended and experienced, and how poems could be a generating part in didactical designs. Relevance to Nordic educational research The papers relevance to a Nordic audience and research community is an introduction of a research approach not widely spread bit with great potentials to the educational field also in the Nordic countries. Attachment to NERA-network (first and second priority) and/or symposium Priority: Network 2. Arts Culture and

The didactisation and poetization in the collaboration between schools and external agents

(Presented in English)

Research topic In the latest school reform from 2013 in Denmark little educational research or political attention has been paid to a very challenging element in the reform called the open school. The open school element in the reform makes it mandatory from August 2015 for municipalities to organize forms of educational collaborations between schools and the local community i.e. public supported arts institutions, NGOs, and local businesses. There is a long tradition in Denmark for these kinds of collaborations where so called external agents teach classes in a limited time frame, and evaluations have shown that it has been a great success. This success has surely motivated the politicians behind the school reform to establish open school, but this greater emphasis reveals both dilemmas and possibilities. One of the stated possibilities are, that the external agents can create a learning environment where students can experience bridges between theory and practice, learn by doing, and get to know their local community better etc.. But in the same pace teaching will be conducted by non-teachers in non-school places with a non-schooling agenda ideally in collaboration with teachers who are obliged by the same reform to guarantee all activities including open school are formulated on the basis of learning goals and teachers who must share the authority and autonomy with the external agents. Theoretical and methodology framework The analysis will be conducted with use of the topos and logos analysis model (Haastrup & Knudsen 2015) in a framework of Estelle R. Jorgensen’s (2005) differentiation of forms of theory and practice relations, Thomas Højrup’s (2006) theory of life modes, and the phenomenology of Gaston Bachelard (1994) and Edward Casey (2010). (Expected) conclusions/findings These possibilities and dilemmas call for a didactisation of the external agents which is already on its way. It also call for a poetization of the teachers, schools, and the policies of open school to underline that external agents are producers not teachers, and that this
limit is the force of the open school to be kept and not reduced to yet another school program. Relevance to Nordic educational research The papers relevance to a Nordic audience and research community is the specific analysis of educational phenomena’s in a Nordic country, Denmark. The resemblance between the Danish and other Nordic welfare systems means that the dilemmas and possibilities of the open school program will be or perhaps already are relevant throughout all the Nordic countries. Attachment to NERA-network (first and second priority) and/or symposium Priority: Network 19. Teacher’s Work and Teacher Education Priority: Network 9. General Didactics Language of the presentation English

There are different roads to Rome! Policy and Cultural variation?

(Presented in English)
The Nordic countries have a unique history regarding education with “The Nordic model», were the welfare state and equal opportunity are underlined (Telhaug, Mediås, Aasen, 2006). The welfare state here indicates a displacement from the distribution of material privilege towards a common building with the aim of securing the interest of every citizen. Regarding the Nordic model and education four areas are considered central 1) Free education to prevent social exclusion 2) The compulsory school; every citizen (child) participate/studies in the same school as long as possible; 3) the importance of the local community and its contribution to equality 4) Compulsory school is locally anchored (Telhaug, Mediås, Aasen, 2006). While these areas are considered central, simultaneously the Nordic model of education stands under pressure. Local connection of schools and teacher autonomy decrease parallel with increased bureaucracy and procedural ruling. Based on these conclusions, democratic values such as equality seem to be under change/pressure in the Nordic educational system. Regarding economy, the Nordic countries have in line with economic rationality extensively implemented a closure policy of schools in sparsely populated areas. In Norway 550 schools have been closed during the last 10years. This has been done in spite of insufficient knowledge about what is good or less good with “smaller” schools. Neither is there sufficient knowledge about small schools' role in the community. The closure has consequences for the local society, families and not least for the children who are left with commuting back and forth on buses every day. (Thelin & Solstad, 2005, Aasen,2006). It looks as if knowledge based on cultural variation (diversity) decreases when municipalities choose economic rational solutions ahead of local freedom and action(Thelin & Solstad, 2005, Kvam, 2013). In this paper we look closer upon teachers work in the small school of rural areas and ask; which cultural variations are expressed in focus group interview’s with teachers in small schools in rural areas? In our research we have carried out focus group interviews with teachers at four different schools in rural Norway. The group conversations contributes with stories and experiences of the social context and its complexity. From an hermeneutical point of view when participating in a focusgroup you interpret and answer and these conversations gives the researcher underlying implicit values, principles and norms of lived lives. Language thus always bears meaning and relates to our existens (Kearny, 2004). Interpreting the material Bordieus understanding of habitus, field and capital is utilized to overcom either or understanding of human beings and structure when interpreting culture. We understand that culture exist in and through praxis, interaction and communicator. Culture is constitutet through actions, dispositions and interpretations.(Bourdieu, 1995). In opposition to the European educational policy and its generic character our results point towards site specific cultural variations contributions to the educational base as well as the reconstruction of community and local identity.

CHILDRENS PERSPECTIVES ON THEIR ADULT PROFESSIONALS - Teacher role and impact on child wellbeing

(Presented in English)
Background Child wellbeing is of great interest to politicians, parents and child professionals. In Denmark, preschool educators are legally responsible to pursue that all children experience wellbeing. Wellbeing is a multi-dimensional concept, and an adequate evaluation implies subjective accounts by asking the children themselves. Previous studies show that young children point to friends, family and play activities, but not to the adult professionals, when explicating
what make them feel happy in preschool (Koch 2013). Aim There is a lack of research with focus on the significance of adult professionals in relation to child wellbeing in an educational setting. The presentation considers encounters between preschool professionals and young children – seen from a child perspective – and discusses how teacher’s role and interaction behavior may affect child wellbeing. Research Questions How do young children talk of their experiences with educators? What characterizes the role and the interaction behavior of the educators? How does educator’s choice of role influence child wellbeing? Theory and Method The study is inspired by phenomenology and reflective lifeworld research defined as an empirical research approach that allows the phenomenon to guide the research by an open and bridled attitude (Dahlberg et al., 2008). It refers to the new paradigm for childhood sociology that considers children as active participants in construction of their lives and worthy of social study in their own right (James, Jenks & Prout, 1998). Wellbeing is explored with reference to positive psychology (Ryff & Keyes, 1995), and teacher roles are unfolded with reference to Klein (1998) and metaphor theory (Lakoff & Johnson, 1996). 11 children five-to-six years of age visited their former preschools in company with a researcher in order to explore how children talk of experiences with their adult professionals. The children were encouraged to take photos, and share narratives of their preschool educators while watching the photos on a PC. Findings In analyzing the child interviews, four different teacher roles were identified that the children relate to in different ways. Each teacher role was described by a metaphor (the mentor, the controller, the nurturer and the playmate). The findings were further qualified with reference to international studies of child perspectives on teacher roles. A model (the teacher-role model) was suggested on basis on Klein (1998), who points to four categories of teachers described on the subject of their interaction behavior towards children as either instructive, directive/constraining, nurturing or play-related - equivalent to that of the mentor, the controller, the nurturer and the playmate, respectively. The teacher role model depicts the four teacher roles in a matrix, depending on their interaction behavior. Educators might use different strategies in order to support and strengthen child wellbeing depending on the role and the interaction behavior they choose when encountering a child. Their approach might be either direct or indirect and directed towards either wellbeing or welfare. Relevance The findings may be used by teachers and students in order to reflect upon wellbeing strategies and nuances in their professional role when encountering a child.

Integrating children’s perspectives in pedagogical practice

(Presented in English)

Topic/aim Due to a European focus on effective preschool practice, many preschools and child care settings have been enrolled in educational programmes and projects aiming to develop more effective and high quality practice. In most of these projects the focus for practice development has been targeted the pedagogical staff, though both The Conventions on Children’s Rights and The Danish Act on Daycare highlights children’s involvement in daily life as a right and as a vital part of a democratic learning environment. A Danish study (Barnerådet 2011) shows, that children are rarely involved in decision making in their daycare facilities, and that they express a need to be more involved and listened to. Based on a 3 year long empirical research study, this paper will focus on the processes on involving children in research and developing processes. Involving refers in this case to the methods of listening to children, reflecting on their voices and perspectives and on how to integrating that into practice. The paper will present and discuss a case study involving children at the ages of three to five years. The case is part of a larger participatory research study investigating learning environments in Danish preschools. Focus will be on the relation between involving children and how it affects the pedagogical staff in relation to not only planning learning environments and daily life, but also their view on children and their own connectedness with the prerequisites for children’s participation and creation of meaning. Theoretical and methodological framework Our overall methodological approach is participatory research in the sense of collaboration between researchers, pedagogical staff and children. In the theoretical and methodological approach we use microsociological and interactionist theories (Goffmann, Mead, Blumer, Bruner), but we are also inspired by and use methods from theories and methods on empowerment research (Hart). Using interactionist theory forces the researcher to focus on actions, co-actions, lines of co-actions and interactions. We are interested in studying ‘participation’ in the sense of actions, and throughout the study we constantly focused on how to remain open to, and give opportunities for, children’s participation and being active in and during the research process. The participating children were a diverse group of children, with different nationalities and between
three and five years of age. Therefore the methods used in the involvement process were a mixture of methods with inspiration from Clark 2005, 2011, Hart 1992, Emilson, Anette & Eva Johansson (2013), Johansson, Eva (2003) and more. Expected conclusions, findings The empirical study of involving children makes it very clear that including children’s voices in research and development processes allows for new insights and knowledge – in this case, not just knowledge on the daycare’s individual study of a particular learning environment, but also fundamental knowledge on how meaning, participation and learning derives from daily life processes and how it is intimately linked with the pedagogical staff’s ways of seeing children, the pedagogical planning and the materiality in the learning environment.

KOTTE, ELAINE (Malmö University, Faculty of Education and Society, Sweden, Elaine.Kotte@mah.se)

The differentiated classroom - Teachers' perceptions of didactic lesson planning in an inclusive educational context

(Submitted in English)

The differentiated classroom - Teachers' perceptions of didactic lesson planning in an inclusive educational context Elaine Kotte Malmö University, Faculty of Education and Society, Sweden elaine.kotte@mah.se Research topic/aim: Inclusive education in the mainstream classroom may relate to a democratic point of view. All children and youths should have the same opportunities and rights to take part in the school educational environment in equal terms. This study, integrated in a Phd - dissertation, is part of a national project in Sweden (www.ifous.se), where twelve municipalities participate, dealing with school improvement and development of inclusive education in compulsory schools. The tentative aim of the study is to contribute with deeper knowledge about teachers’ attitudes to inclusive education and teachers’ perceptions about how to differentiate lesson planning that considers pupils’ diverse learning preconditions. The theoretical framework: The study combines theories of inclusion, perspectives of the concept differentiation, Uljens' (1997) school didactic model, and theories of teaching as a professional development and change. The concept of social representation (Chaib, Danermark & Selander, 2011) is also considered. The methodology of the study is a combination of quantitative and qualitative research analysis. The quantitative empirical data collection is a web based questionnaire survey addressed to all the teachers attending the project. The descriptive statistical analysis helped to create a qualitative research framework based in case studies with three teams of teachers in schools involved in the project. The qualitative empirical data collection contains written lessons planning and recorded focus group discussions. One of the main findings of the study is that teachers express ambivalence. They indicate a positive attitude towards inclusive education but consider it as a difficult matter to achieve. Further, the study expects to contribute knowledge about teachers’ perceptions of differentiating lesson approaches to meet the diversity amongst pupils’ learning in the classroom.

KOZYREVA, OLGA (HIGHER SCHOOL OF ECONOMICS - NATIONAL RESEARCH UNIVERSITY, OLGA20051992@MAIL.RU)

The Problem of Solidarity in the course of Transformation of University Organizational Culture

(Presented in English)

Research topic/aim: In recent decades governments in several countries have initiated a number of projects aimed at improvement of global competitiveness of national higher educational systems by establishing the so-called world-class universities. Our study has been conducted in Higher School of Economics - National Research University (Russia), which has been getting encouragement from the government for improvement of global competitiveness for two years. In order to evaluate advances of the universities the Government of Russia uses a certain set of key performance indicators (KPI). The compliance with these indicators and accountability to the government on them require university leaders new management tools (for example, the using of KPI to evaluate the performance of academic staff, engaging managers from the corporate sector etc.) and the establishment of special units collecting and analysing data on required indicators. Some studies show that the use of such management tools results in increased pressure of the academic staff (Abramov, 2012). The academic staff don’t understand the purpose of requirements imposed by the administrators. The purpose of this study is to investigate the changes in the organizational culture of the university and the vision of the organizational culture of the university administrative staff. Theoretical and methodology framework: Some researchers note that “the depth of ties between professors, teachers, postgraduates, graduates, administrators, their sense of belonging to the same community, their ability to hear each other and understand – determine the sustainability and success of any university in a competitive environment” (Boikova, 2011). However, various factors can weaken or break these ties, which endangers the very existence of the university. As a theoretical framework for our study we use the theory of "loose couple" (Weick, 1976), which helps us to explore the relationship between academic and administrative staff. Analytical methods, research design, or modes of inquiry: In order to investigate the changes of the organizational culture of the university, we use the method of participant observation. In order to understand the position of the administrative staff, we conducted a set of in-depth interviews. Results and/or conclusions: Our study showed that the organizational culture of the University participating in the Federal initiative of excellence has undergone significant changes. Firstly, new structural units responsible for data collection for KPI have been established in the university, also the number of administrators who ensure the functioning of these units has been increased. Secondly, data collection procedures and routine processes at the university have been complicated, which resulted in mutual lack of transparency of the actions of the administrative and academic staff. Thirdly, there has been increasing alienation, the disengagement, the loss of solidarity between the academic and administrative staff. The administrative staff perceives meaningful academic processes (such as research, teaching, participation in conferences) as sets of data, and the academic staff as a source of data. Relevance to Nordic educational research Today, national educational systems worldwide face such challenges as massification, globalization, internationalization. In addition, a characteristic feature of many national systems of higher education is the establishing of world class universities. All of these conditions require that universities rethink the mission of their existence, search for the new ways of development. It is obvious that sustainable development is possible only if there is solidarity between different groups of the university community. The significance of these findings for the Nordic educational research is that they shed light on changes in the organizational culture of the universities aimed at the improvement of global competitiveness. Abramov R. N.(2012) Managerialism and the academic profession // Russian Education and Society. Vol. 54. No. 3. P. 63-80. Boikova O.(2011) Organizational culture in higher education as a strategic resource of innovative development// http://www.raen.info/files/3711/109-111.pdf. Weick, K. E. (1976). Educational organizations as loosely coupled systems. Administrative Science Quarterly, 21, 1–19.
From gender equality to norm creativity: Gender inclusion in university programmes for teachers in preschools and leisure time centres

(Submitted for publication, in English)

• Research topic/aim: The purpose of this presentation is to describe ways of including gender equality and gender sensitivity in programmes for teachers in preschools and leisure-time centres. The presentation takes its point of departure in research literature on gender in higher education and teachers’ education. • Theoretical and methodological framework: Gender sensitivity, intersectionality, diversity, norm-critical thinking and, recently, norm-creativity are only a few of the eye-catching terms in gender and education discussions. Some of them are used more descriptively while others stand for explicit theoretical paradigms. I will, in a first step, investigate which are the predominant perspectives and what do they contribute to our knowledge on gender in (preschool) teachers’ education. • (Expected) conclusions/findings: Hopefully, the established knowledge can be applied to specific education contexts: Preschool teachers’ education and teacher in leisure-time centre programmes. These programmes are both similar and different to each other. The number of men studying to become preschool teachers has been low over the years, while programmes for teachers working in leisure-time centres attract almost equally many men and women. For our own university we know that these programmes include knowledge on gender and education into their curriculum and the teaching. However, involved teachers also voice a wish to work more strategically with gender in their programmes. The systematic literature study is expected to inspire our work with further gender inclusion into teachers’ and preschool teachers’ programmes. • Relevance to Nordic educational research. Gender equality is nothing that comes for free and working with gender equality is a highly relevant topic for teachers’ education in Nordic countries. However, international research in the field is still in the beginning. Teacher educators in Finland have over the last decade worked strategically with gender sensitive education in teacher training programmes and also in Sweden and other Nordic countries there are a number of actors in the field. The discussion with researchers from different Nordic countries and actors from various teachers’ education programmes can stimulate our work on gender inclusion in teachers’ education and training.

KREITZ-SANDBERG, SUSANNE (LINGSÖPING UNIVERSITY, SUSANNE.KREITZ-SANDBERG@LIU.SE)

KREJSLER, JOHN BENEDICTO (DEPARTMENT OF EDUCATION, AARHUS UNIVERSITY, COPENHAGEN, DENMARK, JOK@EDU.AU.DK)

Mysterious Confluences of Transnational and Federal Governance: Commonalities and differences in Danish and US education reform

(Submitted for publication, in English)

This paper demonstrates how education policy discourse in Denmark and the US exhibit striking commonalities as well as considerable differences according to vastly different contextual backgrounds. The paper’s guiding hypothesis proposes that genesis of national policies occurs differently in Denmark as a small country that is highly dependent upon policy advice from the larger critical but amorphous mass of transnational policy forums (Bologna Process, OECD, EU); whereas US education policy is generated as an amorphous body according to a plethora of forces in 50 different states, think tanks, billionaire philanthropists and other players. Both ‘bodies’, however, appear to operate according to ‘soft law’ and gradual consensus-building around the imagined needs of how modern nations succeed in ‘an increasingly competitive global race among Knowledge Economies’. Danish education policy discourse is thoroughly impacted by participation in transnational bodies producing a unifying logic and governance technologies (e.g. comparisons, standards, performance indicators, bench-marking) that serve to make national education programs comparable, fueled by mutual peer pressure among competing nations. Consequently, Danish teacher education discourse emerged from a distinctly national vocational seminary tradition into a modernized university college discourse that fits transnational templates of comparability. US policy discourse is guided by other albeit similar logics. In spite of education being a state responsibility in constitutional terms, a full-fledged federal/national agenda for education has clearly been established. What in the 1980s started out as a concern about falling standards, poor student results and fears of decline in American economic and political power, grew to become a coalition of diverse interest groups to peak with the bi-partisan adoption of the No Child Left Behind Act. The coalition for building standards, high-stakes testing and accountability measures that transcend individual states without explicitly being federal models has created a
The overarching interest of the present study is how the translation of figurative language can be used in the context of early childhood education to promote important linguistic and meta-linguistic awareness in children. Translation is seldom, if ever, a straightforward matter. This lack of simple one-to-one correspondence is even more emphasized in figurative or non-literal language (prevalent not only in much mundane talk but also in song lyrics and poetry). The present study aims to investigate how learners approach tasks actualizing issues of translating figurative language in a playful manner, and how they negotiate issues of how to understand such language. More specifically, we investigate how the children in interaction with their teachers approach the task of translating figurative language, including what features they attend to and how do they negotiate how to solve the problems they identify; and how the teachers in these activities scaffold the children in furthering their reasoning and awareness of linguistic and meta-linguistic features. The empirical data come from a bilingual play school in Finland, with children 6 to 7 years old. The theoretical framework for the study is sociocultural theory (Flyer & Pramling, 2015; Vygotsky, 1987, 1997), and data is analyzed with the principles of Interaction Analysis (Jordan & Henderson, 1995; Lantz-Andersson, 2009). Early childhood education in Swedish, Finnish and many other societies today faces the challenge of developing sustainable learning contexts for children. The present study contributes to taking on this challenge in the context of play-based early childhood education.

Engaging children in translating song lyrics in bilingual play school: Negotiating how to understand metaphorical expressions

The overarching interest of the present study is how the translation of figurative language can be used in the context of early childhood education to promote important linguistic and meta-linguistic awareness in children. Translation is seldom, if ever, a straightforward matter. This lack of simple one-to-one correspondence is even more emphasized in figurative or non-literal language (prevalent not only in much mundane talk but also in song lyrics and poetry). The present study aims to investigate how learners approach tasks actualizing issues of
moment, there is a growing economy of “integration business” followed by the “business of care” all over the globe. The first part of the presentation outlines research on integration services and adult immigrant education with implications to welfare and care politics and practices, the global economy of care and the postcolonial perspective on care work. The second part draws on data from an ethnographic study on adult immigration education and integration services, and explores how marketization takes shape within adult immigrant education practices, and how it becomes organized according to the principles of supply and demand of the market economy. It critically examines the re-training and re-educating of immigrants in an attempt to integrate them to the labour market, and more specifically to the labour market positions “suitable” for migrants. The presentation concludes by raising some theoretical and policy questions about how we understand and combine migration, integration, gender and care.

KUUSELA, SINI (DEPARTMENT OF EDUCATION, UNIVERSITY OF TURKU, SARIKI@UTU.FI)

The Social Backgrounds, Resources and Realities of Doctoral Students in Finland

(Presented in English)

There are over 18 000 students pursuing doctorate in Finnish universities. During the last twenty years the number of doctoral students has tripled and the completed doctoral degrees quadrupled. The growth is a result of the foundation of graduate school system in the 1990’s that enabled more students to pursue doctorate full-time and with salary. Also the new funding model has encouraged universities to develop their research education and produce more doctoral degrees. At the same time doctoral education has turned into a more systematic and “school-like” endeavor. As a result of the massification doctoral students have become more heterogeneous as to their age, previous educational paths, social and cultural backgrounds as well as their study motives and aspirations. Students also carry out their studies in varying conditions in terms of funding, working and guidance. Previous study conducted in Finland has examined doctoral students and their experiences from various perspectives (see for instance Aittola & Määttä 1998; Kivinen et al 1997; Hakala 2009; Laiho 1997; Maunula 2014; Raehalme 1996; Stubb 2012; Vekkaila 2014; Vuorikoski 2012). The research, however, mainly lacks the perspective of social selection and the significance of sociocultural factors in study experiences well examined in other than Finnish context (see for instance Gardner & Holley 2011; Gopal 2011; Holley & Gardner 2012; Mustekaasa 2006; Mullen et al 2003; Naidoo 2015; Peixoto 2014; Wakeling 2009; Warnock & Appel 2012). The perspective of sociocultural selection is meaningful considering that Finnish university is shown, at the undergraduate (Master’s) level, still to be a fairly selective institution (Kivinen, Hedman & Kaipainen 2007; Nori 2011) and that studying in university is not a unified experience for all (Käyhkä 2011, 2013). According to cultural reproduction theory education not only transmits knowledge and skills, but can be considered a key institution reproducing the existing societal divisions. By using so called symbolic violence education appraises individuals according to their sociocultural backgrounds: those equipped with resources and habitus parallel to the dominant culture adapt more easily to the expectations and requirements of educational institutions. On the other hand those brought up in cultural settings more distant to school’s culture struggle to achieve success. (Bourdieu 1986, 1988; Bourdieu & Passeron 1979, 1990; Liljander 2012; Swartz 1997.) By employing Pierre Bourdieu’s concepts of field, capital, habitus and practice this doctoral dissertation study examines how sociocultural background is related to doctoral students’ access to valuable resources and their perceptions concerning their own opportunities and limitations in the doctoral education field. Data for the study comes from a survey (N = approximately 2000) collected in 2015 from doctoral students, both Finnish and international, studying in seven Finnish multidisciplinary universities (Universities of Eastern Finland, Helsinki, Jyväskylä, Lapland, Oulu, Tampere and Turku). In the presentation preliminary results will be presented.

KVILHAUGSVIK, BENTE (STORD/HAGUESUND UNIVERSITY COLLEGE (HSH), NORWAY, BENTE.KVILHAUGSVIK@HSH.NO) RAGNHILD ALICE STEINSLAND (STORD/HAGUESUND UNIVERSITY COLLEGE (HSH), RAGNHILD.STEINSLAND@HSH.NO) ASLAUG GROV ALMÅS (STORD/HAGUESUND UNIVERSITY COLLEGE (HSH), ASLAUG. ALMAS@HSH.NO)

Use of ICT in supervising nursing-students in bachelor-programme

(Presented in English)

Information and communication technology (ICT) has during the last decade to a large extent transformed higher education. At Stord/Haugesund University College ICT tools have become an increasing part of the teaching-, supervision- and evaluation-processes. In 2014 the bachelor in
nursing was remodelled to be more future oriented and flexible for students and supervisors. First semester now includes lectures at campus, before a practice period of 8 weeks. The remodelling of the curriculum resulted in an extended need of placements. 100 students, compared to about 45 in previous years, were deployed in different retirement-homes at the same time. Some retirement-homes were far away from the University College, and supervision of students became a challenge if they had to be followed up by physical meetings. A combined development- and research-project with additional use of ICT tools in supervision of nursing students was designed. The aim of this article is to identify negative and positive aspects with extended use of ICT tools in supervision of nursing-students during practice periods in bachelor-programme. What are the technical, practical and academic challenges? In this study we focused on the supervising process from students and supervisors point of view, using ICT tools. In practical learning environment “Communities of Practice” approaches are useful, and in dialogue between students and supervisors from University College, reflection is crucial. Situated learning and legitimate peripheral participation are central aspects. We also focused on the new teacher role in the technological environment. How do they manage to carry out their professional supervision? All informants are associated to Stord/Haugesund University College. In the project 37 students were placed in an intervention-group. They were supervised by teachers using ICT tools. 62 students were a comparison-group, and had traditional supervision with no ICT tools. The project was evaluated by a questionnaire developed in the project, and focus group interviews both with the intervention group, the traditional group and with supervisors and facilitators. The analysis from questionnaires and focus groups show that supervision were successful when students were socialized into digital communication. The intervention-group appreciated the flexibility this gave them. Students getting traditional supervision were more skeptical to additional use of ICT-tools. Both students and supervisors/facilitators experienced technical benefits and problems during the study. It is crucial that both students and supervisor use individual computers in Skype-meetings. Thereby one can fully concentrate on the group-dialogue. A lot of questions related to online supervision were raised, such as what kind of, and in which amount ICT-tools will best support students’ reflection and learning. The supervisors roles need to be examined more in depth, to become suitable to students learning-needs and expectations. In Nordic countries the need for lifelong learning and flexibility in learning environment is emergent. There is a need to develop flexible supervision strategies in higher education to support academic and practical parts of education in nursing programmes.

KARHUS, SYEIN (ASSOCIATE PROFESSOR, SYEIN.KARHUS@NIH.NO)

ELITE SPORT PROGRAMS AS A COMPETITIVE FORCE IN THE EDUCATION MARKET: A CASE STUDY OF PEDAGOGIC DISCOURSES IN THE PEDAGOGIC RECONTEXTUALIZATION FIELD

(Presented in English)

In the Norwegian ‘Knowledge Promotion’ curriculum reform (Utdanningsdirektoratet, 2006), elite sport was introduced as a new 5 hours a week elective subject in the national curriculum to students taking A-level programs. By discourse analysis of data generated by elite-interviews (Rizvi & Lingard, 2010) of major policy players’ ways of talking and seeing (Fairclough, 1995), revealed that the introduction of elite sport in the pre-tertiary school national curriculum pragmatically was argued to be a political attempt to combat the growth of popular private elite sport schools (Kárhus, 2014). In the Private Education Act under the Education Act, decades ago defined and approved elite sport in combination with A-level exams as a ‘pedagogical alternative’ to the comprehensive school system. In the Official Recontextualization Field (ORF) by the 2006 curriculum reform elite sport as curricular knowledge was relocated as ‘official knowledge ‘(Apple, 2000) to provide state schools and private schools similar opportunities to recruit ‘wannabe’ elite sport athletes – students in the marketplace. Consequently, elite sports in the official recontextualization field was relocated from being a ‘pedagogical alternative’ strictly regulated by distributive rules in the Private Education Act to ‘thinkable’ national curricular knowledge in the comprehensive school system. With this curriculum reform policy as a backcloth, the paper illuminates how marketization and powerful agencies have affected the recontextualization of elite sport within the school system. Applying Bernstein’s (1990; 2000) theory of the pedagogic device as framework, the paper analyses the recontextualization of the elite sport pedagogical discourse is in the Pedagogic Recontextualization Field (PRF) and how a sample of local elite sport school’s identities are affected. Data have been generated from in-depth with 3 leaders at local state schools, and from focus group interviews with 12 students at their elective elite sport curricular programs. In addition, by discourse
analyses of strategic policy documents and the only elite sport textbook available in the market have been analysed to reveal how the local elite sport pedagogic discourse is constructed and communicated. Summarizing, this paper generates knowledge to better understand how political regulations of school market dynamic by the Norwegian Parliament in the ORF, have stimulated powerful agencies in the PRF. In the wider context the paper contributes to illuminate critically how pedagogic discourse within the Norwegian pre-tertiary school system nationally and locally reflect adaptation to discourses in the neoliberal policy, elaborated by Ball (2008, 119), 'bringing choice into play as a competitive force'.

KÄRKKÄINEN, KATARZYNA (UNIVERSITY OF JYVÄSKYLÄ, FINLAND, KATARZYNA.KARKAINEN@JYU.FI)

Dealing with uncertainty and being flexible: trainers experiences of teaching adult migrant students participating in vocational education for adults

(Presented in English)

The paper concentrates on issues related to teaching of adult migrant students participating in vocational education. The paper is connected to one of the research question of my dissertation concerning trainers’ experiences with teaching of adult migrant students and their learning and studying in Finland. More broadly, I occupy with adult migrant students’ learning and living in Finland. Next to the research questions mentioned above, I also examine interviewees’ experiences with living in Finland, how integration and learning are intertwined when trainers and adult migrant students are verbalizing their experiences, as well as I look more specifically on role of language and culture in learning and living in Finland. For the purpose of this study I recognise complexity and interplay of many factors and social dimensions in understanding of the concept of integration (Vertovc, 2007; McCall, 2005). I see integration as a complex, intensive learning process that takes place in different spheres and requires engagement of different parties. Both, natives and non-natives are engaged in the learning related to integration. Most of this learning happens unnoticeably and in the way on the side of everyday life. The data for this study consist of thematic, individual interviews with 11 adult migrant students, 13 staff members as well as of one focus group interview with six adult migrants. The participants of the study are from the same

Adult Institute (aikuisopisto). The study was conducted in Finland; however the findings of the study are also applicable in other Nordic countries. The data are analyzed with the help of qualitative content analysis and with the assistance of Atlas.ti. The data show that teaching adult migrant student means constant dealing with uncertainty, developing of new practices and being flexible. Trainers may wonder if migrant student has really understood the subject matter. The reason for this uncertainty are migrant students’ lacks in Finnish language proficiency as well as a tendency for some migrant students to say “yes” though thinking “no. Additionally, their work is challenged by lack of information on other educational systems and lacks of guidelines concerning integration and the role of trainer in adult migrant students’ integration. Trainers recognize and are aware of those difficulties and with the time have developed ways of coping with them. Their practices are characterized by creativity and flexibility. Migrant students’ learning requires a lot of reflexivity and support from the side of trainers. However, in many cases teaching of adult migrant students has the same characteristics like teaching of native students. The practices that support migrant student learning, they also support native students learning. All in all, teaching an adult migrant student is hard and frustrating work, but it is also a very rewarding one, gives a lot of satisfaction and contributes to trainers’ professional development.

KÄYHKÖ, KATINKA (UNIVERSITY OF EASTERN FINLAND, KATINKA.KAYHKO@IKI.FI)

Peerness and Other Solidarities of the Diverse Adult Learners

(Presented in English)

Due to the policies of lifelong learning, the realities of fragmented careers and the grown international mobility the “adult learners” in Finland and other Nordic countries are now more diverse than ever. One can meet an immigrant grandmother studying for her vocational examination with native teenagers or find courses where the range of participants’ ages covers over 40 years of human life. Instead of focusing to the “traditional” self-directedness of individual adult learners, this paper aims to answer three questions: (1) what is the importance of other students to the diverse adult learners, (2) who do they consider as their peers or equals, and (2) to whom do they turn to when needing support? A preliminary analysis on the effect of other people to the adult learners’ current studies is being provided. The participants of this study represent three educational settings: liberal adult education, vocational adult education and
higher education. The data is gathered from maps of “people related to my current studies” made by approximately 20 diverse adult learners. Supplementary data from their semi-structured interviews is also included. The ages and cultural backgrounds of the participants are varied and they study in different regions of Finland. The central theoretical framework of this study is positioning theory, but aspects of discourse and narrative analyses are also being applied. The preliminary results suggest that adult learners consider good relationships with other students as a well-received bonus. There are differences in the importance of other students between the interviewees of different ages and places of study. The mature students tend to rely a lot on their teachers and on other members of personnel. The significance of spouses, family members and friends “on the same page” is notable compared to the importance of the people directly related to adult learners’ current studies. It can also be hard to name one’s peer or equal in the deeper meaning of the word. This paper is connected to a multi-phased and multimethod PhD study of the concept of peerness and adult learners’ interpersonal relationships. Symposium themes of solidarity and diversification are present. Keywords: Adult Education, Social Relations in Education, Diversification, Peers

LAGERLÖF, PERNILLA (UNIVERSITY OF GOTHENBURG, PERNILLA.LAGERLOF@GU.SE)

To jointly create a musical-play event in Swedish preschool

(Presented in English)

I will review recent and ongoing studies of what activities evolve when children interact with and around music technology. Previous assumptions about children’s musical play have been firmly rooted in developmental psychology, where music has traditionally been seen as an individual ability. There is also an assumption that the teacher should take a step back to let children explore their music playing on their own, which is a common rhetoric, particularly in aesthetic domains, emphasizing children’s “free expression” (Bendroth Karlsson, 2011). In contrast, I will present a view of music as something that is done in relation to and with others – a reconceptualization from a previous individual perspective towards a relational one. This presentation focus on young children and music learning in the ecology of music technologies and how teachers in early childhood music education can respond to the introduction of such tools in education (Harwood & March, 2012; Vestad, 2014).

LAIHO, ANNE (DEPARTMETN OF EDUCATION, UNIVERSITY OF TURKU, ANNI@UTU.FI)
ANNUKKA JAUHIAINEN (DEPARTMENT OF EDUCATION, UNIVERSITY OF TURKU, ANAJO@UTU.FI)
ARTO JAUHIAINEN (DEPARTMENT OF EDUCATION, UNIVERSITY OF TURKU, ARTO.JAUHIAINEN@UTU.FI)

Teaching in the managerial university

(Presented in English)

The new higher education policy – implemented in terms of neoliberalism and New Public Management – has had deep effects on the governance and on the work of academics. Plenty of research has been done concerning the changes of university work in the conditions of the new policy and governance, especially in the Anglo-Saxon countries which has been in the vanguard of the neoliberal HE policy. In the Nordic countries, the higher education model used to be influenced by powerful nation-state. The neoliberal policy and the restructuring of the public sectors in Nordic countries have increased market-oriented higher education policy. In spite of many similarities in the development in Nordic countries, each of them has met the new demands in different ways and following different strategies. In the last decades, Finnish universities also have been the subject to governmental policy reforms. The state-centred university model with the old forms of governance such as bureaucratic administration, representative democracy and expertise based on professionalism have mainly replaced by managerialism and performativity. In managerial university, teaching has become an activity more complex, more problematized and more managed. Complexity means that teaching is directed at an increasingly diverse body of student in flexible learning environments. Problematic means that the whole educational environment as well as the funding system has changed. Management has transformed by auditing and managerial practices. The teacherhood has been politicised by the implementation of new HE policy in a new extend in academia. So, the academics with teaching tasks face many pressures and new conflicting role expectations with which they can identify. Academic identities are strongly associated with membership of communities, discipline communities, university and unit communities. Disciplinary affiliation of an academic is an important source of values, culture and language as well as ideas about research, knowledge and even society at large. Research highlights that although academic identity has never formed a unified entity but differentiated by disciplinary and institutional communities, it seem that differentiation has multiplied due to the managerial and structural
transformations in the academia. In this presentation we are interesting in what kinds of elements strengthen and on the other hand threaten teacher identity of academics in managerial university. We approach academics’ perceptions of teaching from the point of view constructing academic identity under current changes in Finnish universities. The research material consists of semi-structured interviews with fourteen academics from different disciplines. Our case university is traditional, multidisciplinary university. The respondents were academics who took part in the course of University pedagogy during the academic years 2011–2013. Attention in analysis is drawn to the separate but interrelated identification levels of academics: own work’s level as well as community’s and discipline’s level. Being a teacher in university is conflicting. Academics recognised different kinds of possibilities for meaningful and rewarding teaching work. The elements empowering a teacher identity and the threatening factors indeed often appeared as reverse sides of the same matter. What is more, the perceptions of academics were strongly contextualized: academics had different, even opposite orientations to teaching.

LALANDER, CHRISTINE (STOCKHOLM UNIVERSITY, CHRISTINE.LALANDER@ISD.SU.SE)

A diagnostic reading comprehension test at the beginning of teacher education, specializing in languages

(Presented in Swedish)

The starting point for my study is teacher education and the focus of the study is language teacher students’ reading comprehension in academic studies. The aim of the study is to describe, analyse and interpret the reading comprehension of language teacher students at the beginning of their university studies. The theoretical framework and central concepts used in the study address theories of and research into reading comprehension, diagnostic tests and the insight of reading comprehension as a metacognitive concept. A lot of research has been done concerning reading comprehension (e.g., Bråten, 2008), the reading process of teacher students (e.g., Svensson, 2011) and assessing reading comprehension (e.g., Westlund, 2013). There are many definitions of reading comprehension and in this study reading comprehension is regarded as a concept requiring word recognition, comprehension and motivation (Bråten, 2008; Elbro, 2004; Liber, 2010; Lundberg, 2002; OEDE, 1995; Westlund, 2009). Concerning the metacognitive concept this study rests on Pintrich (2002) who divides metacognition into three different components: strategic knowledge, knowledge of cognitive tasks and self-knowledge, all important aspects for students. The research study represents a mixed method strategy and is a descriptive case study. According to the results of this study the following can be observed. The form of the diagnostic reading comprehension test used in a development project, and analysed in this study, should be altered to meet desired claims before used again. The results of the reading comprehension test show that the language teacher students’ reading comprehension was quite modest. A comparison of the language teacher students’ results on the diagnostic reading comprehension test with their study points after three terms, showed that there was a considerable spread of the results that the students obtained. No statistically significant correlation could be found between the diagnostic reading comprehension test scores and the number of achieved study credits after three terms. However, the language teacher students that obtained a higher test score on the diagnostic reading comprehension test also received higher grades in the five different courses the students took part in during the first three terms of their education. This research contributes to our understanding of a diagnostic reading comprehension test and of language teacher students’ reading comprehension of academic texts. Being able to comprehend academic course literature is necessary when you study at higher education, and having an insight into your own reading comprehension skills benefits the students. A pedagogical implication of this study that has already been implemented concerns an activity used at the beginning of the language teacher students’ studies at the department in question. The language teacher students do an exercise where they analyse a portion of the course literature and thereby get an insight into their own reading comprehension. This pedagogical implication is something that might be of interest to other teacher educators in the Nordic countries, where you might have similar problems. To specify the requirements needed for the programme at an early stage helps both the teacher students and the teacher educators. Teacher education is a central issue for our society both in Sweden and in other Nordic countries. References: Bråten, I. (red.) (2008). Läsförståelse i teori och praktik. (U. Jakobsson, övers.)1. uppl. Lund: Studentlitteratur. Elbro, C. (2004). Läsning och läsundervisning. (B. Amstrand, övers.) Stockholm: Liber. Publicerat med tillstånd från förlaget. Lalandar, C (2014). Diagnostiskt läsförståelsesprov i början av lärarutbildningen med inriktning mot språk. [Licentiat-utspats i Utbildningsvetenskap med inriktning mot språk och språkutveckling].
Giving up the lottery ticket – why do Finnish beginning teachers leave?

(Presented in English)

Internationally, teachers leaving is a significant challenge for teaching profession. In European countries, approximately 30–40% of new teachers select a field other than teaching. Existing research indicates that teachers leave their profession because of heavy workloads, low salary, challenging students, or low social status. More specifically, attrition at the early stages of the career is linked with “reality shock” and the challenging change from “student of teaching” to “teacher of students”. The ‘changing landscapes’ of teaching internationally, increase accountability and standardisation, and lead to situations in which teachers find themselves doing focusing on things for which they never subscribed. Finnish context is an interesting one, because many of the immediate first reasons found for attrition do not apply: teacher’s profession is highly regarded in the society, there are no official control mechanisms for teachers, no standardized testing or accountability policy, many students aspire to become teachers, the training is long (M.Ed-level) and the teacher training programmes are extremely selective, with less than 10% of applicants being accepted to teacher training. Becoming accepted into teacher training programmes is often described by students as like winning a lottery ticket. So why don’t some new Finnish new teachers ever cash in the ticket? Why don’t they enter the profession after completing their masters? This study is a part of a project which looks into student teacher subjectification. The data analysed for this study consists of 9 writings of student teachers who doubt they will ever enter the teaching force, and in-depth interviews based on the writings. The interviews were conducted a year later, after their graduation. The results suggest that although there is no official control or teachers, and although official policies explicitly encourage creative and bold novel approaches to teaching, there are implicit structures dictating what can and cannot be done in education. It is suggested that such structures are maintained by implicit traditions, peer cultures, and micropolitics – which are emphasized since there are no official support mechanisms for new teachers.

LANGAGER, SØREN (AARHUS UNIVERSITY, DENMARK, LANGAGER@EDU.AU.DK)

'Learning for Life' - a long term project aiming to improve school achievements of children in out-of-home care

(Presented in English)

In the Nordic and many other European countries it’s well-documented, that children in various forms of out-of-home care in general underachieve academic at school compared to other children, and often express lack of well-being and self-confidence in the school environment. Research also point out, that there are strong links between foster children's poor school achievements and unfavorable outcomes later in life compared with other risk factors as dysfunctional family background. In 2012 Danish The Egmont Foundation (a commercial company with charity foundation) launched the intervention project ‘Learning for Life’ (DK: ‘Lær for Livet’) with the aim to support foster children as supplement to their school attendance in ordinary or special needs schools aiming to improve their academic achievement and well-being in the school environment. The main target group is pupils in foster care aged 11 years and up with normal cognitive abilities including children with diagnosis such as ADHD. ‘Learning for Life’ started up in 2013 with 50 pupils and are planned to expand
every year up till 1000 participating foster children in 2023. A long term project based on three pillows: • Learning Camps placed in school holiday periods. • Mentors (on voluntary basis) for each pupil • National Knowledge Center collecting and disseminating national and international knowledge about children in foster care and their school performance. In spring 2014 a research group was connected to ‘Learning for Life’ (with the paper presenter as research project leader); not only with the task to follow and evaluate the project in the period from 2014 to 2020, but also to contribute to international research based knowledge concerning foster children and academic achievement, and to recommend ways to develop more inclusive learning strategies in connection to the ordinary school. The research group is affiliated to Department of Educational Studies, Aarhus University, with participation from researchers specialized in respectively social pedagogy, inclusive education, statistics, cognitive psychology and organization theory. This constellation of the research group and the long term conditions (at least five years) gives a unique opportunity to make various methodical triangulations based on two basic strategies: (1) Ongoing compilation of quantitative project data: Academic tests and national exams, psychological tests and questionnaires like SDQ (Strengths and Difficulties) which are comparable for each pupil year after year and comparable for the groups of participant ‘Learning Kids’ with national statistics for foster children and school performance in general. (2) Qualitative case study methods (interview with a number of pupils, the adults around them and the social service, anthropological studies at Learning Camps and observations of some of the participant ‘Learning Kids’ in their normal school surroundings) with the aim to identify and characterize decisive moments or factors during the intervention project in an ethnographical and social psychological daily life perspective. March 2016 ‘Learning for Life’ has existed in more than three years, and research findings from the first years will be core subjects for the paper presentation.

LANÅ, KRISTINA (SOCIOLoGY oF EDUCATION, KRiSTINA.LAN@CEHUM.SU.SE)

Power, gender and discourse. An ethnographic study of pupils’ positioning in teaching.

(Presented in English)

I would like to present the topic and some interesting results from my thesis (dissertation 2015-09-18). The thesis takes its point of departure in an understanding of power in the meaning of pupils’ possibilities of influencing teaching. Theoretically the analysis is in line with a poststructuralist tradition, which has been inspired by the works of Foucault (see e.g. 1987/2003; 1971/1993). His works are mainly used as a frame of the schools as institutions and the discourses in which they are embedded. The main part of the analysis is based on Walkerdine (1990, 1998), who interprets the works of Foucault in studies of social interaction in a school context, using the concept positioning by actualizing gender. Of interest in the study are gendered relations, as well as ethnic positions, and in what way these are important to enabling power positions when influencing teaching.

An ethnographic study has been conducted including field observations and interviews, during an academic year in two classes, in two different upper secondary schools in urban areas. The two schools are introduced by an analysis of its pedagogies, intertwined with the architecture and the structure of time that produce the discourses of respective schools, the hierarchical discourse, the pupilcentred discourse that actualizes a caring discourse and the neutrality discourse. The pupils’ (and the teachers’) positioning are analyzed in relation to these discourses, whether they reproduce or challenge these. There is no formal system for the pupils to influence teaching in the two classes. The pupils have to find their own ways, which is achieved through different strategies, as positioning in groups or individually. One of the most central results of the study is that the pupils’ informal relations with the classmates are of great importance as well as doing of gender, to succeed in their positioning. Another central result is that gender and ethnicity is seldom spoken of by the actors at both schools, which reproduce the neutrality discourse. But in the social practices the doing of gender is highly palpable; meanwhile the doing of ethnic positions is invisible. The results show that doing of gender, as well as the absence of different ethnic positions when influencing teaching, to a great extent correlate with the local circumstances and the discourses of the respective school.

...
Scientific concepts and reflections in educational management.

(Presented in Norwegian)

Research topic/aim: To maintain a profession’s language is necessary to exercise educational management with good quality. The director in the ECEC institution is responsible for the educational leaders’ maintenance and development of the profession’s language. Using scientific concepts in reflections and reasoning in their work, can help developing the educational leaders’ professionalism. We want to investigate to which extent educational leaders discuss key concepts in ECEC. We think that such discussions can contribute to maintenance of professionalism. The curriculum points to the importance of giving children equal opportunities for development and learning. To achieve these aims, it is necessary for employees to have a high degree of professionalism. In their efforts to give children equal opportunities, the educational leaders must apply scientific concepts for developing a deeper understanding of all factors involved around this objective. On this basis we present the following research questions: • To what extent do the directors think that educational leaders discuss scientific concepts in the ECEC institution. • In which ways do they experience that educational leaders apply theory and scientific concepts in working with the aims of the organization? Theoretical framework: Profession theory. A profession’s language may strengthen the part of the profession’s work that Abbot (1988) calls inference. Inference is resonating and reflections concerning professional issues, usually occurring during the period between the interpretation and the classifications of a situation, and the solution of the problems. Inference means a way of reasoning where experiences from familiar situations are transferred to unfamiliar situations to provide new insights. In this way of reasoning you have to use a profession’s language which is more abstract than everyday language, and therefore more amenable to use in many different situations encountered in different contexts. In other words, this represents an abstraction through professional reasoning. Inference may for instance cause new professional insights concerning how the educational leaders can work on children’s learning and development. If an ECEC director carries out this thinking and reflection alone or together with the educational leaders, we will assume that this affects the degree of achievement. Methodology:

Questionnaire to ECEC directors, response rate 56.4% (N118) Expected conclusions/findings: Of the ECEC directors 80% responded that the educational leaders are active in discussions about scientific concepts. Almost everyone believes that educational leaders use theory and scientific concepts in meetings, documentation, and discussion of the direct work with children. However, the comments show that they still believe that this varies among the educational leaders, and that they do not use theory and scientific concepts to a sufficient degree. This can challenge the curriculums aim of equal opportunities for all children’s learning and development. Relevance to Nordic educational research. In all the Nordic countries, there are requirements for pedagogical competence among staff in each ECEC institution. Central to this competence is knowledge derived from education, and this knowledge is maintained by professional language. Such language will be necessary to be able to fulfill the curriculum’s intentions. This will be a common challenge across the Nordic countries. • • •

LAURIDSEN LOLLE, ELISABETH (Ph.D. Student
DEPARTMENT OF LEARNING AND PHILOSOPHY,
AALBORG UNIVERSITY, LOLLE@LEARNING.AAU.DK)

Does decentralizing higher education increase social equality? A Danish experiment.

(Presented in English)

In 2012, the University College of Northern Denmark (UCN) developed the project FlexVid to bring higher educations outside the traditional university city of Aalborg. The idea was to bring higher education closer to students and to the business communities that needs the manpower (UCN, 2011). This step is necessary because Denmark in the past couple of decades have had an increasing centralization of educational institutions, which means that young people are moving to the big cities to get a higher education. One of the consequences of this development is that for some students this is such a big step that they don’t start an education at all. Surveys show that proximity to universities and university colleges is an important factor, when students choose an education (Jensen & Husted, 2008, Lange, Johannesen, & Henriksen, 2010). Another consequence of this development, is that once the young people have moved away most of them are not planning to move back to their municipality of origin (Realkreditrådet 2014). In the end this creates a distorted distribution regarding age and education between the urban and peripheral regions of
Drama and arts for climate change education

(Presented in English)

Climate change as a wicked problem necessitates change on different levels. Not only the cultural practices, ways of consuming, but mindsets and thinking are transforming. Humanism is challenged by posthumanism, which questions the anthropocentric view of the world and searches for alternatives for dualistic and linear, segregated thinking and individualism. In this presentation I will reflect on the role and the potential of art and drama education in this cultural change. I will present material of case studies of drama workshops and devised performances, which explored the meaning of climate change. The case studies were conducted within 13 to 16 year old teenagers. The potential of drama for climate change education and educational research is discussed. Postmethodological paradigm of doing research values creative methods. The performance-projects are looked as participatory research projects about cultural transformation. The Narratives of the performances are looked as representations of climate change. Theoretical framework consists of Dewey's writings about art and education. The representations of climate change are reflected from the perspective of climate change education and psychoanalytic theory about climate change anxiouslyness and denial. During the performance-making process the young people explore cultural and personal meanings of climate change by the different elements of drama as humour, role taking, creating tension, structure, solutions etc. This enables transformative learning: aesthetic, social, personal and cultural transformations. In creative collaboration the participants together construct pathways to the sustainable future.

LEHTONEN, ANNA (UNIVERSITY OF HELSINKI, ANNAELEHTONEN@GMAIL.COM)

RECOGNITION OF PRIOR LEARNING SEEN FROM STUDENT SUBJECTIVE PERSPECTIVES IN HIGHER EDUCATION

(Presented in English)

RECOGNITION OF PRIOR LEARNING SEEN FROM STUDENT SUBJECTIVE PERSPECTIVES IN HIGHER EDUCATION Jeanette B. Leth (jbl@ucn.dk) University College Nordjylland and Roskilde University (PAES), Denmark ABSTRACT This paper is rooted in the European policy of lifelong learning (Alheit, P. 2012, OECD, 2007, Faure, E. et al.,1972) and the setting is the integration of the policy in the Danish higher educational system. (Ministry of Education, 2007), The concept of Lifelong learning has various meanings (Jarvis, P. 2012) and it must be viewed upon as both a political, sociale as well as subjective approch to knowledge. A keyword in lifelong learning is Recognition of Prior Learning (RPL), covering both non-formal, informal, and formal learning (Aagaard, K. 2014, Alheit, P. 2012). This project investigates through a critical approach how students admitted with RPL to Bachelor of Architectural Technology and Construction Management or Bachelor of Physiotherapy at University Colleges in Denmark . Focus is on the consequences and implications of RPL as seen from a subjective perspective and the student's learning and development competences seen in relation to the social barriers for education and learning. The paper is as part of a PhD-study at the Graduate School of Lifelong Learning, Roskilde University (2014-2017). The study is based on data collected through biographic interviews. Biographical methods agrees on using life history interviews as empirical material. (Salling Olesen, 2002) Life history interview aims to identify and understand different culture, social and individual life from "inside". An endeavour to understand the lived life and the action it has caused. The interviews will be made with approx. 10 active students. The project was inspired by the critical theory concept of subjectivity from the Frankfurter school. (Salling

125
Levinsson, Magnus (University of Gothenburg, Magnus.levinson@ped.gu.se)
Tine Proitz (University College of Buskerud and Vestfold, Tine.Proitz@hbv.no)

Why the Swedish Centre for Educational Research have to contribute to the development and the use of configurative reviews

(Presented in Swedish)

The aim of the Swedish Centre for Educational Research (SCER) is to provide teachers and other professionals in preschools, primary and secondary schools with good conditions for planning, conducting and evaluating teaching and learning with the support of scientifically grounded practices. To pursue this mission the SCER has introduced a program to work with different kinds of systematic reviews. It is clearly stated that the SCER’s review activity has the ambition to be practically relevant, primarily in terms of meeting the questions of the teaching profession and the overall assignment of the Swedish school. However, there are indications that the SCER appear to give priority to a certain kind of methodology. The SCER has declared collaboration with agencies in the medical and social field in Sweden – SBU and Socialstyrelsen. The SCER has also hired staff that previously worked at these two agencies. Both SBU and Socialstyrelsen follow the internationally accepted standards that are applied in the Cochrane Collaboration, which give priority to aggregative reviews, primarily meta-analysis of RCTs. While not denying the need and use of aggregative reviews in education, this discussion paper argues that it is of great importance that the SCER contributes to the development and the use of configurative reviews to be able to accomplish its commission. Drawing on recent research findings and method development within the field of systematic reviewing four main arguments are put forward. The SCER has to perform configurative reviews: 1. To be able to address the width, depth and complex aspects in the work of teachers and schools, including aims for democracy, personal development, social and communicative skills that are regulated by the Education Act in Sweden. Only configurative reviews will include studies that seek to explore or generate theory on these issues. 2. To include educational research from the Nordic countries. The use of aggregative reviews in education appears to favour the inclusion of Anglophone studies, primarily experimental designs conducted in the US. Configurative reviews have been put forward as appropriate when faced with a complex body of research, which characterize the research tradition in the Nordic countries. 3. To strengthening the link between educational research and practice. Aggregative reviews tend to assume an instrumental relationship in which research should give teachers answers to ‘what works’. Configurative reviews open up for research to play not only a technical, but also critical and ecological role in practice. Configurative reviews have potential to widen the contact surfaces between research and practice. 4. Since no other agency appear to put this approach to reviewing into practice. Recent studies reveal that the EPPI-centre, put forward as leading the development within the field, primarily makes use of the conventional methodology and that the majority of their publications could be categorized as ‘what works’-reviews. However, the theoretical work made by the EPPI-Centre has been important to clarify diversities between configurative and aggregative reviews. The SCER has an opportunity take on a leading role in the field by taking these developments further and put configurative approaches into practice.
This paper focuses on how power operates in the practice of physics education; aiming to explore the simultaneous constitution of knowledge and power in the secondary physics classroom. Power is here regarded as something that guides or governs the actions of others. In the case of the physics classroom, a systematic use of language and actions by teachers as well as students direct what should be highlighted and discerned in terms of physics knowledge and knowledge-making, which we consider as an aspect of power. In this way power and knowledge are integrated and also integral to teaching and learning processes. A key assumption is that when someone participates in teaching and learning activities, they learn much more than the content knowledge being taught; they learn what counts as relevant knowledge in physics, about the norms and values of physics, and who can be a physicist. These aspects are analysed in a comparative approach which shows the differences and/or similarities in terms of how governance is acted out and which companion meanings are offered in the interplay. The empirical data consists of video recordings and field notes from two lower secondary schools in Y8 and Y9 respectively (six physics lessons in each school). The analytical model used here is built on the transactional approach suggested by Östman, Öhman, Lundqvist & Lidar (2015), founded in the view that meaning in a situation is constituted in interplay between the participants in the situation. This transactional approach is here operationalized in a three stage analytical approach; the first stage consists of investigations of the meaning making in the teaching process (through the identification of epistemological moves), the second stage draws on analyses of governance and self-governance (cf. Öhman 2010), and in the third stage potential companion meanings of the meaning making and governance in the proceeding steps are considered. At first glance, teachers from both schools adhere closely to a traditional interpretation of a physics curriculum, with their strong focus on factual knowledge and a distinct progression through this curriculum. However, a more detail analysis revealed that, for example: In Case 1 the students are invited to contribute to the progression of the lessons by generative moves guiding them to ‘fill in’ certain content, not previously presented by the teacher. In Case 2 the students’ contributions are largely limited to showing that they have been keeping up with what the teacher has previously presented. Consequently, while the differencing approaches might not include different physics content, an analysis of the companion meanings made consequences for potential student subjectivities explicit. Therefore, in the increasingly individualised late liberal society where people are expected to be active, reflective and make choices for their own personal good, the students in these two classrooms are given very different pre-requisites for informed citizenship.

Liljestrands, Johan (University of Gävle, Sweden, jonlid@hig.se)

Social capital and education in interreligious NGO encounters

(Presented in English)

Non-governmental organizations (NGO’s) have been highlighted as environments for citizenship education (e.g. Porfilio & Gorlewski 2012; Ribeiro et al 2012). In times of global immigration, civil projects with the aim of fostering community cohesion and counteract segregation and conflicts has been developed. Among such initiatives are interreligious communities focusing on encounters and network building (e.g. Gerde 2014). Since the aim of civil interreligious activities is to achieve cohesion, studies of the occurrence and absence, as well of mechanisms achieving and preventing, bridging social capital could contribute to new insights concerning possibilities and limitations for community building in, and between, interreligious projects. The purpose of this paper is to explore interreligious NGO-participants means and motives for connecting with people belonging to different religious groups and their educational significance, with special regard to sustainable relations. The theoretical framework is based on the notion of social capital referring to the collective value of all ‘social networks’ and the inclinations that arise from these networks to do things for each other (Putnam 2000). In particular the analytical concept of bridging social capital referring to establishment of inter-group trust will guide the exploration. Possibilities and limitations for developing bridging capital is studied as processes in situ (Svendsen 2006) in order to discern local mechanisms concerning how participants interpret (dis)possibilities bridging with participants belonging to other religious groups than

Lidar, Malena (Uppsala University, malena.lidar@eduu.se)
Anna Danielsson (Uppsala University, anna.danielsson@eduu.se)
Maria Berge (Umeå University, maria.berge@umu.se)
Data has been collected within the ReDi-project (Hamburg University, 2013-2018) consisting of interviews (n=42) and participant observations (n=28) from two interreligious projects in the city of Stockholm, Sweden. Questions addressing the social capital dimension concerned the general experience of encounters with people with other religions including neighborhood; feelings of closeness to people within one’s own religion resp. others and experiences of the relevance of spatial environments for relating to members in the project. Field notes and documents with special regard to information concerning network structures between different organizations will also be used as sources of data. The collected data will be analyzed with help of Nvivo in order to explore qualitative (preliminary) patterns. Expected findings: participants relies on different resources such as religious motives to connect with different others; an initial emphasis on the similarities between the religious traditions; avoidance of sensitive topics and motives to learn more about other religious traditions. This study contributes to the field of citizenship education in general. More specifically, the presence of NGO projects and their impact on learning is an important field in educational research such as adult education. Education taking differences among the participants as point of departure for learning and development deepens our knowledge about multi-cultural education in a Scandinavian situation of current immigration.

**Lindberg, Viveca** (Stockholm University, Viveca.Lindberg@edu.su.se)  
**Gun-Britt Warvik** (Goteborg University, gun-britt-warvik@ped.gu.se)

Vocational education for the future? Contradictions in Swedish policy and practice  
(Presented in English)

Swedish initial vocational education and training (VET) has mainly been school-based since the 1940s. Since 1970, VET programmes have been integrated into upper secondary school (16+). VET is and has been an area with tensions, in Sweden these tensions are related firstly to the public picture of who these students (‘practical’ individuals, less motivated for schooling), quite often also associated with special needs (Hill 2007). Thus a dominating idea in Sweden for several decades has been (Lundahl 1989, 1998; Arnesen & Lundahl 2006) that less should be demanded of them in terms of general subjects (Berglund & Lindberg 2009; Korp 2012). Similar conceptions are found also other countries (cf. Agodini et al. 2004). For instance, Swedish future-oriented strategies in policy documents (SOU 2008:27) display such conceptions. Simultaneously, the skilled craftsman is a (public and political) romantic ideal in today’s society. Furthermore, it is expected that vocational education contribute with basics for a skilled workforce to Swedish companies for competition on a (contemporary as well as future) global market. How and when the transformation of VET students, considered less motivated and cognitively less able, to the skilled craftspeople/car-mechanics or waiters takes place therefore seems a magic process. We raise questions like: What kind of vocational knowing is made available for VET students in order for making it possible for them to become skilled representatives of their vocations? What situations, assignments and experiences contribute to such future-oriented images as well as to vocational knowing? What characterizes the kind of vocational knowing that is assumed to qualify for both contemporary and future work? The basis for this paper is a review of mainly Swedish research related to policy and practice; complemented with international studies in order to contrast the Swedish case. The review forms the basis of a research project with participators from two fields of research: VET and work-based learning. Findings from the review show contradictory political motives for upper secondary (initial) VET, uncontested ideas of VET as social practice. Main findings show that there are few Swedish practice-based studies and tensions also related to what students/which programmes national and local investments that confirm or deny these ideas. International studies, although based in various organisations of initial VET, indicate similar patterns.

**Lindblad, Sverker** (University of Gothenburg, Sverker.Lindblad@ped.gu.se)  
**Rita Foss Lindblad** (Boras University, rita.foss_lindblad@hb.se)  

Educational careers and public trust in research: Comparative analyses with a focus on educational research  
(Presented in English)

The current study is analysing the public opinion in Sweden in relation to education careers and trust in science. We ask if trust in science is different over different fields of knowledge and over different careers into society. Of special interest is here the perception of educational research among persons in education careers compared to the perception of e.g. Engineering and Technology as fields of research for persons working in engineer positions. The analyses are based on research on the
Lindblom, Anne (Karlstad University, Sweden/University of Eastern Finland, annelind@kau.se)

Mark Carew, (Canterbury Christ Church University, England, mark.carew@canterbury.ac.uk)

Katja Dindar (University of Eastern Finland, katja.dindar@uef.fi)

Eija Kärnä (University of Eastern Finland, eija.karna@uef.fi)

Sue Soan (Canterbury Christ Church University, England, sue.soan@canterbury.ac.uk)

Carin Roos (Karlstad University, Sweden, cariroos@kau.se)

Student teacher's attitudes towards educating pupils diagnosed with Autism Spectrum Disorder in the inclusive mainstream classroom.

(Presented in English)

Social justice, equality and solidarity in education are the founding principles of inclusive education. Yet barriers to inclusion remain within many classrooms across Northern Europe. In Sweden, Finland and England, the ideology is to provide special needs education primarily in mainstream education. Thus, the support for children with ASD is generally provided in conjunction with mainstream education whenever possible. However, although teachers play a crucial role in the inclusion of children with special needs in regular education, there persists a paucity of empirical research surrounding teacher attitudes toward children with ASD and their experiences of educating these pupils in the classroom. This is particularly the case in regard to student teachers, with whom there has been no studies on this topic. Such data are important because, given that the prevalence of ASD has increased sharply worldwide, it is vital that student teachers are adequately prepared to meet the needs and secure the equal treatment of pupils diagnosed with ASD in the classroom. The current project seeks to address this gap by accessing student teacher attitudes and experiences of children with ASD in Sweden, Finland and England. Student teachers will be recruited from higher education courses at one university in each country. The project will utilize a mixed method approach comprising three stages. Firstly, participants will be asked to complete a cross-sectional survey investigating attitudes to children with ASD and their hypothesized predictors (e.g., knowledge, contact), derived from extant research on disability attitudes. This will shed light on the structure of student teacher attitudes in addition to what may influence them. Secondly, semi-structured interviews will be used to explore student teachers' classroom interactions with children who have ASD. This will give rich insight into how student teachers think and feel about educating pupils with ASD and identify any barriers to their inclusion in a mainstream setting. In the final stage, cross-national comparisons will be made between the three countries. This will highlight which aspects of teacher education programmes facilitate positive attitudes to children with ASD. These data will be helpful in influencing the teacher education policies in Sweden, Finland and England in directions that will promote equality and inclusion in mainstream education. This project is an interdisciplinary collaboration between psychology and special education faculty members at three European universities. The purpose of this presentation is to outline the scope of the project, discuss its methodology and obtain feedback from the scientific community.

Lindgren, Lena (School of Public Administration, Gothenburg University, lena.lindgren@spa.gu.se)

Angelica Börjesson (School of Public Administration, Gothenburg University, angelica.borjesson@spa.gu.se)

Lars Karlsson (School of Public Administration, Gothenburg University, lars.karlsson@spa.gu.se)
Policy making, and taking, in a crowded policy space: The case of the Swedish teacher certification reform

(Presented in English)

Education has always been a reform-intensive policy sector, perhaps more now than ever before. National education systems throughout the world have over the last two decades used various strategies to change and improve the way schools and systems function. In what appears to be a global reform movement, a large number of reforms have focused on the outcomes of education systems and on issues of evaluation, assessment and accountability. Politicians in many countries have also placed the professional development and effectiveness of teachers at the core of education reform activities. In studying and evaluating education reforms, whether in words or deeds, the location of analysis has typically been on distinct elements and/or on the policy process of individual policies; i.e. problem identification, design, implementation and evaluation. In contrast, we argue that reforms or policies (the terms are here used interchangeably) can be conceived of as occupants of a policy space. Every policy has its own perceived problem to solve and give rise to effects of its own. But all policies have a prior history and there are also already existing policies, which together with more newly enacted ones occupy a national education policy space. In a crowded policy space, effects produced by one policy are likely to interfere with the workings of other policies in a way that may have unintended consequences. One policy may for example, transform a problem that another policy is intended to solve and could even give rise to new “policies by the way” that result from processes inside a policy space rather than from intentional decisions, e.g. policy taking rather than policy making. The idea of a crowded policy space was developed by American policy scientists in the 1970’s to describe the cumulative expansion of policies and programs after World War II. In this paper, we draw on these ideas to explore what happens when a current wide-ranging Swedish teacher certification reform (STC) is implemented in a policy space that potentially can be described as crowded, or even over-crowded. In the paper, we map out key pieces of all Swedish education reforms and programs enacted during 1991-2015, and then analyze i) whether any of these are affected by and affect STC, ii) how the interaction manifests itself, and iii) what, if any, unintended consequences and policies by the way the interaction generate. Our findings reveal that STC affects and are affected by several other reforms. Here are two examples: Due to the mismatch between the logic of the 2001 teacher-training reform, and the certification requirement of STC, some teachers have become certified in subjects they have never taught, or have refrained from applying for a certificate in order to avoid this. By creating a lucrative market for certified teachers, STC has also increased the number of certified teachers in high-performing schools and reduced it in low-performing schools.

LINDOVIST, HENRIK (LINKÖPING UNIVERSITY, HENRIK.LINDOVIST@LIU.SE)
MARIA WEURLANDER (KAROLINSKA INSTITUTET, MARIA.WEURLANDER@KI.SE)
HÅKAN HULT (KAROLINSKA INSTITUTET, HAKAN.HULT@KI.SE)
ANNIKA WERNERSON (KAROLINSKA INSTITUTET, ANNIKA.WERNERSON@KI.SE)
ROBERT THORNBerg (LINKÖPING UNIVERSITY, ROBERT.THRONBERG@LIU.SE)

Resolving feelings of inadequacy: what student teachers learn from perceived emotionally distressful situations in teacher education.

(Presented in English)

Student teachers meet various difficult situations while studying to become teachers. In the prevalent study we examine what student teachers perceive as emotionally distressful in studying to become a teacher. The study aims to examine what learning is connected with the perceived emotionally distressful situations. Sociocultural theory of learning emphasizes that teacher learning, sense-making and identities are situated and co-constructed in social practices, including those taking place in teacher education. The current study is the first part of a larger project, and in this sub-study, we have adopted focus groups and individual interviews with teacher students, guided by a constructivist grounded theory approach. Student teachers acknowledge both daily hassles and major events as creating uncomfortable and distressful feelings. Student teachers discuss an emotional struggling with for example the poor living conditions of students they meet, violence among students, and meeting parents. The preliminary results show that when faced with the diverse amplitude of emotionally uncomfortable situations, student teachers feel inadequate. How to deal with feelings of inadequacy is the main concern relating to the various emotionally distressful situations student teachers face. To resolve feelings of inadequacy student teachers use four main strategies: (a) constructing a relevant level of engagement, (b) constructing professional coping strategies as being the preferable action, (c) using their experiences as
mediation and amelioration of feeling inadequate, and (d) turning to positive and negative role models for guidance on how to perform teacher duties. Constructing a relevant level of engagement is discussed in relation to professional and personal commitment, and how self-efficacy balances the feelings of inadequacy. In using constructed professional coping strategies student teachers argue for what they think is the right way of action, as for example seeking guidance and support, when resolving their feelings of inadequacy. In using experiences as mediation and amelioration, student teachers use experiences as learning, coping and building competence. At the same time, student teachers feel stressed from not having enough experience. Thus, student teachers construct the cause of being inadequate as a result of poor experience and talk of the two difficult first years. The construction of being inadequate causes fear of burnout in relation to managing time and teacher tasks. The last main strategy in resolving the feelings of inadequacy is turning to positive and negative role models and in the process creating what teacher qualities are suitable and illustrating competence, and through this practice student teachers position themselves within the teacher colleague. The study contributes to discussions about teacher education with a focus on student teachers’ main concern considering emotionally distressful situations they face during their teaching training.

Liu, Yvonne (Minghsin University of Science & Technology, yvonneok@gmail.com)  
Gary L. Vore Jr. (Nanhua University, )

The Implementation of International Education in a Taiwanese Kindergarten

(Presented in English)

This research aims to understand the ways international education can be integrated into the kindergarten curriculum in Taiwan where there appears a myth for the push of “being global”. Data was collected from one public kindergarten in northern Taiwan which included teaching observations and semi-structured meetings with teachers and parents. Under the concept of “being global”, there are three stages representing a path of curriculum development. The first stage focuses on providing new virtual international contact; the second stage stresses face-to-face contact with community tours; and the third stage proposes, open and flexible activities designed to give children deeper interaction with foreigners. Continuing contact and a “flip perspective” to local rather than global is needed in future curriculum development.

Ljungberg, Caroline (Malmö University, caroline.ljungberg@mah.se)  
Jutta Balldin (Malmö University, jutta.balldin@mah.se)

Care at the table. A problematized story of preschool meals

(Presented in English)

The aim of the paper and presentation is to discuss how care is put at stake around meals in preschools, and to present how discourses of good care are struggling and competing with other discourses, e.g. effectivity and economy. Inspired by Annemarie Mols anthropological stories of how care and food is constructed and created in so called ‘care practices’ we understand mealtimes as varied practices and care as tinkering, a way of coordinating to suit the structure. We have filmed approximately ten meal situations in four preschools in Sweden. We have analysed them using three questions: How can we understand care in the practices that take place at the table? How are food understood and charged? About what and how are the adults and children talking? Our main theoretical tools are borrowed from Annemarie Mol, though we also relate to discursive thinking and civilizing practices drawing from theories formulated by Michel Foucault and Norbert Elias. During meals in preschools, the ideal child seems to be calm, moderate and controlled. It’s a passively waiting child that’s appearing. The professional practices taking place are concerned with calming, sorting and keeping the potential chaos at a distance. Care practices during preschools meals are concerned with practical fixing and tinkering. To set up the table. To ensure that everyone gets food. To divide and distribute. It is also about keeping children at the table, in their places, focused on the food and the conversation. Simply arranging the situation. Getting the kids to control their bodies, eating of everything but not too much and not too little. It is a kind of yardstick care. Order prevails. “We start with this.” “Here you are.” “Now we move on.” “Now it’s your turn.” “Here’s the butter.” “Here you have milk.” “I’ll get some more sandwiches.” “It’s a kind of management “of time, space, plates and bodies and care equals control. Ordering things and bodies is overall, as well as variations. Adults and children construct care and food in various ways. We can see that how food and the mealtine is talked about is in a way related to care, and what is ‘good’. We try to understand variations and practices in how they are done, but also charged with ‘goods’. The concept of care, omsorg, can in Swedish be
The image of the child in school-age childcare education textbooks

(Presented in English)

School-age childcare is a relatively unexplored arena, but lately literature aimed at university students focusing on school-age childcare has emerged. In the textbooks, a tension between school-age childcare and the school can be identified, where the two institutions are portrayed as inherently different. At the same time, there is also a form of ‘educationalization’ of school-age childcare taking place, where concepts such as learning and teaching have are increasingly used within the field. At the intersection between school and after-school and the issues of learning described, it is relevant to explore what child is expected to be part of this. This paper therefore explores the ontological status of the child presented in 6 undergraduate level textbooks published between 2011 and 2015. These books were selected strategically on the basis that it would be published after 2010 and included in the curriculum of at least a teacher training program with specialization in school-age childcare. The analysis focuses on how children are portrayed and how childhood is conceptualized. In addition, we pay attention to which epistemic claims regarding listening to, and speaking for children that are given in the textbooks. In the literature, the ‘child’ tends to be portrayed in rather unproblematic and romantic ways. There is, for instance, an absence of discussion of the importance of experience of inequality in childhood based on, for instance, age/generation, gender, ethnicity and class. In addition, while the child is conceptualized as being agentic and competent, the limits of agency and the negative and ‘wrong’ forms of competence, such as children's sexism, violence and bullying, are seldom discussed. Moreover, when focusing on children's ‘free’ time, the textbooks describe play as a solely child-initiated practice. In contrast to schools, after-school centers are described as places where children are allowed to take their own initiatives for play as well as for an authentic, hands-on learning. After-school teachers are depicted as facilitators of children’s self-initiated learning and particularly well-suited for listening to children. By studying how children are portrayed in school-age childcare university textbooks, we point to the status of children aged 6-9 years who go to school-age childcare provided in the community, but our findings are also illustrative of how children are generally understood in society and is therefore interesting to investigate where there may problematize the established images of children and their rights, and the relationship between the child and society.

LOFTSSON, MAGNUS (DEPARTMENT OF CHILD AND YOUTH STUDIES, STOCKHOLM UNIVERSITY, SWEDEN, MAGNUS.LOFTSSON@BUV.SU.SE)
ANN-CHRISTIN CEDERBORG (DEPARTMENT OF CHILD AND YOUTH STUDIES, STOCKHOLM UNIVERSITY, SWEDEN, ANN-CHRISTIN.CEDERBORG@BUV.SU.SE)
KARI TROST (DEPARTMENT OF CHILD AND YOUTH STUDIES, STOCKHOLM UNIVERSITY, SWEDEN, KARI.TROST@BUV.SU.SE)

Experiences of Bullying and Peer Victimization in Schools: Parental perspectives

(Presented in English)

The overall aim of this study is to explore how parents perceive their children’s exposure of bullying and peer victimization in schools. More specifically we studied how parents describe their lived experiences in written complaints concerning peer-to-peer victimization in Swedish schools. The complaints were sent to the The Child and School Student Representative (BEO). BEO (Barn- och elevombudet in Swedish) investigates complaints concerning degrading treatment, such as bullying and harassment of children in preschools and schools in Sweden. Previous research on parents' perspectives on bullying is limited and a recent systematic review calls for further research focusing exclusively on parents, in order to better understand and prevent bullying. Our project draws on natural occurring data and is based on parents’ own written accounts from 426 cases of complaints to BEO. This study is explorative in nature, combining an inductive approach within an interpretative phenomenological framework.
Preliminary findings show that parents report various forms of bullying and peer victimization. We found physical, sexualized, emotional or psychological forms of exposure with great variety between cases. The variation might be described in terms of variety in forms, severity, duration, frequency and consequences. Physical forms of exposure included descriptions such as kicking, beating, holding, locking in, throwing objects at, and damaging of exposed children’s property. Parents further described how severe forms of physical victimization were causing bodily harm and sometimes being reported to police or required medical treatment. Sexualized forms of exposure included sexual harassment, homophobic comments, sexism and rumors and were not as common as physical or emotional forms of victimization. Emotional or psychological forms of exposure included verbal comments, insults, name-calling, abuse via information and communication technologies, social exclusion, abandonment and loneliness. Some parents reported single incidents of peer victimization often in very severe forms like physical assault or threats to their children’s life. Most parents described repeated events of bullying, sometimes lasting several years. They also claimed that their children had been emotionally affected. The consequences of peer victimization and bullying were described as children refused to go to school, had difficulties of sleeping or reported health problems like anxiety and depression. In some cases, parents reported that their children had suicidal thoughts or plans. These preliminary results suggest that parents’ experiences of their children’s exposure of bullying and peer victimization can increase the understanding of harmful social relations in schools. In addition, it can further the understanding of how parents and children are effected by bullying and peer victimization. The implications of this study may call for an improved communication and collaboration between parents and schools concerning children’s safety and health.

LONDON, MONICA (University of Helsinki, monica.londen@helsinki.fi)
JAN-ERIK MANSIKKA (University of Helsinki, jan-erik.mansikka@helsinki.fi)

First year experience in the light of students’ academic preconceptions

(Presented in English)

The first year at university can be challenging for students, particularly for students with limited preconceptions of either their field of study or a general awareness of higher education. It's well documented that self-efficacy, time-management and self-regulated learning correlate with both academic achievement and study pace (c.f. Bandura et al. 2001, Biggs & Tang 2011, Lane & al. 2004, Lähteenjoja 2010, Poutanen & al. 2012, Yusuf 2011). Today there is much focus on first year experience due to the growing demands for a deep learning combined with a fast study pace. In addition, it is commonly seen as beneficial for society if students early on have a clear view of their desired field of study. This study, which is part of the network Justice through Education in the Nordic Countries within The Nordic Centre of Excellence, is the first part of a three year longitudinal study focusing on the development of students’ academic integration during the course of their studies in higher education. Academic integration entails the process of becoming a part of the university context and student community as well as the development of academic skills, particularly the development of self-regulated learning skills needed for successful academic studies. In this first study we analyse how students’ academic preconceptions influence first year students’ approach to their studies, study motivation and study skills. Here, academic preconceptions refer both to the students’ academic background knowledge and knowledge of the field of their studies. Of special interest is how different preconceptions and expectations influence the first year experience. Are there elements that either support or hinder academic achievement? The participants (n=85) are students from several Swedish-speaking study programs (such as medicine, educational sciences and humanities), mainly from the University of Helsinki. The empirical data consists of two web-based questionnaires administered to the participants at the very beginning of their first year at university and another questionnaire at the end of their first year. The questionnaires focus on possible challenges the students encounter, as well as their experiences of their academic integration on a social, cognitive and affective level. The questionnaires include both multiple choice and open-ended questions. The first questionnaire consists of 46 items and the second questionnaire of 60 items. The questionnaires were constructed particularly for this study. The preliminary analysis indicate that there are clear field-specific differences regarding factors that motivates the students at the beginning of their studies. The academic preconceptions and study strategies during the first year greatly vary between students from different study programs but also among students within a specific study program. These, and other results will be presented at the NERA-conference.
Together, these aspects could make a basis for further development of educational quality.

Lorentzen, Marte (Oslo and Akershus University College, Marte.Lorentzen@hiOA.no)

Susana Vilhena (Oslo and Akershus University College, Susana.Vilhena@hiOA.no)

The documentation project: Mapping research and development activity within higher education

(Submitted in English)

Research and development within higher education amounts to almost a third of national R&D in Norway (Wendt, Söder and Leppälahti, 2015). Such activities and projects are considered to be important for the knowledge development in society as a whole, but also to strengthen the quality of educational programs. In recent years, increased attention has been given to the latter purpose. Several programs are nowadays focusing on how their R&D activities can be linked to education and contribute to the development of evidence based programs. Nevertheless, scientific publications and publication points are still used as the main indicator for institutions’ R&D activities, while the content and outcome of such activities to a lesser extent seems to be emphasized and examined. In this paper, we argue that these aspects are relevant to focus on in terms of educational quality improvement. We will present parts of an ongoing project called “the documentation project”, conducted at Centre for the study of professions at Oslo and Akershus University College (HiOA). HiOA aims to be at the forefront of professionally relevant R&D. At the faculties, a great amount of the staff are conducting projects that might be valuable for enhancing the teaching methods, further develop subject specific knowledge and prepare the students for professional practice. The purpose of this project is therefore to highlight existing R&D activities at HiOA. By mapping all R&D project descriptions available within the three largest programs at HiOA (social work, teacher education and nursing education), a systematic analysis of the projects content have been conducted. Seven categories have been applied for pointing at various aspects of the projects (e.g. theme, methodology, which parts of education/field of practice the project deals with and what kind of level the project concerns). In this paper, we will focus on the methodological approach and analytical categories applied in the analysis of the R&D projects, present the main findings from our analyses and discuss the implications of the results. We will argue that publications and publication points provide an incomplete picture of institutions’ R&D activities, and that it also is necessary to focus on the content and results of these activities.

Bildung or competences and skills? The legitimation of pre-vocational subjects in Norway and Germany (Berlin)

(Submitted in English)

The so-called canon (Kanon) defines the generic core of education and is constituted by knowledge, competences, skills, attitudes, experiences and habitus (Tenorth, 1994). Even though the canon is neither identical with the curriculum nor the sum of all curricula, the canon is represented and articulated though curricula. Education is according to Tenorth (1994) not about acquiring knowledge, specific skills and competencies, but about Bildung and universal skills as e.g. learning to learn and the internalisation of norms and basic premises necessary for the interaction with others and the world. These skills cannot be taught directly, but are embedded in the subject matter in curricula and are therefore an indirect result of schooling. School subjects and subject-areas also define the canon. Traditionally, the different school subjects belong to one of the four subject-areas language and literature, historical-social subjects, mathematics and science and esthetical-expressive subjects. However, also pre-vocational subjects have become school subjects. In Norway, the pre-vocational subject arbeidslivsfaget has been introduced to lower secondary school in the school year 2015/2016 as part of a school reform of lower secondary school (Utdanningsdirektoratet, 2011). In Germany, pre-vocational subjects have been introduced in the early 1970s, for instance in the federal state of Berlin. Pre-vocational subjects in lower secondary school emphasise employment and vocation, but are also part of the generic purpose of curriculum and schooling with an emphasis on Bildung. However, a shift in the first decade of 2000 has resulted in that curricula nowadays emphasise competences and no longer are legitimised through theories of Bildung (Scholl, 2012). This shift has also implications on schooling in general, as expectations and goals become important for the legitimation of schooling. One can ask whether these pre-vocational subjects are in line with the four traditional subject-areas and whether they emphasize Bildung and universal skills or competences? The purpose of this paper is to examine the legitimation of pre-vocational
subjects in Norway and Germany (Berlin) within official policy documents and to compare the main purpose and aims of the two subjects, including conditions for school reforms and the strategies that promote these reforms. The analysis includes Norwegian and German educational policy documents. In the first part of the paper I explore the concept of canon in relation to education, Bildung and competences and the range of school subjects in schools. Drawing on Schriewer’s (1990) externalisation theory I suggest a theoretical framework for studying educational reform. In the second part of the paper I turn to Norway and Germany (Berlin) and analyse the legitimisation of pre-vocational subjects within relevant policy documents as several reports to the Storting, a strategy for lower secondary school in Norway, recommendations for the organisation of Hauptschule in Germany and minutes from meetings of the board for pre-vocational subjects in Berlin. The analysis of the policy documents is based on qualitative content analysis according to Mayring (2003). In the third and final part I discuss the results of the analysis in light of theory on canon, Bildung and competences and the range of subjects.

LUND, TORBJØRN (UNIVERSITY OF TROMSØ, TORBJØRN.LUND@UIT.NO)

Teachers as agents of change in networking schools

(Presented in English)

Teachers as agents of change in networking schools Torbjørn Lund, University of Tromsø, Norway. This paper draws attention to teachers as change agents in networking schools in present Norwegian schools reforms. A special attention is given teachers role as agents of change. Networking schools are labelled as “learning networks” in recent national reforms and aim to reflect on and disseminate ongoing school development projects. Learning networks also draw attention to the idea that teachers should take more active part in school development by participating in networks. By taking this active role teachers also practice leadership understood from the perspective of distributed leadership. In Norway as well as in Sweden we observe a recent tendency that teachers are called into new positions and new roles to strengthen the pedagogical leadership in schools. This raise questions about teachers qualifications, interests and capacities to do this job. Although we know that teachers always have been a part of reforming and transforming schools from inside, there is not much literature that show interest in this. The study draws on a study within a municipality which has had networking schools as a strategy to implement different reform ideas for five years. The analyze of teachers perception of their role as agents of change will be related to the concept of “translator”, a main concept in translation theory (Røvik 2007, Røvik, Eilertsen and Fur 2014). The question that will be answered is how teacher perceive themselves as translator and what activities that constitutes this role. A previous study( Furu &Lund 2014) shows that teachers in networking schools find different paths to disseminate new ideas to their home schools and that new ideas have to pass through teachers practice before they are disseminated to colleagues. Using translation theory might give way to new understanding how ideas and innovations are disseminated in schools when network is used as a strategy to improve practice.

LUNDBERG, ADRIAN (MÄLMO UNIVERSITY, ADRIAN.LUNDBERG@MAH.SE)

A comparison of mother tongue tuition in Sweden and Switzerland

(Presented in English)

People move to other countries due to various reasons. Most of the time international migration has the consequence of different linguistic and cultural surroundings. In Sweden for example, almost 20% of the pupils have another mother tongue than Swedish (Skolverket 2014). In Switzerland over 40% of all marriages are bi-national (ERZ Bern 2013). These numbers are rising and due to different studies that show how pupils increase their scholastic success rate if they experience mother tongue tuition (e.g. Skolverket 2009, Giudici 2014), there is a need of a sound working language policy for pupils of various linguistic and cultural background. This paper takes into consideration frame conditions of mother tongue tuition in two European countries. On the one hand Sweden, as a monolingual EU-member state and on the other hand Switzerland, which has four official languages and does not belong to the EU. These different starting points are set into relation to their policy documents regarding mother tongue tuition. Interviews with representatives from institutions in both countries give a deeper insight into the local management of the issue. As a final part, best-practice examples and challenges in the two countries are compared and a state-of-the-art is presented. Since there is a big discrepancy between intentions and implementations of language policy documents in Sweden (Vetenskapsrådet 2014), more research in the field is requested. This paper tries to do so by opposing this Nordic country to Switzerland.
Mind the Gap: Ethnography about cultural reproduction of difference and disadvantage in urban education

(Submitted in English)

Osa Lundberg Mind the Gap: Ethnography about cultural reproduction of difference and disadvantage in urban education This thesis examines cultural reproduction of difference and disadvantage in the pedagogical content and practices in urban education. Cultural differentiation is seen as a social and ideological practice that is constructed institutionally in the organization and structure of pedagogy. The objectives of this study are threefold. I examine: 1) how cultural difference is formulated, enacted and conveyed in policy and practice, 2) how pedagogical practices contribute to the (re)production of social and cultural inequalities, and 3) where opportunities for change and transformation in the pedagogical practice can occur. The empirical data is produced by participant observation and interviews with teachers and students. Three different ninth grade classes and the teachers, at the same school, were observed for three years consecutively between 2006 and 2009. A fifth grade class was also observed for one semester. The analysis is informed by theories of sociology of education (Bernstein, 1990; 2000, p. 165) and critical race theory (Leonardo, 2009). The analysis of this study highlights the social and cultural reproduction (Bernstein, 2001) in the formulation, realization and transformation arenas (Lindensjö & Lundgren, 2000). Specific attention is given to the relationship between the macro power, in the formulation arena, and the micro practices of pedagogy, in the realization arena, that are intended to compensate for social and cultural differences and disparities. Based on findings, I claim that cultural racism (Ryan, 1976, p. 190), in the pedagogical discourse, allows race and racism to go under the guise of culturally acceptable forms of institutional racism. I argue that ‘culture’ is used as a metaphor for race and as a rationale to employ compensatory pedagogy (Gitz-Johansen, 2009) as a solution that does not alleviate, but rather accentuates inequality and segregation. This study discusses how differentiation along the lines of ‘culture’ has bearing on allocation of government funding, urban development, school reform, bilingual education, hiring and retention of bilingual teachers, and pedagogical practices aimed at reforming the students’ through compensatory measures to enable integration into the mainstream “Swedish” society which also reify and cement ‘Otherness’. The academic contribution is geared towards development of the sociology of school knowledge in pedagogical work, critical pedagogy and social justice education. I am an active member of network 14 Multicultural Education Research. As an alternative to this network my study could also be included in network 4 Classroom Research and Ethnographic Studies. This presentation will be in English.

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

(Submitted in English)

A reflection tool to an open investigating approach to teacher education practice By Lisbeth Lunde Frederiksen. Ph.d. Research manager of Centre for Didactics (Methods and Approaches) VIAUC & Mette Beck. Associated professor - didactic and pedagogy ,Centre for Di-dactics, VIAUC. Key words: educational paradigms, reflection, out-put competences, teacher education In Danish teacher education several understandings of the education exist. During our research we have experienced, that during their education students do not meet a systematic clarifying of the understanding(s) of the education neither by the teachers nor by the institution. For many students this results in confusions. In Center of Methods and Approaches (didactic) VIA, we have developed a didactic model of reflection for teachers and managers in the teacher education, which we would like to present. This model can systematically help educators to clarify the understandings of the educations that sur-rounds and steer the practice of the education. The purpose of the model is to offer a systematic way to talk about what you do and what you would like to do with the education and the teaching and ultimately minimize confusion among the student teachers. The model can be seen as a tool to an open investigating approach to practice, and help to make the differences in teaching transparent, and in relation to that invite to discussions of if these differences are productive or conflicting each other’s,
if the aim is optimal professional development of the students. In other words: The purpose with the presentation of a didactic model of reflection is to offer a model, that can contribute to a critical development insight giving view on education and teaching in order to make further quality in teaching and teacher education. The model has three main categories: the teacher education, the relation and the professional practice. In the presentation, we will focus on one main category: the relationship between teacher education and professional practice. During our work with the model, we found different understandings of the relationship between teacher education and professional practice. We found that the understanding of this relationship may impact how a teacher or manager actually practices the profession of education, including the methods teachers employ to teach, the methods the student teachers employ to teach, and on the education totally.

Lundström, Lina (Department of Child and Youth Studies, Stockholm University, lina.lundstrom@buuv.su.se) 
Ann-Christin Cederborg (Department of Child and Youth Studies, Stockholm University, ann-christin.cederborg@buuv.su.se)

Experiences of the worst day in school

(Presented in English)
The study is part of a larger project with the aim to broaden the understanding of bullying practices among peers in school. Within the larger project the presenting author performed a video ethnographic study during one year in a group of 55 students, 15 years of age. This specific study is based on open interviews with 31 students within the group. The aim of the study is to understand how students make sense of their experiences of exclusion and inclusion practices by asking them about their worst day in school. The interviews lasted between 20-70 minutes and were transcribed verbatim after which they were inductively analysed. Emergent themes were identified, which responded to the research question posed. The interviews were analysed from an interpretive phenomenology perspective. The preliminary results suggest that the students make sense of exclusion and inclusion in relation to particularly three main themes. The main themes are: stress, disturbance and social exclusion anxiety. The findings are understood from a societal, a school- and an individual perspective. The findings from this study give an insight into how students can understand inclusion and exclusion practices in their everyday life in school. Such knowledge is of importance to further understand the inclusion and exclusion practices from a child’s perspectives. The results can therefore be of help in formulating anti-bullying policies in schools.

Lundström, Marita (University West, marita.lundstrom@hv.se)

Preschool children’s efforts to communicate mathematics

(Presented in English)
The latest curriculum for Swedish preschools (Lp698, 2010) stipulates that children should get more stimulation and guidance from teachers in order to increase their competencies and acquire new knowledge through their own activity. Mathematics is one of six domains which have been strengthened in the new curriculum and therefore it is important to investigate more about how children are using and how they are learning mathematics in preschools. The purpose of the present study is to explore and describe preschool children’s use of mathematics in their communication with others. This study is limited to examining situations in which children communicate with other children and adults. Moreover, the aim is to deepen the understanding of how preschool children use mathematics to convey mathematical meanings with other children and adults in preschool. The research questions was: How do children communicate mathematics? In what kind of situations does mathematics occur in their communication? What mathematical content is communicated? The theoretical framework was selected from a sociocultural perspective, which is a collective term for theories which assume that language’s original function is communicative and that it is a means of social interaction. From a socio-cultural perspective, language, culture and children’s actions are seen as essential elements of childhood development and learning. Prerequisites for this development include children’s participation in creating an interaction with their environment. In order to study preschool children’s mathematical communication, this study was based on an ethnographic methodological traditions. 31 children’s mathematical communication was observed under 16 months. The results shows that preschool children are communicating mathematics through: linguistic representations, symbols and signs, linguistic tools and bodily expressions. Children communicate mathematically in situations they are making comparisons about changes, and when they are trying to give descriptions about the world which surrounds them. It also shows that preschool routines, material support and activities stimulate mathematical communication. When
teachers are supportive and engaged in children’s communication their mathematical knowledge can also be developed and deepened.

---

**Lystbaek, Christian** *(Aarhus University, christianl@au.dk)*

**Social networks in supervision. Supervision in an actor-network theory perspective**

*(Presented in English)*

Theoretical and methodological framework: Supervision theory and practice have traditionally been focusing on supervision as talk (Skagen, 2004). One important reason for this is a widespread interest in promoting reflection through conversation, and more specifically through asking questions. Consequently, much supervision theory and practice have focused on conceptual frameworks and practical techniques of promoting reflection through conversation in general and questioning in particular. However, in recent years, supervision research has started to focus on the social and technological aspects of supervision. This calls for alternative conceptual frameworks and practical approaches. In this paper, I argue that supervision can be seen as actor-networks where participants and participation are ordered in time and space and where there are configurations of the human and non-human in supervision practice(s). In ANT a network is constituted by the relationality of the actors, not by the actors themselves. In other words, no one acts in a vacuum but rather always under the influence of a wide range of surrounding and interconnected factors. Actors are actors because they are in a networked relationship. Thus, focusing on social networks represents a shift from individualized, psychological approaches to learning in supervision an understanding of learning as constituted through socio-cultural factors. Learning, including learning derived through supervision, is construed as taking place within networks, spread across time and space. That involves mobilised an denrolled actors, both animate and inanimate (e.g. books, computers, etc. Actor-network theory defines a symmetry between animate and inanimate, i.e. subjects and objects, because “human powers increasingly derive from the complex interconnections if human with material objects. […]” [The human and physical worlds are elaborately intertwined and cannot be analyzed separate from each other. (Urry, 2000:14) The strength of ANT, therefore, is that it reflexively provides a theory of relationality through which to re-imagine supervision practices as a sociotechnical web of spatialised learning practices.

Thus, rather than the emphasis being on a ‘learner’ constructed psychologically, we can envisage a learner in spatial terms as a ‘learning location’. This is an actor or subject who comes to learn and know because they are located or positioned in a particular place in a network. Consequently, by conceptualizing supervision using conceptual and analytical resources provided by ANT we can begin to understand supervision as an example of social life/as ordered network. Supervision may be considered a complex relational field of actor-networks where participants and participation are more or less successfully choreographed, thereby constituting particular orderings of space and time through particular mediations. The supervision interview, equally, can be understood as a mobilised network of actors, where the network and its constitutive actors go beyond the actors in the immediate dialogic encounter. Relevance to Nordic educational research: The paper is relevant for Nordic educational research in the field of supervision in professional education and learning.

---

**Lätti, Johanna** *(University of Tampere, johanna.latti@uta.fi)*

**Individualized equality in Finnish academy**

*(Presented in English)*

In the Nordic countries, equality became the core aim of educational policies and labour legislation since the end of 1960s. Nevertheless, the goals of equality have changed along with the other goals of educational and economic policies. In a closer look into Finnish political agendas of 1970-1980s, the equality referred to social justice or regional equality, while since the 1990s the increased trans-national influences have challenged the (Nordic) conception of equality and changed its focus towards sex equality and individual rights. As public organizations Finnish universities are also obliged to implement equality legislation. The gender equality in particular is under close evaluation while equality plans must be made every few years and sex-related statistics have become more detailed. In the presentation, I introduce my analysis of the conceptions and aims of equality in Finnish academy. I ask 1) What kind of equality is promoted in transforming universities and 2) What is the role of gender mainstreaming as the latest transnational strategy on equality agendas. This approach is supported by two reasons: first, Finnish university sector has gone through a massive organisational reform after new Universities Act in 2010. However, the recent studies of academy ignore the perspectives of gender and equality. Second, the equality politics
guiding education and work are increasingly transnational. While the universities’ obligations to measure and report equality have tightened, the impacts of transnational organisations also shape the aims and understanding of equality. The appearance of equality in the university policies is analyzed by the content analysis of documentary material. The main data involves the university level documents guiding the promotion of equality. The secondary data contains the policy documents of gender mainstreaming, national equality legislation and educational policy documents relative to higher education and science. Findings indicate that equality work, as a part of human resources, is justified by the utility and general good of university. Thus, it is partly compatible with the higher education visions, which mainly emphasize market orientation, success and competitiveness. While the mentions of diversity have increased in equality agendas, the equality itself is interpreted as more individual phenomenon. In the higher education policies, the equality is left invisible and regarded as a general principal. The few mentions pursue the ban on discrimination and the search for best potential and world-beaters for promoting the competitiveness. According to gender mainstreaming, equality measures aim at subjective rights and equal treatment. The agendas focus on even distribution of economical rewards and career opportunities and pay hardly any attention to relations between people’s work and private life. Individualisation of equality is also seen in the understanding of inequality as single situations of discrimination and harassment. Quantitative indicators measuring gender equality treat women and men as representatives of homogenous groups, whose differences can be measured objectively and who are not defined by sex differences or obligation for care. The study helps to evaluate national and organisational equality agendas and the appropriate implementation of transnational policies on them.

LÖFDAHL HULTMAN, ANNICA (KARLSTAD UNIVERSITY, ANNICA.LOFDAHL@KAU.SE)
ANDREAS BERGH (UPPSALA UNIVERSITY, ANDREAS.BERGH@EDU.UU.SE)
TOMAS ENGLUND (ÖREBRO UNIVERSITY, TOMAS.ENGLUND@ORU.SE)
MARIA HJALMARSSON (KARLSTAD UNIVERSITY, MARIA.HJALMARSSON@KAU.SE)

A study of local enactment of the ‘advanced teacher reform’ in Sweden

(Presented in English)

In 2013 the Swedish government decided on a new career path, a position as advanced teacher. Except a monthly raise of 5 000 SEK there are few national directions about this reform, and it is up to the local authorities to decide how to choose among the applying teachers. This article explores how the reform is enacted in a local school context. The aim is to study if there are any remarkable linguistic changes in the applications from one year (2013) to another (2014) and to discuss how possible changes can be understood in terms of implications for practice. To do this, a local case is contextualized in relation to discursive changes that has occurred in Swedish education policy during the last two decades, which especially from 2006 and onwards has led to an extensive restructuring of the Swedish education system. Some central policy texts are referred to, such as national authoritative documents and by the OECD. In addition, also a commercial actor named Arete that has developed a system for teacher qualification is referred to, as it has inspired the studied local authority. Theoretically the study is carried through with support of text analysis (Skinner, 1988, 2002) and theories on teacher professionalism (Bergh & Englund forthcoming) and policy enactment (Ball et al 2012). The local data used in the article consists of application guidelines from a local authority, informal talks with civil servants in order to clarify the local process and a sample of applications from teachers, who have applied twice (2013 and 2014) for a position as advanced teacher. The preliminary findings indicate that formative assessment is a frequently used term in the second applications round (2014) while similar processes seem to be described by the teachers in their own words in the first round (2013). Our preliminary hypothesis is that this can be understood in the way that some of the applicants adjust their language for applying in order to be successful in the application process. In the final discussion we elaborate on the following question: How shall we understand and evaluate the phenomenon that we have found, that teachers applying for becoming ‘advanced teachers’, borrow and use a vocabulary that they have imported from grey-zone actors and the general school debate, and that they, in many cases become appointed because of that use and that teachers having good ideas but not using ‘the right concepts’ do not become appointed? This reform is an example of the ongoing international tendency on the strong emphasis on teachers. Here, we expect that the Swedish advanced teacher reform is an interesting case for other Nordic countries where similar initiatives not yet have been taken.

LÖFGREN, HÅKAN (IBL, LINKÖPING UNIVERSITY, HAKAN.LOFGREN@LIU.SE)
RAGNHILD LÖFGREN (ISV, LINKÖPING UNIVERSITY, RAGNHILD.LOFGREN@LIU.SE)
Exploring positions given to parents and claims of agency in student’s stories about grades

(Presented in English)

This paper draws on data collected in a wider study of national testing and grading policies for school year six that were introduced in Sweden 2012. The research project focuses specifically on elementary students’ experiences of receiving grades and taking the national tests. In this paper we direct the interest towards the positions given to parents in the student’s stories about talking about grades with their parents. The purpose of the paper is to explore how ‘territories of agency’ take shape in student’s stories in relation to discursive narratives of performative pressure within global and national education systems. The now stronger focus on grades in Sweden is considered a part of the delivery chain - stressing learning outcomes as the main issue for everyone involved in education – reaching from global actors such as the Organisation for Economic Cooperation and Development (OECD) to the individual students (Ball, et al. 2012). The performative pressure on schools, teachers, and students aiming to improve results and schools’ ranking positions affects the local actor’s actions and identities. As subjects to policy their agency is limited but in their stories student’s make claims of having some degree of freedom to act. These ‘claims of territories of agency’ are understood as expressed through narrative performances of individual and collective identities in student’s stories about experiences of talking about grades with parents. This narrative approach lets us focus on the links between how students position themselves relation to their parents and vis-a-vis discourses of performativity (Ball, 1997) in their stories and through their storytelling (Bamberg, 1997). Students from eleven different schools in five different municipalities were interviewed with the purpose of obtaining a great variety of student experiences. In total we have conducted 80 interviews with 195 students and some of them have been interviewed twice. Students were interviewed in groups (n= 2-5). The analysis in this paper is based on what students told us about their experiences of talking to parents about grades. In a thematic analysis we found three different themes regarding how the students described their parent’s attitudes towards grades and the student’s efforts related to grades. The first theme is about parents that do not talk about grades with their children. The second is about parents that put pressure on their children to get good grades often without engaging - or knowing how to engage - in how this is done. The third theme is about parents that focus on their children’s wellbeing by putting the grades in different perspectives – e.g. by downplay the importance of grades or emphasize the importance of having one’s own agenda. In this paper we further investigate how the positions are given to parents in the “story-world” (Bamberg, 1997) and how the students position themselves as students when telling the stories. Preliminary results suggest that students ‘claim territories of agency’ for themselves by positioning their parents in different ways in the story-worlds.

LÖFGREN, RAGNHILD (ISV, LINKÖPING UNIVERSITY, RAGNHILD.LOFgren@liu.se)
HAKAN LÖFGREN (IBL, LINKÖPING UNIVERSITY, HAKAN.LOFGREN@LIU.SE)
VIVECA LINDBERG (KARLSTAD UNIVERSITY, VIVECA.LINDBERG@KAU.SE)

Student stories about their feelings of getting grades in school year 6 – a matter of “high stake”?

(Presented in English)

This paper investigates students’ experiences of getting grades and explores the identities as students that take shape in their stories. Recently, grades from school-year 6 instead of year 8 were introduced in Swedish schools. However, granting their importance in students’ life, little is known about the personal meaning of grades to students, especially the feelings and understandings that students hold about grades both in a present tense as well as in a future tense. One main function of grades is to select students into higher levels in the educational system but they are also expected to motivate students to learn more and provide information about learning outcomes. Previous studies have shown that grades in early years contribute to stable perceptions of student selves over time and to pessimism in terms of possible change (Kasanen & Räty, 2002; Kärkkäinen, 2008). Often, issues of “high stake” deal with questions of tests and grades as objective gatekeepers for students’ future possibilities to education. However, in this paper, we consider “high stake” as a subjective matter linked to students’ feelings and future dreams. The overall aim of the paper is to problematize “high stake” as a matter of objectivity by stressing students’ subjective feelings in their stories about grades and grading. Our research questions are: How do the students talk about the possibilities to influence their grades now and in future? What feelings take shape in the students’ stories about their experiences of grades? Students from eleven different schools in five different municipalities were interviewed with the purpose of obtaining a great variety of student

140
experiences. In total we have conducted 80 interviews with 195 students. The students were interviewed in a group of students (n=2-5) and asked to refer to their experiences and feelings of grades. We listened to the interviews and read the transcripts and conducted a narrative analysis of the students’ stories. Some students express feelings of pressure and say that the grades are deemed important for their possibilities to get a job in the future. This we regard as an expression of grades as “high stake”. Other students express more relaxed feelings and talk about a limited value of grades in school-year 6 for their future plans. To them the grades do not stand out as “high stake”. Several studies indicate that younger students seem to see grades as labels that are hard to change. From this perspective all grades are “high stake” in a kind of objective sense. However, this study indicates that the grades are not “high stake” to all students when considering their feelings and future dreams. To them the grades might be “high stake” later on – or not.

MAGNUSDOTTIR, BERGLIND (LECTURER, BRM@HI.IS)

Learning disabilities, constrained school choices and parental class advantages in neoliberal times

(Presented in English)

Through the advanced neoliberal agenda school choice has become a new means of consumption as well as a symbolic process in the making of the middle-class subject (Reay, Crozier, & James, 2011). In an atmosphere where high-ranked schools select students based on their educational and symbolic value for the school, the middle-classes have had advantages in terms of obtaining the education they desire for their children with the result that schools have become more class segregated (Lubienski, 2008). However, many parents of children with learning disabilities, despite their class advantage are in danger of experiencing exclusion from predominantly middle-class schools (Dudley-Marling & Baker, 2012). This paper is a part of a larger qualitative case-study research on 32 middle-class families who enrolled their children in an elementary school, a multi-ethnic, predominantly working-class school which had been labelled as a ‘failing school’. Its professional culture was most often inclusive and welcoming to diverse educational abilities. In this paper the focus is on the five families with children diagnosed as learning disabled and will focus on how the parents discuss how they ended up “choosing” the school, reflecting on their own values and educational history. Additionally, the focus is also on the impact the school’s culture, where white middle-class parents were minority, had on their values, educational philosophy and their children’s educational progress and well-being. The main findings indicate that this school was not their first choice and they had tried to find inclusive educational settings in both their predominantly middle-class catchment school and the private schools in the area, without positive results. When becoming a part of this particular school community some of these parents found it difficult to compromise their own desire for middle-classness with their children’s happiness and positive experience of the school. For some of the parents it was a transformative experience as they needed to confront and reconsider some of their values and commitments when becoming a part of an unfamiliar cultural and educational context. This research provides insight to how choice-policies have become tools to create private academies exclusive towards more vulnerable group of children. This research sheds light on how parents’ own habitus (Bourdieu, 2000) shape their choices, desires and experiences with the possibilities of transformation in terms of values and commitments when having a child that a) do not fit with the middle-class ideals and b) when encountering an unfamiliar educational field.
Parallel Paradigm shifts?
Developments of Market Ideals and
Ideals of Inclusion in the Swedish
Education System.

(Presented in English)

Prior research indicates that the marketization of the Swedish education system has contributed to segregation, particularly between schools. Research on school choice, independent schools and special educational provision further strengthens this image which, in an education system previously seen as highly inclusive, must be seen as a disconcerting development. However, the interplay between the individualist discourse of market education and the more collective oriented discourse of inclusive education has not been studied to a high degree on a theoretical level. This article presents and compares developments within Swedish education as encompassing paradigm shifts taking place in international and national discourse on education. The first shift regards the shift from a state centred education system based upon collectivist ideals to a marketized education system based upon individualist ideals. The other shift regards a shift in how the need for special educational support was understood and defined leading to a move from a segregating special educational provision – where individuals were compensated for their deficits – to inclusive education as an ideal – encompassing different positions as regards participation in classrooms, curriculum and peer activities. Commonalities and differences between the two emerging paradigms are discussed as well as how they have affected each other. The article also relates these paradigms to political ideals and discourses about what education is and how it should be organised. As such, both shifts are seen as interventions for more democratic education, each departing from a different view of what democracy is and who is to be in focus for it. Conclusions are drawn about how different understandings of the concept of inclusion may be coloured by the hegemonic market paradigm's focus on the individual, leading to a different understandings of inclusion. This is thus a theoretical contribution to the discussion about inclusive education. As such it utilises theoretical tools from educational philosophy and democratic theory as well as theoretical works about special education and inclusive education, in particular Thomas Skrtic and Clark, Dyson and Millward. Although the focus is upon developments in the Swedish education system, the discussion and conclusions have relevance on an international level, particularly for the Nordic countries.

Educational context’s influence on how
learners perceive the private good of
developing digital literacies in a
developed and a developing country

(Presented in English)

In research and policy digital literacy is globally described to be of both private and public good in increasingly digitalized societies and in globalized economies. This article penetrates beyond this discourse by reviewing its critique and by disseminating an explorative study on how learners in a developed and a developing country perceive the private good of engaging with an activity that potentially could enhance their digital literacy. Thereby contributing to an ecological understanding of conditions for digital literacy development and the power associated with digital literacy development for the individual. University students in Sri Lanka (n=36) and Sweden (n=40), who all had a study interest in the educational use of IT, were in asked in a pre-course questionnaire to freely reflect on their thoughts regarding how video game play affect learning. Their responses indicate that the student’s educational context influence how they perceive the private good of engaging with video game play. That Swedish students more easily could identify things they learned that had helped them in other context and that the Sri Lankan students were very self-controlled regarding their video game playing, as they thought this activity could potentially be harmful to their progress in the educational system.

The Differences in “Social Pedagogy”
between Sweden and Japan

(Presented in English)

The aim of this study is to clarify the differences between Sweden and Japan regarding Social Pedagogical theories and practices, both of which focus on a concept called “Education welfare”. In Sweden, Social Pedagogy has developed as social
care mostly for child and youth. After the concept of social work came to Sweden, Social Pedagogy has been combined with social work. But in Japan, Social Pedagogy has developed as adult education however both of countries had learned Social Pedagogy from Germany, especially from the thought of Paul Natorp. The concept of Education welfare has been advocated since the 1970s by Toshio Ogawa who was one of the most important Japanese researchers of Social Pedagogy. In Japan, social work and pedagogy have been separated in systemically and academically. However Toshio Ogawa had pointed out that concepts used in social work and pedagogy could be useful for addressing social subjects; for example, child poverty, delinquency of youth, disabled peoples and low educated adult. Ogawa’s idea may be significantly applicable to the aging of Japanese society as the elderly could also be active citizens and not just “patients”. It appears that Social Pedagogy in Sweden contains a similar concept of Education welfare, because it is also bridges social work and pedagogy. Yet, Social Pedagogy in Japan has been focusing mainly on the educational meaning and educational practices for adults as citizens. That is why it has mostly been referred to as “Adult education”. After World War II, the Japanese government made a law about Social Pedagogy and constructed community houses called “Kominkan” in Japanese in almost every municipality. Kominkan were built to remake the democratic society and to support people’s daily lives. At this time, Social Pedagogy was placed in as important function within Japanese society. Since the beginning of the 21st century, many municipalities reduced the number of Kominkan or changed the system mainly because of economic difficulties. In addition also the thinking of Social Pedagogy has not been effectively utilized in Japanese society, but rather has been viewed as a hobby/cultural activity for adults. Therefore, for the construction of a new Social Pedagogy there is much that can be learned from the Swedish application of Social Pedagogy. Likewise, challenges faced in Japanese society provide important examples for consideration for Swedish social pedagogy.

---

**Mattsson, Tove (Linköping University, Sweden, tove.mattsson@liu.se)**

**To gain access. Exploring different qualitative data collecting methods on high functioning young adults with autism spectrum condition.**

(Presented in English)

This paper examines the methodological endeavour of trying to find suitable and functioning data collecting methods in relations to a study on high functioning (HF) pupils with autism spectrum condition (ASC) attending upper secondary schools in Sweden. The aim of the paper is to describe pros and cons with four different data collecting methods: (a) self reports, (b) if possible, keeping diary for a week, (c) semi structured interviews one-on-one and (d) pair- or group semi structured interviews. As a way of creating a common ground for communication a Friendship Questionnaire (Baron-Choen & Wheelwright, 2003; Head, McGillivray & Stokes, 2014) has been tested as a basis of discussion in some of the pair interviews. The benefits and limitations of that kind of approach will also be discussed in the paper. Excluding one-on-one interviews, few studies so far have been done on the group using these methods and the need for further methodological explorations on the subject of finding usable methods in communication with HF young adults with ASC is needed. The ambition is to, unconditionally, try these data collection methods in connection to a phenomenological study on a group of HF individuals with ASC that has had more limited research. This paper is thought to be part of a doctoral study in educational science that focuses on capturing young adults perceptions of social relations. Specific focus in the larger study is HF pupils with ASC and their view on the phenomena of friendship and conflict. The ambition with the doctoral study is to apply a phenomenological approach (empirical phenomenology, EP, and interpretative phenomenological analyses, IPA) to the results and account for essence and variation in the material. The findings of the exploration will add some important knowledge to the limited literature on qualitative studies on the informant group. The larger study hope to further add knowledge and understanding into helping HF young adults with ASC in their relations with others as well as broadening the understanding of young adults perception of friendship and conflict in general.
New accountability processes and organizational routines in schools – room for development?

(Presented in English)

In this paper, we explore how result-based management and accountability processes take place in Norwegian schools, and what implications this development has for what kind of professional spaces that may or may not be created for school development. National testing was introduced as part of National Quality Assessment System ten years ago, indicating a shift towards more external control of the work of school leaders and teachers. The purpose of national testing can be characterised as twofold, as the results should be used for both summative and formative purposes. However, while learning and development is emphasized in the educational rhetoric, purposes such as control and monitoring are concealed. Existing research on data use internationally has mainly focused on school effectiveness, leadership practices and “what works” to improve student results, and placed less emphasis on teachers’ meaning making around performance data, including attention to the professional, didactic knowledge base that teachers use in their work. Moreover, the introduction of data use as a core element in school-governing structures and processes highlights the need for further knowledge about how data is used in specific educational cultural traditions, such as in Norway where inclusion and equality has been central values. This paper draws on data collected from observations of “result meetings”, where school leaders and teachers together engage in data use, and informal interviews with school leaders. We investigate how leaders and teachers use data from national testing within these newly established organizational routines and in light of what we describe as tensions between what we describe as performance-oriented and professional-oriented accountability. We use data collected as part of a four year, longitudinal research project. For the qualitative study in this project, three municipalities were selected to participate, according to criteria such as geographic location (rural, suburban or urban areas), size, and type of quality management system the municipalities have in place or are about to develop. Within these municipalities, three secondary schools were selected. The analysis has been inspired by frame analysis, i.e. how problems, solutions and motivation to act are articulated and shared. In the three schools, the problem is broadly defined as students achieving a lower score on national tests than desired. The school leaders also “skirt round” issues of blaming, which seems to be important to create a motivation to act. The school leaders also largely indicate trust in the teachers doing a good job. Findings indicate that schools become result-oriented in their discussions and that the results are used to confirm existing beliefs about the students or to confirm existing practices. However, findings also suggest that the results can be used to more fundamentally questions about practice, especially when teachers meet across schools to discuss the results and where broader, didactic discussions are promoted. Such variations between the schools also indicate that how “sophisticated” the quality assessment systems in the municipalities are influence how solutions are created and that the “professional spaces” that are created for development work may be restricted with tighter management control.

Regulating or flexible rooms; Things, children and the employees

( Presented in English)

The aim of this presentation is to discuss the relationship between the extent of regulations in rooms made for children and children’s possibility for democratic practices. I have done a fieldwork in a newly built, open kindergarten (not organized in departments), where the focus was on places for children, rooms and the things present. The importance of furnishing and structure of the kindergarten rooms are discussed in the light of theories on materiality. These theories point out the active interaction between human and non-human entities present in a place, using both a phenomenological and socio-cultural approach. Theories on democracy are mainly based on Gert Biesta understanding of democracy but also other theories are used (Harris and Manataki, Rancière, Thscumi). This presentation is based on findings in two different family play corners, and discusses how the messages relayed in these places regulate and/or invite children’s initiative and transgressions. Initiative and transgressions became important concepts in the analysis. The study was done over 1 1/2 years, in different periods; following a group of 3 year olds, that became 4 12. My methodological foundation is
Beaches and pyramids for you to enjoy! Finnish school textbook descriptions of global “sights of interest”

(Presented in English)

In the wake of the a revitalized debate about borders in and around Europe, this presentation turns to Finnish school textbooks to analyze how the students are constructed as persons with access to the “best” places on earth – tourist venues, sights and safaris. Theoretically, the work is supported by postcolonial scholars who portray globalization as the extension of colonialism (Rizvi, Mignolo, Andreotti). The discourse analysis is inspired by Laclau & Mouffe. The material consists of school textbooks for the grades 5-9 in history, social science and geography. For this presentation, mostly textbooks in geography are quoted. There is a tendency in the textbooks to uncritically portray the world as existing for the Finnish student, without problematizing the unequal nature of mobility for people in the world (see Mikander & Holm, 2014). This can be seen as contradicting the core values of the curriculum that for instance see the equal value of all people as a guideline for education. Finally, the presentation suggests a deconstructive approach to the study of global tourism. Turning the focus to the study of privilege would mean pointing out the particular role of Westerners when it comes to global mobility. This could be done in the school textbooks.

MILLER, TANJA (UCN, DENMARK, TNM@UCN.DK)
TRINE HASLAM (UCN, DENMARK, TLH@UCN.DK)

“Welcome to my world” – about introducing future high school students to higher education

(Presented in English)

“Welcome to my world” – about introducing future high school students to higher education This study captures the challenge higher education institutions experience when they introduce specific educations to a broad group of future students who are facing a decision about transition from high school to higher education. Focus is on how to introduce various educational programs to young people with weak social economic background such as parent’s week or non-existing education. The hypothesis is that high quality in introduction program is crucial for succeeding in order to make the target group interested in starting a higher education study. The quality of the program is explored through thee sublines. Does the program: 1) Communicate basic knowledge about the specific educational programs? 2) Provide insight in the educational culture? 3) Invite future students to be active participants in the program? This is based on the assumption that parents with low educational background don’t have practical insight and experience with education and therefore are unable to tell about it. It is a case study conducted in Northern Jutland, Denmark. Four best practice cases were chosen based on good evaluations from University College Nordjylland and Aalborg
Self disclosure in counseling: the connections between the counselors’ personal experiences and professional practice.

(Presented in English)

Title of paper: Self disclosure in counseling: the connections between the counselors’ personal experiences and professional practice. Author(s) of proposal and contact information: Heidi Mjelve, University of Oslo, l.h.mjelve@isp.uio.no Inger Ulleberg, Oslo and Akershus University College of Applied Sciences, inger.ulleberg@hioa.no Kristin Vonheim, Oslo and Akershus University College of Applied Sciences, kristin.vonheim@hioa.no Research topic/aim: In this study we explore how educational psychological counselors’ experience their use of personal and private experiences in their professional practice. In counseling, the counselor is an important factor in conducting the counseling process. The counselors’ personal and private area is relevant for the counseling process, and it is worth exploring how the counselors deal with this. The research question is: How does the counselor’s private and personal experiences influence their counseling practice in educational and psychological counseling service. Theoretical and methodology framework: The theoretical framework for the study relies on an interactional view of counseling, where the counseling relationships are crucial. The methodology is in a qualitative tradition, and within a phenomenological and hermeneutical framework. The data collection is performed as focus group interviews where 3-4 counselors participate in each group, four groups in all. The analysis will follow a thematic method. (Expected) conclusions/findings: We hope to develop a more complex and nuanced understanding of what self disclosure in professional practice means. In our preliminary findings we see that all counselors have some experience in this area connected to building relationships and alliances. The counselors tell examples where they use their personal stories explicitly, and in other situations it forms a background for their understanding in the counseling process. It seems like being professional comprise the awareness of when and how to use personal experiences. Relevance to Nordic educational research. The issue of self disclosure and the connections between personal experiences and professional practice is more explored within psychotherapy and less in educational counseling settings. This study is relevant for a variety of educational counseling practices in the Nordic countries. Attachment to NERA-network (first and second priority) and/or symposium 25: Guidance and Counseling Language of the presentation English

Statlig spesialpedagogisk støtte til kommunalt opplæringsansvar

(Presented in English)


**MORITO, YOKO** *(The University of Tokyo, POLESTAREAL@M7.GYAO.NE.JP)*

---

**Student Teachers’ Professional Development in School-based Teacher Education in England: Analysis using the Life History Approach**

(Presented in English)

The purpose of this paper is to analyse how student teachers develop their professional knowledge and ability, and how they progress as teachers through school-based initial teacher education. Initial teacher education as preparatory education before becoming a teacher is an important stage of early career development of a teacher’s professional career. The substances and various elements of initial teacher education shape the nature and foundation of professional competence, awareness, attitude, and identity as a teacher. The diversification of initial teacher education routes is a feature of teacher education in England. The current government gives outstanding schools the role of leading teacher education and professional development of teachers. School-based teacher education has more impact on teacher education in recent years. This paper attempts to draw the trajectory of student teachers’ professional development and progress in a one-year PGCE (postgraduate certificate in education) curriculum of initial teacher education by concentrating on the SCITT (School-centred Initial Teacher Training) case analysis in England. This paper primarily applies qualitative methods through semi-structured and open-ended interviews with some SCITT student teachers in the final phase of each term (autumn, spring, and summer) during the academic year 2015/2016. In order to understand the process of professional development through experiencing all kinds of events in the position of student teachers’ learning experiences, the approach of ‘life history’ research (Goodson & Sikes, 2001) is employed in this paper. The life history approach is well suited for research on understanding ‘why’, ‘how’, ‘what it is like’ and ‘what does it mean to student teachers’. This approach enables to acknowledge a significant interactive relationship between individuals’ lives, their experiences and perceptions, and historical and social contexts and events. Therefore, this paper is examined by use of various data triangulation, such as a focus to the experiences of individual student teachers, context characteristics around the experiences, and the telling of student teachers. In terms of exploring the meaning of the curriculum for student teachers, and relationships between student teachers’ experiences and the curriculum this research also uses an analysis of interview data and curriculum study. The expected findings from this ongoing research will support the importance of designing a responsive curriculum to support student teachers’ professional learning and
development throughout a year, and to maintain the right balance of theory-based experiences and the practice of the student teachers in both centre-based and school-based training of SCITT. The findings is also associated with my previous studies pertaining to the integration of and interaction between theory and practice in the SCITT curriculum. Considering the beneficial aspects of student teachers’ professional development and progress in school-based teacher education in England show promise for implementation in countries around the global. The discussion will also relevant to in several respects of research-based and practical experience-oriented teacher education in Nordic countries. This paper will further contribute to new insights of how to create effective curriculums and reflective training programmes in initial teacher education, and support professional development in practical situations at schools.

• • •

**MUTANEN, HELI (UNIVERSITY OF EASTERN FINLAND, HELMUTANEN@UEF.FI)**

**ARI SIVENIUS (UNIVERSITY OF EASTERN FINLAND, ARISIVENIUS@UEF.FI)**

**Young adults in the middle ground between education and work**

*(Presented in English)*

In Europe 2020 strategy paper education is seen to insure individual’s social integration and working careers. Although most of the young people in Finland participate and complete secondary education successfully, there is large heterogeneous group of young people who do not follow a normative route to education and work. These young people participate, voluntarily or obligated, different supportive activities, for example youth workshops intended to young people under 29 years of age not in education or employment. According several recent studies, fragmented education careers predict difficulties in future work careers. Furthermore, even successfully completed vocational education does not guarantee more stable work careers in contemporary society. It is worth asking, how young people manage to build, rebuild and maintain their sense of self  their agency in postmodern society. The aim of this PhD dissertation is to investigate experiences of young adults on diverse routes in education and work. My main interest focuses on what kind of education and work related identities and agencies are displayed in their narratives in three different levels. First, within the story world, second, between the interviewee and interviewer and third, in relation to cultural hegemonic narratives. The research draws on narrative approach and positioning analysis.

Identities are understood negotiated situationally and in interaction. I argue that qualitative perspective, especially narrative research and positioning analysis helps to bring to the surface the multifaceted and troubled nature of identities and agency of young people in transition between various educational pathways and from education to work. The research brings knowledge which is useful in fields of disciplines and practices in order to improve both vocational education and supportive activities to those in danger of exclusion.

Data of first sub-project consists of field notes, lifeline drawings and interviews of 15 young adults working in youth workshop in Eastern Finland and was gathered during Apr. 2015 and June 2015. The second part of the data will be gathered between October 2015 and January 2016 by interviewing 15 young adults in vocational education in Eastern Finland as well. The first part of data was analyzed by means of Labov’s and Waletzky’s (1968) structural analysis and further by Bamberg’s (1997) positioning analysis. An article is in the making. The preliminary findings suggest that young adults structure their experiences of education and work in very diverse ways which lead to diverse identities and varied sense of agency. Some of them were able to create strong personal identities that help them in navigating successfully from education to working life. However, fairly many of the young adults, especially those participating additional supportive actions, could not identify themselves with education but rather with lover paid, precarious employment. It is worth asking, if those, who cannot create strong identities and perform their agency, will manage in contemporary work life and find their place in society.

• • •

**MOLSTAD, CHRISTINA (Hedmark University College, CHRISTINA.MOLSTAD@HHM.NO)**

**DANIEL PETTERSSON (UNIVERSITY OF GÄVLE, DANIEL.PETTERSSON@HIG.SE)**

**EVA FORSSBERG (UPPSALA UNIVERSITY, EVA.FORSSBERG@EDU.UU.SE)**

**Legitimization of knowledge: policy versus research by PISA and TIMSS**

*(Presented in English)*

In society, different tests of educational performance have been given importance in policy initiatives, curriculum change, as well as in media. Throughout the last 15 years, the educational assessment programs PISA and TIMSS have been reference points for general economic and social policies and influential for national educational policy (Pettersson 2014). Research using PISA- and TIMSS-data and results are recurrently referred
How does Danish high quality day care centers sustain children’s learning outcome and how can this be measured?

(Abstract: This presentation will present the underlying international background and theory on high quality in day care/pre-school, point out international quality standards and how quality could be measured and compared with children’s learning in Danish early childhood day care centers. Building on the ECERS mainframe (Early Childhood Environment Rating Scale) and based on empirical and theoretical research on the Danish curriculum I and my colleagues at UCN have developed contextual and cultural fitted indicators for quality. We have developed specific environmental rating scales for communities in Denmark. In a formal study the new items and the rating scales are being tested in several communities and municipalities. Data consist of scored scales from approximately 80 day care centers and observations made by our staff. Based on the concepts of the bio-ecological systems theory (e.g. Bronfenbrenner & Morris 2006) and a culture-sensitive interactionist perspective (e.g. Sylva et al 2010) we aim to increase our knowledge on what quality in early childhood education and care is, how it can be understood, how it can be seen, and how it can be developed and evaluated. There are still concerns about developing a separate measurement tool without having a common framework in which to site this. The problem is that we seem mostly concerned with measuring the conditions for learning without a similar concern regarding what is being taught. Acknowledging the Danish curriculum is limited we need to look further into this and how it is applied across contexts. We include a database consisting of scores of children’s learning measured in subscales developed upon the theory of proximal processes (Bronfenbrenner 1979; Vygotsky 1978) and practice in Danish early childhood provisions and centers. We hereby aim to develop the measurement tool to be able to capture quality in the tension between learning environment and learning outcome.)
Middle leaders for school improvement – questions to go on with

(Presented in English)

This paper presents an ongoing longitudinal study on middle leaders in preschools and schools in Sweden. In Sweden it has become common to use middle leaders to promote local school improvement and professional development. This paper focuses on one municipality where a kind of middle leaders, called process leaders, have been initiated. A first study on the initiation phase of the process leaders in preschools and schools in the municipality were conducted in 2012. In total 65 process leaders, 300 teachers and 20 principals participated in the study. With start in the beginning of 2016 we are doing a follow up study on the initiation and implementation of the process leaders in the municipality. The questions in the first study focused how the process leaders’ work was organized and what assignments the process leaders worked with. Two types of methods were used: (a) a survey to all preschools/schools where process leaders had been implemented and (b) interviews with all principals at those preschools/schools and the head of the school administration department. The survey focused on collective self-efficacy. The interviews were conducted as focus group discussions with two to four principals in each group. The topics focused on what the process leaders were doing at each preschool/school and what the principals thought about their work. According to the results from the first study the process leaders had minor influence on their colleagues class room work. However, they had impact in the practice of teachers’ professional learning. Process leaders mostly worked with micro processes, facilitating peer meetings on pedagogical issues. Principals however wanted the process leaders to get more involved in macro processes, planning and leading the strategic work of school development. The opinions among the principals about the benefits of having process leaders differed. Some principals regarded the process leaders as threats to the principal role. Others highlighted the possibility to improve school development with the help of the process leaders. Most of the principals experienced that they should have participated in the program to be able to get a better understanding of the capacity of the process leaders and to create more proficient ways of working together as a team. In the follow up study the methods will be the same complemented with interviews with teachers and process leaders in 8 preschools/schools were we can recognize changes based on the survey. For further research we need input concerning what to elaborate knowledge about; what questions is interesting to go on with? Leadership is promoted as one of the most important factors to affect teaching and learning. Previous research shows that leaders that focus relationships with teachers and participate in teachers’ professional development have great impact on student outcomes. A shift from an individual to a distributed perspective is also seen in both research and practice. The principal is no longer a sovereign leader. Instead for example middle leaders are leading preschools/schools, but we still do not know so much about their practice.

Niemi, Anna-Maija (University of Helsinki, Anna-Maija.Niemi@Helsinki.fi)
Jenni Helakorpi (University of Helsinki, Jenni.Helakorpi@Helsinki.fi)
Reetta Mietola (University of Helsinki, Reetta.Mietola@Helsinki.fi)

Presenting ‘evidence’ or interpreting ‘understandings’: analytic possibilities of life-history data

(Presented in English)

Our paper discusses reflections of using different kinds of analytical approaches to educational life-history data. This will be done in a context of data produced in project “Special needs class in the life course”. This specific data-set consist of 27 life-history interviews with young adults who have during their compulsory schooling studied in a segregated special education class. The project took place during 2009 as an inquiry ordered by Finnish Ministry of Interior and Ministry of Education. Project had to be carried out in a very tight schedule, and data produced in the project had to be representative of three minority groups (disabled people, people with immigrant background and Roma minority). While the key findings of the inquiry were reported by the end of the project (January 2010), we have since continued working with the same data. In this paper we discuss why we felt that there was need for further analysis and publishing, and what kind of different analytic approaches we have used. We are interested both in analytic possibilities of life-history

NEHEZ, JAANA (University of Gothenburg, Jaana.Nehez@ped.gu.se)
Lisbeth Gylander Torkildsen (University of Gothenburg, Lisbeth.Gylander@ped.gu.se)
Anette Olin (University of Gothenburg, Anette.Olin@ped.gu.se)
Ulf Blossing (University of Gothenburg, Ulf.Blossing@ped.gu.se)
Rolf Lander (University of Gothenburg, Rolf.Lander@ped.gu.se)
data and questions related to politics of knowledge production. Instead of considering these as separate, we argue that these questions are profoundly intertwined. Due to the assignment of the project, the first publication (Niemi et al. 2010) concentrated on producing 'evidence' of the practices of special needs education. Focus was on recognising common practices, paths and experiences across the three categories, but also on differences between the minority groups. This kind of focus however forced us to categorise in a way that we felt problematic, and also to form somewhat simplifying explanations concerning interconnections between certain minority status, 'career' in special needs education and later position in education and labour markets. While we were able to raise important topics in the report, we felt that important qualities of the data were lost. In the later analyses we have looked for analytical concepts and approaches to present complexity of those processes in which educational paths and subjectivities are formed and (re)negotiated (e.g. Niemi & Kurki, 2014; Niemi & Mietola forthcoming). We have been concerned with giving acknowledgement to the analytic and reflexive gaze of our participants, by focusing analysis on how interviewees build understanding of their educational experiences (e.g. Helakorpi et al. 2014). We have also discussed problems of mechanic use of minority categories, and highlighted how our interviewees negotiate, problematise and challenge categories (e.g. Helakorpi 2011). Our paper highlights the possibilities of working with educational life-history data, and at the same time argues for life-history methodology. We have come to question such uses of life-history/qualitative data which mimic natural sciences and aim at producing ‘evidence’ or ‘facts’ (St. Pierre in Guttorm et al. 2015; also Bertaux 1981). Instead we call for rigorous life-history methodology building understanding of social processes and practices through reading life-history data from multiple theoretical and analytical perspectives.

NILSEN, ANDERS GROV (STORD/HAGUESUND UNIVERSITY COLLEGE, ANDERS.NILSEN@HSN.NO)
ASLAUG GROV ALMÅS (STORD/HAGUESUND UNIVERSITY COLLEGE, ASLAUG.ALMAS@HSN.NO)

How many Es can higher education tolerate?

(Presented in English)

It is not about food additives (E-numbers) this time. This time it is about how much E-learning we can add - or how the digitalisation will stretch our conception of education. Several documents express high expectations about the potential of technology in teaching and learning online in higher education. Web 2.0-technology allows separated learners to participate in a worldwide 21st century classroom. ICT provide educational opportunities for an even larger audience of individuals and groups. Last years higher education have been trying to extract the best from the media convergence, participatory culture and collective intelligence - into their study programs. The affordances of ICT “can support the growth of a reflective learning community to enable critical dialogue and communication while nurturing creativity, independent inquiry and communication” (McLoughlin, 2013, p. 204). So far, so good - this is what the teacher do naturally – socialize, network and collaborate - in their professional work. But this process can also turn opposite. Arguing for education to be “Personal. Idiosyncratic. Individual. Separate. Different. Unique. Singular. Distinct (Wheeler, 2014)” - technology can serve as a catalyst to a very personal learning environment (PLE). The rapid growth of MOOCs is underpinning this. Higher education, especially vocational studies like teacher training, have a more complex purpose. Students are not just consumers or customers who shop education where, when and of a kind they want. Education and imparting of knowledge is a main pillar in our knowledge society. And the students are important contributors in the common higher education society. The aim of this paper is to describe our case of teaching in higher education, where we are trying to bridge the personal and individual (PLE/MOOCs), with some core dimensions in higher education. These dimensions are often known as critical thinking, reflection and professional dialogue facilitated with peers. But how can we design such online communities for professional learning? And what didactics is decent in these environments to get beyond the common-sense knowledge? Selwyn (2011) states, it is not sufficient to see schools just as physical structures (buildings, corridors, classrooms). The totality of the learning session is important, “the curriculum, the activities that students engage in, students' perceptions of the learning goals in the classroom, their social interactions, the teacher's behavior, and more” (Salomon, 1992, p. 63). The methodological approach is based on a theoretical review and a case study. It is a combination of data (survey, interviews and observations). These data includes respondents from teacher education enrolled in a netbased course at Stord/Haugesund University College. We expect outcomes that can help us build knowledge about how we as teachers in higher education can use technology to further refine the personalization and use of people’s Web - with the traditional educational culture in higher education.
Sweden’s Double Decade for Roma Inclusion in the European Framework

(Presented in English)

General Description & Focus This presentation discusses the Swedish Strategy for Roma Inclusion, in relation to issues of equality and representation. We describe its background, rationale and evolution, but also the tensions it has revealed around the issues of minority representation and the framing of equality. The Strategy, which is aligned with the EU 2020 objectives is also discussed in relation to the European Framework for Roma integration, and the particular education measures it entails. We argue that even though the Strategy has engaged imaginatively with the politics of equality for Roma, it has not provided answers to two fundamental challenges (a) those posed by cultural recognition and issues around policy implementation. In an ethnically-blind policy environment, designing explicit but not exclusive policies for the heterogeneous groups of Roma in Swedish schools gives 'inclusion' a liberal interpretation of equality for all. Methods/methodology Theoretically, we view policy making and implementation as interactive processes that are socially constructed and enacted by actors located within institutional frameworks, regulations, and cultures of practice. We have two types of empirical data: Documentary materials produced around the Strategy by official sources and Roma organisations. These include (a) Government Communications and Reports on the Roma Inclusion Strategy, and EU documents related to the Swedish National Roma Integration Strategy; (b) Responses to the government documents by Roma organisations. Second, we have interviewed the former minister for integration (Erik Ullenhag), a Roma activist, and collected materials, and discussion notes from a policy conference “Romsk Inkludering”. We examine the documents and interviews for what they tell us about structures and resources supporting policies, what arguments are put forward, what mechanisms they use for policy implementation, and what forms of representations of Roma ‘issues’ and actors they entail. Expected outcomes/results The Swedish Strategy, through its combination of particular features (20 years duration, mixed targeted and integrated approach, and human rights underpinnings with strong elements of cultural recognition and representation), represents a rather holistic approach to reforming both institutions and public attitudes. It incorporates the requirements of the Decade for Roma Inclusion, and of the EU Framework for Roma Integration but includes a wider set of goals related to cultural and linguistic rights for the minority. But, there are challenges that the Strategy does not address, to do with (a) the incorporation of Roma ‘voices’ into the actors represented in municipal and education institutions; (c) the heterogeneity of Roma communities (in terms of languages, religious affiliations, diversity of cultural identities); (c) majority views represented in local government and education institutions about an ethnicity-blind perspective to ‘education for all’.

Nordbjerg, Finn E. (UCN: University College of Northern Denmark, fen@ucn.dk)
Rikke C. B. Rasmussen (UCN: University College of Northern Denmark, rkri@ucn.dk)

Equality in higher education: A mixed method study on relations between self-efficacy, students’ background and students’ success for Nursing and Computer Science students.

(Presented in English)

Introduction Students with special challenges (for instance 1st generation to get an education, raised by single parents, students with foreign background, students with an psychiatric diagnosis, sensitive/woundable and introvo students) are difficult to identify in time to prevent study related problems. This may be problems that lead to a feeling of personal failure and failure to thrive; problems that eventually cause the students to drop out. In this study this is investigated at the Nursing programme and the Computer Science programme at University College of Northern Denmark. Is it well-documented that self-efficacy and success in educational context are related. But we didn’t find many studies on how to improve students’ self-efficacy. Hence, we formulated the following research questions: 1. How is self-efficacy related to students’ sex, age, and socioeconomic background? 2. Is self-efficacy related to successfully completion of the first academic year? 3. Can a specific intervention strengthen the students’ self-efficacy? Method The study is primarily designed as a quantitative quasi randomized study and conducted in the period from September 2014 to July 2015: In the third week of September was self-efficacy measured in two nursing classes and two computer science classes and background data (sex, age, socioeconomic background) was collected. In November two

N
hour workshops was given for one of the nursing classes and one of the computer science classes. The other two classes serve as sort of control group. After the workshops were given, self-efficacy was measured again for all students. At the end of the academic year self-efficacy was measured again. Self-efficacy is measured using a well-tested and standardized questionnaire. After exams data about the students’ exam results was collected. All this data is being analysed at the moment. The students in the two classes picked for intervention were invited to participate in two two-hour workshops. The workshops were aimed at showing techniques to strengthen self-efficacy in a study context. It is well-documented that self-efficacy primarily is strengthened through the experience of mastering and that mastering is experienced through achievements of proximal goals. Hence the workshops were designed with focus on demonstrating to the students, how learning outcomes may be decomposed into achievable and operational (i.e. proximal) goals, and how one can plan ones work towards these goals. Unfortunately, only a small number of students participated in the workshops. Therefore we can’t evaluate any effect from the workshops based on quantitative data. Instead, the participating students participated in focus group interviews after the workshops were given. The analysis of these interviews is taking place at the moment. Results Since the analyses are ongoing at the moment, we are unable to report any results now, but expect to be able to do so in the beginning of 2016.

NORDMARK, JONAS (MÅLARDALEN UNIVERSITY COLLEGE, JONAS.NORTHMARK@MDH.SE)
NICLAS MÅNSSON (MÅLARDALEN UNIVERSITY COLLEGE, NICLAS.MANSSON@MDH.SE)

The limit of general didactics is society.

In recent debate on Swedish school or rather young peoples’ failures within school, two lines of thought are outlined. Firstly, crisis of declining results in school is seen as overarching problem for the school system. It is implied that reformation within school is needed rather than social reforms. A different order within school, and a new role for the teacher seem necessary. Secondly, individual performance within school is disconnected from societal, collective goals. The disconnection of these goals is however more performed through political rhetoric rather than it is actual: Still individual school failures are regarded as having negative impact on society as a whole – even very young people are defined as burden for and strain on society. In this paper we discuss what we regard as different modes of thinking on socialization in relation to general didactics. In one way, teaching is about initiating the young person to society. Knowledge, norms and values should be inscribed into the becoming member of society through instruction. The teachers’ role in that sense is to socialize the next generation into a given social order. Another mode of thinking is to regard the young person as discovering society, within society. Seen as being within society and thus already part of it, the young person cannot only be looked upon as a blueprint for the future good member with certain capabilities, but must also be regarded as a very present agent of critical examination of society. Informed by the German educator Wolfgang Klafki we argue for a conception of general didactics as a response to the need of an education for society that has solidarity as an overarching aim rather than young people as possible reproductive members of society. Solidarity in this view presupposes the ability to critically identify unjust relations between members of society and power relations between institutions and individuals, and to construct new ways of living on common ground. Regarding the young person as an explorer of society the teachers’ symbolic role becomes that of an opening to whatever possible reform comes out of young persons’ critical activity. The limit of general didactics are in one way or the other society, inasmuch public, mandatory education reflects the need for social reproduction and production of knowledge, norms and values.

NORDSTROM, SUSAN NAOMI (UNIVERSITY OF MEMPHIS, SUSAN.NORTHSTROM@GMAIL.COM)
CAMILLA ELINE ANDERSEN (HEDMARK UNIVERSITY COLLEGE, CAMILLA.ANDERSEN@HIHM.NO)

Posthuman Modes: Toward a More Socially Just Post Methodological Entanglement

In this paper, we situate post qualitative data collection methods as unstable modes of “assymetrical reciprocal capture” (Stengers, 2003, p. 372) that “address, for better or for worse, the relationships that may be produced by heterogeneous groups” (Stengers, 2003, p. 304). To do this work, we examine two recent research projects about race and immigration that threw into radical doubt the idea that “qualitative research in many, if not all, of its forms (observation, participation, interviewing, ethnography) serve as a metaphor for colonial knowledge, for power, and for truth” (Denzin & Lincoln, 2008, p. 4). In our respective projects, data collection methods and methodologies ceased to be metaphors. One
author’s attempt to not create more knowledge of “the other” through a project on whiteness and the performance of ethical professionalism in early childhood in Norway became a failure in terms of several unsuccessful attempts to create a collaborative methodological approach with preschool teachers. The study then became preoccupied with how to methodologically approach whiteness without contributing to its problematic power of sustaining and producing unequal and injustice realities. The other author’s participation in an art museum’s exhibit about immigrant women and objects that they brought from their home countries to the United States resulted in lopsided captures of knowledge in which the museum’s tentacles refused the movement of power relations. Much of her work in the project attempted (and some times failed) to get power moving through the methods of data collection (e.g., a survey that women completed about the objects that they brought and a documentary film) and the representation of these women and their objects. It became useful to think of data collection methods as modes, as ways that materialize power relations between researcher, researched, and the worlds in which with they both live and work. Because these relations are always already unstable, modes are exercises in ethics, “a series of optional or immanent modes of behavior that form a mode of existing or a way of life” (Sellars, 2008, p. 166). Modes do not offer a series of transcendental research behaviors that can be taught in advance. Rather, modes are unstable practices that “guarantee nothing, authorize nothing, and cannot be stabilized by any constraint” (Stengers, 2003, p. 372). Modes work through, with, and against asymmetrical power relations and are judged by “their power of creation, their cultivation of joy, or … the extent to which they embody … well-being” (Sellars, 2008, p. 166). Qualitative research and the concepts (e.g., methods of data collection) that structure it may create uninhabitable spaces for participants, researchers, and stakeholders. Modes attempt to relieve methods of data collection from their colonialist weight by providing a way to ethically work through complex power relations between heterogeneous groups. Working in the middle of these power relations, relations for which we are never prepared, modes work toward more socially just ways of generating knowledge about others and the worlds in which they learn, teach, and live.

**The ‘neurological gaze’ on pupils - trailing its nourishers**

This paper aims to shed light on contemporary expressions of a ‘neurological gaze’ on pupils (Langager, 2014), and how the nourishment of these expressions can be understood. It proposes a connection to the conference theme by arguing that a ‘neurological gaze’ is easily incorporated into ‘intra-individual change’ discourses which, in contrast to ‘inter group-change’ discourses, can be considered unhelpful when it comes to social justice and education (Bernstein, 1990). The research on which the presentation draws is based on four municipal projects, which we as presenters have followed. All projects have an overarching aim to support and reinforce inclusion in their schools. Data include remedial action plans, focus group interviews with teacher teams, teachers’ self reports, pupil interviews and municipal project documents. The theoretical framework is primarily informed by the theory of practice architectures (Kemmis et al. 2014). This theory is based on a division into three arrangements; cultural - discursive, material-economic and socio-political arrangements. These are all of interest to our study, and overlap, but the study of a neurological gaze implies a special interest in the cultural-discursive arrangements. As Nicolini (2012) argues, it is not enough to make a zooming in of local practices, as is the case in our study of the data. It is also important to zoom out and trail the nourishers of the gaze. For this we turned to Bernstein’s concept of recontextualisation (Bernstein 1990, 2000) and its set of recontextualisation fields. Actors representing this variety of fields are able to either contribute to a strengthened discourse or to undermine it. The concept of recontextualisation enabled our trailing of connections between the local field and others such as the pedagogical and the official field. Findings from our zooming in on the local practice show several expressions for a neurological gaze. Here, we find a faith in learning styles as well as in the need for pupils’ exercising their working memory. We also find arranged in-service development arrangements based on the idea of BrainGym. By zooming out and following the trail for what nourishes this gaze, we found that actors in all the recontextualisation fields contribute their part of
nourishment. This means that publishers, professional development companies, teacher union journals and others strengthen the gaze. Normally, phenomena under recontextualisation are the object of a disharmonious process but the results of our study show that the neurological gaze is recontextualised in an unexpected harmony which in turn calls for a critical eye. Hacking (2004) argues that the first century after the millennium shift will be the century of the brain. Thus, a study from a Nordic perspective is of great concern since the Nordic countries by tradition have put weak faith in intra-individual approaches and stronger in sociological equity approaches. Bernstein, Basil (1990): Class, codes and control. Vol. 4. The structuring of pedagogic discourse. London: Routledge. Hacking, Ian, (2004, 24 juni): Minding the Brain. The New York Review of Books. Kemmis, Stephen, Wilkinson, Jane, Edwards-Groves, Christine, Hardy, Ian, Grootenboer, Peter & Bristol, Laurette. (2014). Changing Practices, Changing Education. Springer Verlag, Singapore. Langager, Søren (2014): Children and youth in behavioural and emotional difficulties, skyrocketing of disorders for ensuring each student’s health and well-being. Theoretically Bourdieu’s work on social class and habitus will be applied and elaborated on. According to Bourdieu, lifestyles are mainly constructed through agents’ or groups’ positions, which are tied to their cultural and economic capital. In the present study, we are interested in how different forms of collaboration influence the nature of school officials’ talk about children in need of extra support. Of interest is also what stories are told and explanations given to explain parents’ absence and lack of care, and how the families are categorized with regard to their social habitus. The results indicate that students’ class background is central to the explanations given for social problems as well as to how different student groups are categorized. Discourses of family disorder and dysfunction are provided as the main explanations for neglect and lack of parental care among poor students, whereas discourses explaining middle-class students’ problems are related to young people’s loneliness and parents’ lack of time.

**Odenbring, Ylva** (Department of Education, Communication and Learning, University of Gothenburg, Ylva.Odenbring@gu.se)

**Thomas Johansson** (Department of Education, Communication and Learning, University of Gothenburg, Thomas.Johansson.2@gu.se)

**Johannes Lunneblad** (Department of Education, Communication and Learning, University of Gothenburg, Johannes.Lunneblad@ped.gu.se)

**Neglected and classed youth**
(Presented in English)

The present study extends the literature on youth victimization and the schools. The paper examines school officials’ narratives about the schools’ collaborations with families, the social services and child and youth psychiatric care – collaborations intended to support students negatively affected by neglect and lack of parental care. The present study was designed and constructed as a case study of six Swedish secondary schools (7th - 9th grade) located in different demographic areas in Southern Sweden. The six case studies are similar in structure, but for various reasons we were only given access to team meetings at two of the schools. The present article draws from the school officials’ narratives, focus group interviews and observations from student health team meetings. The interviews lasted approximately one hour and were held at the respective schools. The student welfare meetings lasted for one to two hours. During these weekly meetings, the key officials – such as the principal, school nurse, counselor, special education teacher, school psychologist and sometimes other school officials – are present. The key officials discuss students’ well-being and try to find solutions for students who need some kind of extra support at school or at home. In the present study, we intend to explore how the professionals’ narratives connect to discourses on neglected children, social class and the schools’ responsibilities for handling these issues. When dealing with situations in which children are not receiving adequate parental care, the schools have to involve families, but also other agencies, such as the social services or the local child and youth psychiatric care clinic. In Sweden, the schools are required to report to the social services any suspicion of students being exposed to domestic violence, neglect or lack of parental care. It is the principal who has the overall responsibility for ensuring each student’s health and well-being.

**OHLSSON, LIsbeth** (Malmö University, Sweden, Lisbeth.Ohlsson@mah.se)

**Didactic perspectives on developing inclusive learning environments**
(Presented in English)

The study is part of a three-year school-improvement program in Sweden on creating
inclusive learning environments, comprising several organizational levels from policy and management level to classroom praxis (http://www.ifous.se/programomraden-forskning/inkludering/). Teachers often experience insecurity and challenges when confronted with the concept of inclusion and when asked to engage in inclusive education (Van de Putte & De Schauwer, 2013) why the didactic questions about content, aim and method in teaching become central. The aim of the study was to look into the didactic aspects of developmental processes in schools striving to create inclusive learning environments. The research questions concern the motives for the schools to engage in the project, the meaning expressed by the team members about didactics and learning, ways of documenting their work, evaluation of processes and plans for the future. The theoretical points of departure for understanding and analyzing the processes in question are taken in definitions of didactics as reflection and critical scrutiny of teaching and learning (Arfwedson & Arfwedson, 2002). The complexity of developing knowledge and skills as well as identity for students and for teachers is considered and the philosophical underpinnings of the study relates to the human being as a subject becoming “human among humans” (my translation) through pedagogical action (Uljens, 2001). Assessment of learning outcomes as constructive and encouraging for motivation and self-esteem among students is contrasted to when used in a wrong way assessment and testing might have a detrimental effect on the person (Jönsson, 2008). Here, the translation of inclusive concepts and values into didactic action in an inclusive learning environment is a challenge, which the school teams in the study had to deal with. The methodological approach is inspired by on-going evaluation (Ahnberg, Lundgren, Messing & von Schantz Lundgren, 2010) in longitudinal developmental processes of school development and as a catalyst for change close to praxis and school context. Data was collected as dialogic interviews, documentation from the schools e.g. logbooks, plans, evaluations, questionnaires etc. presenting a wide variation in ways of documenting the processes during the project. The findings point to the importance for the schools to continue and deepen processes already started and to subsume different efforts and projects under one main implementation of intentions. Didactics and learning was understood as making a difference for all students, socially as well as knowledge wise, in relation to those students who need special support as well as those who need more challenges in their studies. How to assess in an educative manner is a central theme in the findings and so is a strong intention and conviction to continue the work started, also when the program is formally finished. The space for didactic action is according to the informants largely dependent on legitimacy given by the school leaders and prerequisites such as time, competence development, trust, joy and inspiration, evaluation, analysis, and research based knowledge. Inclusive learning environment is relying on knowledge about didactic praxis enacted by professionals on a classroom level in the Nordic countries as well as globally.

OHLSSON, LISBETH (Malmö University, Sweden, LISBETH.OHLSSON@MAH.SE)
HELENA ANDERSSON (Malmö University, HELENA.ANDERSSON@MAH.SE)
INGER ASSARSON (Malmö University, INGER.ASSARSON@HOTMAIL.COM)
DANIEL ÖSTLUND (Kristianstad University, DANIEL.ÖSTLUND@HKR.SE)

Schools´ efforts to create inclusive learning environments

(Presented in English)

The study is part of a three-year school-improvement program in Sweden on creating inclusive learning environments, comprising several organizational levels from policy and management level to classroom praxis (http://www.ifous.se/programomraden-forskning/inkludering/). Research on inclusive education in an international context frequently focuses the placement of individual students, administrative and organizational problems and attitudes towards policy and steering documents (Forlin, Douglas & Hattie, 1996 ; Ainscow & Miles, 2008 ). Often, a praxis of exclusion is built into educational systems (Van de Putte & De Schauwer, 2013 ) where thinking of students in categories forces pedagogues into locked positions (Tetler, 2000 ). In school development, the formation of teachers into teams may play a central part as an improvement strategy (Nordholm and Blossing, 2014 ). The aim of the present study is to document and analyze the processes experienced by 32 school teams, chosen by their school leaders in 12 municipalities to implement the intentions to create inclusive learning environments in their schools. The research interest focuses how the informants describe pedagogical and didactic prerequisites and organizational conditions and how they acted when implementing inclusive learning environments in the local school context, their role and legitimacy, the support structures and the signs of change they have seen towards a more inclusive learning environment during the developmental program. The methodological approach is inspired on-
going evaluation (Ahnberg, Lundgren, Messing & von Schantz Lundgren, 2010) as a way to contribute knowledge about longitudinal developmental processes in school development close to local school context and praxis. Group interviews with the members of the teams were conducted each year in a dialogic manner with the ambition to give continuous feedback to the school teams as a way to promote developmental learning during the program. Except for visits to the schools and interviews, the researchers took part in seminars within the program and collected written documentation from the schools. The research interest concerns intentions expressed by the teams in the beginning of the program, the processes during the implementation phases and a final evaluation after three years. Data was analyzed according to qualitative content analysis and contains a rich variety of experiences and thick descriptions from the participants. Significant shifts of perspectives during the three years appear in the findings displaying how school problems and student-perspectives were understood, how the concept of inclusion was interpreted and enacted, how the teachers used analysis and reflection to promote inclusive learning environments and how frustration and insecurity among staff was transferred into collegial cooperation. The main shifts can be described in terms of taking steps from ideology to implementation, from being stuck in locked group constellations to finding flexible solutions, from seeing the teacher as the carrier of problems to collegial professionalism, and from viewing the student as the carrier of problems to analyzing difficulties on several levels (Scheerens, 2015).

Differentiation and Diversification in Compulsory Education: A Conceptual Analysis

(Presented in English)

What is meant by school differentiation and diversification and how can such multi-faceted phenomena be precisely described and conceptualized? In recent educational research, the concepts of “differentiation” and “diversification” are commonly used for expressing the increasing social and institutional differences within and between schools. However, these conceptualizations often involve varying, overlapping, and sometimes vaguely defined meanings. Hence, the aim of this study was to use conceptual analysis to identify challenges in defining school differentiation and diversification and to pave the way for the more exact ways of describing them. Previous empirical studies on school differentiation and theoretical studies on societal differentiation were utilized as research literature on which the analysis was grounded on. The study illustrates linguistic, conceptual, and epistemological challenges that researchers face in defining phenomena related to school differentiation. Looking beyond narrow theoretical frames and disciplinary boundaries, it distinguishes various conceptualizations of school differentiation and diversification and examines related terms, such as segregation, stratification, and polarization. The study explores school differentiation from various angles, including societal differentiation, diversity of school populations, symbolic hierarchies, and curricular diversity. The conceptual tools developed in the study (e.g., definitions and conceptual distinctions) are useful in understanding school differentiation as a phenomenon and may turn out usable in planning and conducting empirical research in future.

Distributed leadership as ambiguous leadership

(Presented in English)

The effective school leadership literature recognizes distributed leadership as an effective leadership form in schools (Leithwood, Harris and Hopkins 2009). With distributed leadership the focus is on how multiple leaders and leadership
practices fuel organizational change and student centered learning. However, before politicians and school leaders instrumentally start to distribute new leadership roles and routines across schools so as to enhance organizational change and student learning, the paper argues that we need to supplement the instrumental perspective on distributed leadership with a distributed leadership perspective that recognizes what Spicer and Alvesson (2010) call the ambiguity of leadership. In the context of educational reforms distributed leadership practices do not just emerge as instrumental practices for enhancing learning in schools, but are themselves locally negotiated and ambiguous. The paper argues that the ambiguity of distributed leadership during educational reform needs to be addressed so as to harvest the potential of distributed leadership in schools. Therefore, the paper presents an analytical and theoretical framework that reflects the ambiguity of distributed leadership illustrated with empirical material about the political introduction of student plans in two Danish municipal schools. Based on a problematization analysis (Alvesson and Sandberg 2011) of Spillanes (2006) influential work on distributed leadership theory and evidence, the paper argues that translations studies (Rovik 2007, Latour 2005) can address the challenges of ambiguity in distributed leadership. While Spillane contributes with a practice based perspective on multiple leader-follower situations in schools, questioning the hero leadership approach, Spillane still favors the instrumental capacity of humans to lead change (Mulcahy and Perillo 2011). However, with translations studies we can learn how educational technologies of governance (Hamilton 2012) fuelling by political agendas are formed in “the back-room workings of social technologies in the making” in schools (ibid: 40), and how these social technologies mediate and transform relations between leaders and followers in ambiguous and surprising ways. The empirical material illustrates how the written student plan is locally negotiated and ambiguous because of the political context of the student plan reform and because student plans are not just passive tools in the hands of multiple leaders – student plans also shape and form distributed leadership roles, tasks and relations to followers in ambiguous ways. The student plan is a politically introduced evaluative tool which teachers shall use to plan and prepare teaching to the benefits of the individual student and in collaboration with parents qualify learning support. One source of ambiguity is that the student plan reform is infused with other agendas and values than traditionally favored by professionals in the Nordic counties, e.g., a written plan intervenes in the democratic dialogue between teachers, students and parents. The paper illustrates how the written student plan mediates and transforms relationships between teachers, students and parents in ambiguous and surprising ways.

**Olsen, Bent (Professor of Educational Sociology, Department of Education, NTNU, Norway, bent.olsen@svt.ntnu.no)**

The impact of social class background on a professions educational preferences

(Presented in English)

Acts of appreciation: Educational value profiles among kindergarten staff

A range of research projects has revealed some selecting traits of kindergartens: Educational practices may vary according to the socio-geographical structure of a region or a city as a conditioning force.* This variability indicates that children in families with a relatively high amount of determining economic, cultural and educational resources gets a pay in return from the kindergartens, that supports what might account as supportive educational services. It by the same token indicates that parents with a low high amount of economic, cultural and educational resources also gets their supportive pay of return and by that maintaining the children in a relatively less privileged situation regarding their social prospect. The question is what degree the staffs social inheritance and cultural resources might account for such differences and effects. The research project is designed using the theory and research of Pierre Bourdieu. The overall approach to educational “values” and “preferences” reflects Bourdieus theory of practice. I have thus developed a concept of “act of appreciations” to overcome biases and shortcomings of common value studies; in addition this theoretical reconstruction is pre-pared to gap the distance between staffmembers everyday practice and the acts of fulf-lying the questionnaire. The questionnaires value themes are developed along the grid-group theory of Mary Douglas. Some 682 staffmembers of 80 kindergartens have responded to the posted questionnaire (response rate 60 %). The highly comprehensive questionnaire has been subjected to geometric data analysis (multiple correspondence analyses) suitable to the theoretical framework of Bourdieu. In sum the purpose of the project is to investigate hidden structures of social heritage, posi-tons and educational preferences in regard to socioregional differences: Are differences of educational practice in kindergartens due to social distances between the staff members of kindergartens? Additionally the project outlines specific conditions for the social
production of leadership in kindergartens. The findings points at the conclusion that social structure regarding "class", generation and generation gap of staff members seems to be a crucial condition to understand the specific resources expelled in the educational practices of kindergartens. * The preparatory study is published as: Bent Olsen (2009): Når pædagogikken bringer mennesker sammen – en eksperimentel rejse gennem byens sociale geografi og alle dens børnehaver. VIA/SyStime.

**Olsen, Bent (Professor of Educational Sociology, Department of Education, NTNU, bent.olsen@svt.ntnu.no)**

### The "school's" presence in the kindergartens universe of educational values

(Presented in English)

Dialectics of anticipation: The "school's" presence in the kindergartens universe of educational values

The research project is developed using the theory and research of Pierre Bourdieu in asso-ciation with the grid-group theory of Mary Douglas and theories of ritual transitions (Rites des passage). Some 682 staff members of 80 kindergartens have responded to the posted questionnaire (response rate 60 %) on educational values, one of the themes being the children’s coming schools life as pupils. The children's transition from kindergarten to school is en question in this project paying attention to the highlighted ambition of serving and controlling the transitions process as a strategy of comfort on behalf of the children to make them feel confident with transition from child to pupil en the new school settings. During the last years a transition strategy of diagnosis has been added in Denmark and in other countries to identify deviations and in-adequacies among the oldest children in the kindergartens according to the prerequisites for school attendance and a life as a pupil. The questions are whether the transition from kindergarten to school is to be treated as a process of continuation or a break, and which imag-inations of the children’s coming school life the kindergartens staff has in hand. The project concentrates on both questions pointing to highly conformist and defensive value patterns, where the kindergarten staffs to a very large extend subjects themselves to the symbolic strength of the school system. The project challenges some general and philosopical outlines of Bildung, and points to the shortcoming of “transition studies” as a fruitful analytical approach to understand passages from kindergarten to school.

Swedish curricula describe the assignment of a teacher as two-sided; to mediate and establish knowledge as well as values. During their teacher training courses the teacher students spend a lot of time trying to establish effective ways of bringing the goals and aims of the two-sided mission into didactical practise. This study is investigating the understanding of the assignment of a teacher, in a group of teacher students, who are in the middle of their teacher education. How do these future teachers look upon and understand the boundaries and aims of their professional assignment? The students have studied a fictive situation in a classroom. A conflict between pupils, but also between the teacher and the pupils, has been presented to the teacher students who then have been asked to reflect on underlying reasons of the conflicts. They are also asked to suggest a successful way to handle the situation. 80 written answers to these questions are interpreted in a framework of critical hermeneutics. Those texts have been analysed to find expressions of the students perspective on their professional assignment. The theoretical point of departure in this study is the view of man being dialectic. Language becomes a social appearance and not an individual. Knowledge and values develops through language actions, together with and in interaction with others. The language is central to how we are being constructed and constituted into citizens. How we understand a phenomenon, rules how it is understood, which in turn regulates how we choose to act. The 80 written texts of the students show a great variety of interpretations of the fictive situation. They have different knowledge, understanding and awareness of their professional assignment in this situation. The aim of the curriculum to bring both knowledge and values to all the pupils in a equal way, is being set into didactical practise in many different ways. The result raises questions of whether the talk in the curriculum of a common base of values is realised, but also if the teacher education is successful enough to prepare the teacher students to their future professional challenges.

**Olsson, Ragnar (Linnaeus University, Kalmar, Sweden, ragnar.olsson@lnu.se)**

**Values and/or knowledge; teacher students reflections**

(Presented in English)
PAKKARI, ANTTI (INSTITUTE OF BEHAVIORAL SCIENCES, UNIVERSITY OF HELSINKI, ANTTI.PAKKARI@HELSINKI.FI)

Snapchat - The Burden of Representation

(Presented in English)

Messaging application Snapchat has become one of the most popular smartphone applications amongst young people. This paper looks at the communication within the application and tries to situate within young peoples communication ecology. I am working with the idea of describing Snapchatting as something other than purely representative messaging – something that is more interested in movement and affect than pure conveying of a meaning. Especially interesting is the very common form of messaging where seemingly unrelated pictures and texts are joined together. When messages are inherently ambiguous or contradictory, what happens to the idea of representation? And how to describe the affects that are set in motion – and by whom? Participants describe Snapchat as a refreshing and simple way of communicating and taking photos, without a need for constant planning or finding the exactly right texts and filters for images. Some interviewees said it’s practically impossible to misinterpret a Snap as you just take what you get and go with it, and if the interpretation is wrong, it doesn’t matter. This seems in stark contrast with most other everyday social media applications like Instagram or Facebook. Students told of how they had found a good picture for their Instagram account and then had to wait for weeks before coming up with the perfect quote to match. Or how a wrong image on the account could spark instant angry feedback from followers. Facebook was described as a place where you keep “your work stuff, your career” and a place that was “almost like a cv”. Therein lies the “burden of representation” that is approached from two directions in this paper: 1) social media and contemporary smartphone use requires the capability of managing many simultaneous identities. Young people participating in this research seem very aware of the different profiles they have in different places and the different representations they are constantly managing. In relation to this, Snapchat is sometimes described as an easier alternative where you can just produce content and not worry as much about representations. 2) In a more conceptual way, Snapchat could be seen as opening up a more experimental and non-representative communication channel. In conjunction with Brian Massumi’s work, perhaps less emphasis on representation can give space to the production and movement of affects. Finally it must also be taken into account that applications like Snapchat operate in the framework of knowledge capitalism and fundamentally seek to turn user participation into economic value. Snapchat creates a space where it can take hold of users’ free activity and content production. Therefore an important question is also: what do these new forms of knowledge production tell us about changes in capitalism? Research data has been produced in in Finnish upper secondary school in 2015 as part of University of Helsinki’s and Åbo Akademi’s research project Textmöten. It consists of video ethnographic material of two weeks of upper secondary school students’ school life and smartphone use during school day. Discussions with students and field notes are also included.

PAKKANEN, VIRPI (UNIVERSITY OF HELSINKI, VIRPI.PAKKANEN@HELSINKI.FI)

Reforming the school funding policy: the case of Finland since the 1990s

(Presented in English)

Different forms of marketisation and privatisation have moulded the educational landscape over the past decades. During the period of decentralisation in the 1990s, the education policy and funding of education changed in Finland and Sweden. Since then the municipalities have had more autonomy to use funds for welfare services. Together, school choice possibilities were opened up. My aim is to examine and compare the Finnish and Swedish school finance systems to unravel the political decision-making behind, and the governance and distribution of the school funding in these “new” circumstances all the way from the central to the local government and finally to the schools. In the first sub-study I focus on the case of Finland: my objective is to better understand the formation, justification and content of the funding of primary and lower secondary schools on national level. The data consisting of governmental bills since the 1990s are analysed using content and discourse analysis.

P
Geographies of restricted opportunities

(Presented in English)

Falling labor markets and decreasing working possibilities causes severe challenges for young people many places, also in peripheral areas in the northern part of Norway. Despite restricted labor markets and a more overall agreement of the importance of education, the drop-out rates from secondary school are significant higher among young people in rural areas in the north of Norway than other regions, particularly the drop-out rates among young men. Even though there is controlled for variables as grades from primary school and social background, geography seems to have an independent effect on the drop-out rates. Research within the field ‘geography of education’ point out the importance of studying the relationship between social and spatial variations in educational provision and attainment, but this research has mainly focused on the spatial segregation of different social groups in urban settings. There has been limited research on how geography influences on youth and education in rural settings. Youth research in general has been criticized for an unacknowledged “metrocentricity” that has gone hand in hand with ignoring of spatial processes geographical differences (Farrugia 2013). The critic refers to research that sees urban settings are as ubiquitous, globalised and undifferentiated, as such place disappears from the analysis of young people’s lives (Cuervo & Wym 2012). Analyses of rural youth’s experiences necessitates paying closer attention to place and space, in order to enrich the field of youth research as a whole. Based on a geographical approach combined with theories on social learning, this paper will discuss some of aspects that can contribute to the geographical difference in drop-out rates among young people. The empirical basis for the paper is interviews with young people in secondary school in the northern part in Norway and also interviews with unemployed youth in the Barents Region, the northern areas of Sweden, Finland, Russia and Norway. The overall aim of the paper is to demonstrate how place and geography represent changeable and contingent conditions and how various circumstances within a presumably egalitarian and forward-looking Nordic country contributes to rather uneven opportunities for young people depending on where they grow up.

Blogging towards researcherhood - The changing communicative structure of a course blog

(Presented in English)

How to employ blogging to foster future researchers and experts on education? This present paper probes and maps the topical, temporal and interpersonal structure of two iterations of a university course blog. Our goal is to analyse which ways the blogging contributes towards the aims of a particular mature and highly successful course. The course under consideration is a compulsory part of basic (first year) studies in education, and it consists of 6 joint meetings and 11 independent group meetings with various assignments during 12 weeks. The general aim of the course is to engage the novice students with the academic community right at the beginning of studies. More specifically, the primary objective is to introduce students to the different paradigms and approaches of research on education through the collaborative undertakings of various research projects. This introduction is done through a large selection of educational technologies with an emphasis on student-generated content. One important student assignment is working on the course blog. Each group is responsible for posting to the blog and discussing posts written by other groups during the course. Thus the blog is the backbone of the course creating continuity by weaving together all the tasks and discussions from the first meeting to the very last. However, the blogging was slightly adjusted based on student feedback. In the fall 2015 altogether 100 students (10 groups) enrolled the course, and 80 students (10 groups) in 2014. Our research data consists of all the blog postings and comments on two consecutive academic years, during the first 7 weeks (1st period) of the course. In 2014, students wrote altogether 34 postings (blog writings) and these received 341 comments. In 2015 the amount of blog postings was 70 and they were commented 71 times. Our data analysis draws mainly from social cartography (Venturini 2012) and socioculturally oriented analysis of peer interaction (Kumpulainen & Mutanen 1999). The interest in structure comes from von Bertalanffy (1972). Our results are still tentative, but we will show the differences in blog constructions, the communicative relationships between groups as

PERANDER-NORRGÅRD, KATARINA (UNIVERSITY OF HELSINKI, KATARINA.PERANDER@HELSINKI.FI) MONICA LONDON (UNIVERSITY OF HELSINKI, MONICA.LONDON@HELSINKI.FI)

Evaluations of factors predicting academic achievement of language minority pupils in upper-secondary schools

(Presented in English)

The aim of this study is to explore the effects of parental influence, domicile, extracurricular activities, and gender as moderating factors and self-efficacy as a mediating factor predicting academic achievement among upper-secondary students. The study is part of a three-year project aiming at academic preparation for university studies in order to support students’ academic skills. This study was completed through a web-based survey in autumn 2014. Headmasters, study counselors, subject teachers and second year students in 10 Swedish speaking upper-secondary schools in Finland participated in the study. The response rate among the students was 82 (N=480, 57% female). Research shows that parental influence (academic background and socioeconomic status) has an impact on their children’s achievements in school (Azhar et al. 2014; Sirin 2005). Also extracurricular activities are correlated to higher academic achievement (Lleras 2008). A high perceived academic self-efficacy is an important factor influencing effective academic skills and it is also closely related to good self-regulation skills (Bandura 2005; Zimmerman 2002). This study will look at the effects of the above mentioned factors on academic achievement, in this study GPA scores, using a structural equation model with regression analysis. The results show that there was a significant difference between male and female students’ GPA scores, where the female GPA scores were higher than the male. The male students showed a higher perceived self-efficacy in all the more general self-efficacy assertions. However, girls reported a higher perceived self-efficacy in the propensity to ask for help, but there were no significant difference in self-regulation between male and female students. In contrast to previous studies, there were no significant difference between students’ academic achievement from academic compared to non-academic homes. The results of the regression analysis and the structural equation model will be presented at the conference.

PERSSELLI, ANN-KATRIN (DEPARTMENT OF EDUCATION, MID SWEDEN UNIVERSITY, ANN-KATRIN.PERSSELLI@MIUN.SE) ASSAR HÖRNELL (DEPARTMENT OF EDUCATION, MID SWEDEN UNIVERSITY, ASSAR.HORNELL@MIUN.SE) MARIE FRYKLAND (DEPARTMENT OF EDUCATION, MID SWEDEN UNIVERSITY, MARIE.FRYKLAND@MIUN.SE)

Leisure-time centre’s complement of school: leisure-time teachers’ understanding of the task

(Presented in English)

This paper is a presentation of a study with the aim to analyse and describe leisure-time teachers’ understanding of Swedish leisure-time centres’ task to complement the school with its activities. The study is based on one of the 21 questions in a web survey. This web survey was in 2013 sent to 11 109 leisure-time teachers at all leisure-time centres in Sweden. The present question for this study, number 20, is an open ended question. This question deals with how leisure-time centres complements the school in different school subjects. The analysis and interpretation of the questionnaire responses was carried out with a qualitative approach, and with content analysis as a methodological technique. To support the analysis NVivo 10 were used. The result indicates that the leisure-time teachers gives expression to understand the leisure-time centres’ task to complement the school, in four different ways. These different ways are presented in the paper as four categories: 1) Complementing require
cooperation between recreation and teachers. The category describes how collaboration, or cooperation, are understood as an absolute condition for the fulfilling of the task to complement the school. 2) Complementing means to teach or work as a resource in the class. This category describes the understanding of the task as a commission for the leisure-time teachers to teach or to be a standby teacher in class during the integrated school day. 3) Complementing involves practical application of students’ theoretical knowledge. The category explains the understanding of the task as to make it possible for the pupils to practically use their new theoretical knowledge. 4) Complementing means to offer such as the school lacks. This last category describes the understanding of the task as a commission for the leisure-time centre to offer the pupils activities which provide different experiences in comparison with the school. The analysis is not yet finished and there are still conclusions to draw about what these different understandings of the task to complement the school means to the work and activity of the leisure-time centres.

PETTERSSON, DANIEL (UNIVERSITY OF GÄVLE, DANIEL.PETTERSSON@HIG.SE)
CHRISTINA MOLSTAD (HEDMARK UNIVERSITY COLLEGE, CHRISTINA.MOLSTAD@HIHM.NO)

The Making of Educational Facts: A History of International Large-Scale Assessments

(Presented in English)

In a meritocracy society performance in schools has been increasingly judged on the basis of effective student learning outcomes. This can be studied e.g. in shifts of emphasis between curriculum, pedagogy and evaluation (e.g. Mølstad, 2015). Countries inspired by the importance of comparisons and data developed tools and techniques for evaluation and assessment as part of their efforts to improve student learning outcomes; this because education is characterized as a central requirement for national economic development and political democratization. Since the end of the 19th century production of numbered data starts to be used for bringing new visions of the social and economic world. The new construction of epistemic references for defining “reality” with the help of data is linked to the creation and management of the self-defined “democratic” state. Numerical data also provided more than an “objective way” of seeing reality, it “instituted” reality by creating a “common cognitive space” that could be both observed and described through data (Lussi, Borer, & Lawn, 2013). This “common cognitive space” has been framed by e.g. the narratives of different international knowledge assessments. Consequently, we are able to discuss
some prerequisites for the creation and dissemination of International Large-Scale Assessments (ILSA). ILSA produce educational facts through international comparative data influencing curriculum, pedagogy and evaluation (cf. Bernstein, 1977). Through statistics, reports and studies the ILSA organizations have activated a “common sense” by stating that scientific “proofs” are indisputable (Martens, 2007). The policy is driven by an expert discourse that, by means of comparative strategies, tends to impose natural or common sense answers in national settings (cf. Pettersson, 2008). While ILSA serves national policymakers well with a comparable discourse in terms of statistics, it also provides them with a global policy lexicon concerning what education is and ought to be (cf. Pettersson, 2014). However, what becomes evident is that ILSA forms how educational concepts are interpreted and understood. Consequently, ILSA creates not only facts for policy, they also creates facts for e.g. science, grey-zone actors (Lindblad, Pettersson & Popkewitz, 2015), mass-media, school development actors and public opinion. Our article illustrates different historical trajectories on international comparisons and the usage of data as important phenomenon for understanding how various ILSA became well known producers of educational facts. We also highlight how the phenomenon of comparisons and data usage was manifested, disseminated and established as the very core of educational thinking – interpreted, legitimated and put into practice within meritocracy and creating frames for curriculum, pedagogy and evaluation.

PHILLIPSON, SIVANES (FACULTY OF EDUCATION, MONASH UNIVERSITY, SIVANES.PHILLIPSON@MONASH.EDU)

SHANE N PHILLIPSON (FACULTY OF EDUCATION, MONASH UNIVERSITY, SHANE.PHILLIPSON@MONASH.EDU)

PETER SULLIVAN (FACULTY OF EDUCATION, MONASH UNIVERSITY, PETER.SULLIVAN@MONASH.EDU)

ANN GERVASONI (FACULTY OF EDUCATION, MONASH UNIVERSITY, ANN.GERVASONI@MONASH.EDU)

Australian parents’ perceptions of access to resources and mathematical early learning

(Presented in English)

This study articulates Australian parents’ perception in relation to their family access to resources (in the form of capitals) and the importance of early mathematical learning in preparation for formal schooling. A total of 107 parents of 57 boys and 50 girls aged 1-8 years old responded to the Family Educational and Learning Questionnaire. The parents came from both regional and metropolitan part of the Victorian state of Australia. The questionnaire surveyed parental perceptions of their children and their access to educational and learning resources, and their views around what kind of early learning in mathematical concepts is essential to happen before schooling and who should be responsible for those learning. The conceptual and methodological approach of this paper utilises the actiotope model of giftedness (Ziegler & Phillipson, 2012), a systems approach model that includes an individual and the material, social and transformational environment with which that individual actively interacts. Whilst initially describing the development of exceptional achievement, the actiotope model can also be used to articulate a conventional developmental trajectory through the identification of transformational environments for learning. The actiotope model describes the interactions between the individual (learning capitals) and the environment (educational capitals) as key processes for the development of learning and achievement. Parents were found to be mainly positive in relation to their access to resources even though many of them were in the mid to lower income bracket. These parents were also aspirational in their expectations for their children’s preparedness for school, by giving emphasis to skills associated to fine motor skills and basic mathematical operations as essential for school readiness. They also reported that many of these fundamental skills such as being able to tell the day of the week or count 1 to 5 are skills that should be learned at home as further supported by early years educators. Implications of these findings are discussed in relation to home-school partnership in catering for early child development and learning. This study is applicable to any context where early child development and learning is crucial for the society’s betterment and advancement.

PHILLIPSON, SHANE N (FACULTY OF EDUCATION, MONASH UNIVERSITY, SHANE.PHILLIPSON@MONASH.EDU)

SIVANES PHILLIPSON (FACULTY OF EDUCATION, MONASH UNIVERSITY, SIVANES.PHILLIPSON@MONASH.EDU)

Parents and their children’s academic achievement: Variability in the Educational and Learning Capitals of Australian families

(Presented in English)
The seven Australian states and territories recognize the fundamental roles played by parents in student learning. Accordingly, Australian schools are encouraged to develop partnerships with parents in order to provide the best possible learning environment for their children. Parents, however, are a very diverse group and the success of parent-school partnerships require a deep understanding of this diversity, particularly in terms of parents’ views on the availability of the important resources that impact their children’s learning. In defining educational mindset as the beliefs parents have about their family’s educational environment, this study used the Family Educational and Learning Capitals Questionnaire (FELCQ) to determine the variability in educational mindsets toward the educational and learning capitals available to them. The parent members of the Australian Scholarships Group (ASG) (n=1,917) completed the FELCQ. A combination of Rasch analysis and confirmatory factor analysis confirmed the veracity of the instrument as well as the 11 hypothesised factors of the FELCQ, including five educational capitals, five learning capitals and parental aspirations. Significantly, our modeling showed that parental aspirations unify the theoretical construct. Multiple comparisons were performed on the composite scores of the responses by parents from the eight ethnic groups (Australians, n = 1,188; British, n = 73; Chinese, n = 53; Indian, n = 228; Italian, n = 37; Other Asian, n = 85; Other European, n = 65 and Sri Lankan, n = 28) to examine the differences in parent responses to access to capitals. The results showed that the effect sizes of the differences in responses to the capitals could be large. For example, the effect size of the difference in responses to cultural educational capital between Australian parents and Chinese, Indian, Sri Lankan and Other Asian parents was large (ranging .87 to 1.21), indicating that parents from the latter four ethnic groups considered that the value systems and thinking patterns available to their children are more conducive to their children’s educational outcomes compared to Australian parents. Further evidence of variability included differences between mothers and fathers, differences based on child gender and type of schooling. Preliminary modeling of the link between parental mindset and their children’s educational achievement using multiple linear regressions showed that the most important predictors varied according to domain. For example, parents viewed their child's knowledge and skills as the most important capital for numeracy and literacy (reading, writing, spelling, grammar & punctuation). However, parents believed that their child’s capacity to apply their knowledge and skills in new contexts and close social networks were important for reading and numeracy only. Although cautious in interpreting the results more broadly, we conclude that within this selective sample of Australian parents, there is considerable variability in the responses to the various educational and learning capitals. If this variability is seen more broadly amongst Australian parents, it may help to explain further the variability in educational outcomes of Australian children and assist policy makers in measuring the impact of educational policy on parents’ perceptions in relation to educational environment, provisions and needs.

PIHLAJA, PÄIVI (UNIVERSITY OF TURKU, PAIVI.PIHLAJA@UTU.FI)
TANJA SARLIN (SATEENKAARIKOTO RY, TANJA.SARLIN@SATEENKAARIKOTO.FI)
TERJA RISTKARI (UNIVERSITY OF TURKU, )

How Do Day-Care Personnel Describe Children with Challenging Behaviour?

(Presented in English)

In this study, we are interested in how early childhood education teachers and practical nurses describe challenging behaviour in day care. Lyons and O’Connor (2006) argue that there are few topics within education that receive as much attention or cause as much concern for adults as children’s behaviour that is seen as problematic. Challenging behaviour has been a topic in many disciplines, such as education, child psychiatry, psychology and special education. Along with the definition of challenging behaviour, we can read about social and emotional difficulties or disruptive behaviour. One could state that there are conflicting approaches toward the concept of challenging behaviour. In this study we examine the definitions of challenging behaviour in Finnish day care. Altogether 291 professionals from 279 child groups answered to an open-ended question in a survey addressed to 18 municipalities in Finland. In these written descriptions the language, the words, that are in use are seen as meaningful. Language is essential in many ways. Language shapes meanings, fosters the forming of different types of meanings, and clarifies or conceals connections between meanings and actions (Charmaz 2014). Open-ended answers formed qualitative material for the qualitative analysis process. Grounded Theory provided “tools for analysing processes” (see Charmaz 2008, 202). When examining words or language the information the respondents gives us is something about the individual body of knowledge based on action, context and culture where is it used (Berger and Luckman 1994; Burr 1995). The results show a wide range of individually defined meanings - from emotional disorders to motor clumsiness. In these
defining the focus was mostly on children in a problem-oriented way.

PITKÄNEN, HANNELE (UNIVERSITY OF HELSINKI, INSTITUTE OF BEHAVIOURAL SCIENCES, HANNELE.PITKANEN@HELrinkI.FI)

Shaping the evaluative teacher subjectivity

(Presented in English)

A growing tendency emphasizing quality assurance and evaluation in educational governance is a global phenomenon, involving also Nordic countries. Dahler-Larsen (2011) states that, the evaluation has become an institution in our present society. Evaluation has become something which is sacred and can’t be questioned; it could be described as "protected discourse". In Finland, evaluation of education became mandatory in 1998 educational legislation (628/1998) and 1994 in national Framework Curriculum. Along with the other related changes in education governance the evaluation has become an elementary technique of governing education and educational system. My research stems from these premises of the present; from considerations about the quality evaluation as a socio historically specific and greatly significant activity in our present society. My task is to analyse the historical line of problematizations relevant in understanding our present insights on local level quality evaluation of comprehensive education. Thus, I analyse those historically evolving discourses entangled with constructing the quality evaluation of education as a necessary and inevitable practice of education governance. The focus of the research is especially on discourses on local level evaluation of comprehensive education. Local level includes municipal and school levels. The research material consists of over 400 documents written by various organizations, officials and experts on education and related fields. Texts are published in between of 1969-2010. Research material is including but not limited to education governmental texts, legislation, national curriculums and books, booklets and articles. The methodological orientation of the research can be described as a historically oriented discourse analysis. Based on my analysis I have identified four (4) discourses related to local and school level evaluation in comprehensive education since the 1970’s; 1) discourse of professional development of school, 2) discourse of performance, 3) discourse of customer oriented quality, 4) discourse of local (strategic) governance of education. In this paper I am presenting an analysis of the ways teacher subjectivity is reworked and reshaped through these changing discourses, in accordance of their intrinsic rules of formation. I will show, how through the historical line of discourses teacher is shaped and re-shaped into a reformist, self-evaluative developer of the school. This subjectivity of the reformist self-evaluative teacher fits well to the demands of evaluation society and quality evaluation culture.

PLAMPER, RAAKEL (UNIVERSITY OF TURKU, RMPELL@UTU.FI)
HANNA LAALO (UNIVERSITY OF TURKU, HMLAAL@UTU.FI)

The altering position of a Finnish university student from university's perspective in the period of 1920–2015

(Presented in English)

Within a century, the Finnish university institution has gone through radical changes that have organized the institution in new ways. An elite university building on the Humboldtian educational ideals has evolved into a crowded mass institution being responsible for various vocational and economic tasks. (Tirronen 2005; Vanttaja 2010.) In previous research, considerable attention has been paid to the changes in university policy and academic work (e.g. Marginson 2000; Rinne & Koivula 2005; Dale 2007). In this study we focus on students and studying and how those have been defined in vice-chancellors speeches within history. We examine the change in the conception of a Finnish university student from university institution’s perspective starting our inspection from 1920’s and extending it until today. The research questions are: What are the central historical preconditions which determine studying and students’ position in vice-chancellors speeches in the period of 1920–2015? How is the definition of a university student changed within time? How is studying described? As a framework for our historical examination we use the model of four doctrines defined by Rinne and colleagues (2014): the academic tradition, the state development, the managing by results and competition, and the neoliberal NPM doctrine. The data consists of vice-chancellors’ opening speeches of the academic year from two Finnish universities: Helsinki and Turku. The speeches were analyzed by content analysis, also paying attention to rhetoric and argumentation. We categorized the data and identified themes e.g. teaching, research, students and studying, tasks of the university, politics and relations with the state, economics, and ideological and societal comments. In this paper we focus on the parts of the speeches concerning students and studying. The preliminary results indicate that the
conception of a university student has altered within time. In the period of the academic tradition doctrine the vice-chancellors gave advices to students, defined characteristics of a good student, like diligence and capability of critical thinking, and evaluated the moral behavior of the students. During the doctrine of state development the expanded university institution confronted the democracy demands of the students and the curriculum reform in the 1970’s. Students were both praised and criticized because of their activity. After middle of the 1980’s the descriptions of students’ morality and characteristics decrease dramatically. The students are rarely a topic in the speeches per se even though many themes are effecting on them, e.g. the exchange programs developed in the 1980’s, curriculum reform in 2005 and labor requirements. In the speeches of 2000’s characteristics like efficient, motivated and international are connected to students. Despite the changes in the definitions some ideals, such as cultivation, recur throughout the period. Our study contributes to previous research on the changes of university institution by increasing knowledge of historically changing preconditions of studying and being a student. Similar shifts in the university institution have taken place in other Nordic countries and we therefore suppose our research to be relevant and of interest among our Nordic colleagues.

Postholm, May Britt (PLU, NTNU, MAY.BRITT.POSTHOLM@NTNU.NO)

Experienced teachers handling challenging situations in school

(Presented in English)

The background for this study was to develop an understanding for how teachers in a lower secondary school handle bumpy moments, and where they perceive they get help to cope with these situations. The problem formulation for the study was: How do experienced teachers respond to and reflect on challenging situations in school? Three teachers with experience from five to nine years were taking part in semi-structured interviews (Kvale & Brinkman, 2009). Before the interviews and before they started to write log book entries for fourteen days to document these situations as they turned up during their work in school, they were told that bumpy moments were unforeseen situations they perceived as difficult during their practice. The study shows that the teachers have various experiences they perceive as difficult to handle, and that these situations are related to what experiences the teachers have before they started as teachers and to what their values and beliefs are. The theoretical frame presents relevant theories that will be used to analyse and discuss the findings of the study. The presentation will be assembled around the following key concepts: the art of the teacher, substantive and contextual theories, teacher collaboration, behaviour problems, relations, mindfulness and meaning-oriented reflection. The study also shows that there are common situations that all the three teachers perceive as difficult. These are: situations where they experience that pupils do not perceive mastery, situation where they find it difficult to adapt the teaching to each and every pupil and situations where they are to handle expectations from parents. It becomes evident from the analyses of the data material conducted by using the constant comparative method (Strauss & Corbin, 1998) that the teachers think that good relations between teachers and pupils and between pupils and thus a trustful learning environment is a good fundament for being able to handle bumpy moments. They also agree on that sharing experiences and solving problems together helps them to handle difficult situations. They do not think that their basic education is relevant in this connection, but they emphasize that further education taken either at campus or at the school as the learning arena help them in their daily practice when confronting bumpy moments. Kvale, S., & Brinkmann, S. (2009). Det kvalitative forskningsintervju. [The qualitative research interview]. Oslo: Gyldendal akademisk. Strauss, A., & Corbin, J. (1998). Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory. Thousand Oaks, CA: Sage Publications, Inc.

Postholm, May Britt (NTNU, MAY.BRITT.POSTHOLM@NTNU.NO)

Teachers’ learning in school based development

(Presented in English)

Many researchers agree that teachers’ learning processes are social and that teachers need to be brought together to learn from each other. Researchers have also stated that intellectual and pedagogical change requires professional development activities that take place over a period of time in school. The purpose of the study presented in the article was to develop knowledge about the teachers’ learning when taking part in a school-based development project. The study shows that it takes some time before the teachers identify with the work in school-based development. Even though the national authorities decided what to focus on during the development work, the participating teachers felt that they had autonomy in the work. The study
presented in the article shows that it is important for the teachers' learning culture that they are listened to and taken into consideration and that the leaders have competence in leading school-based development to support the teachers' learning. The article is based on a study connected with school-based development in three lower secondary schools. Qualitative interviews were used as the data-collection strategy to capture the teachers' and school leaders' experiences and reflections.

Rafik Hama, Susan (PhD Candidate, School of Education, University of Iceland, srh2@hi.is)
Hanna Ragnarsson (Professor (Supervisor), hannar@hi.is)
Börkur Hansen (Professor (Supervisor), borkur@hi.is)

Push and Pull Factors Behind Academic Success: Young Immigrant Students in Icelandic Upper-Secondary Schools

(Presented in English)

Push and Pull Factors Behind Academic Success: Young Immigrant Students in Icelandic Upper-Secondary Schools Author: (author for correspondence) Susan Rafik Hama, srh2@hi.is, Doctoral Student, University of Iceland, School of Education Co-authors: Hanna Ragnarsson, hannar@hi.is; Börkur Hansen, borkur@hi.is Key words: Immigrant students, Motivation, Learning spaces, Upper-Secondary, Success. Intrinsic and extrinsic motivation has been widely studied in the field of education, in order to better understand academic achievement. Research has shown that motivation is related to various factors such as curiosity, persistence, learning and performance (Dornyei, 1994). This paper stems from a study on experiences and expectations of young immigrants in upper-secondary schools in Iceland. The focus of the paper is on motivational factors, both intrinsic (push) and extrinsic (pull), and their contribution to the success of immigrant youth while in upper secondary schools and universities in Iceland. The data reveal students' attitudes, beliefs, and observations about academic and social success. The study is structured around Wlodkowski's motivational framework for culturally responsive teaching (Wlodkowski & Ginsberg, 2000). Purposive sampling is employed for the selection of the schools and students. Semi-structured interviews with 29 students of both genders in upper secondary schools were conducted. The data from the interviews was coded thematically and analyzed (Flick, 2006; Kvale, 1996). Preliminary findings indicate that students' academic and social success can be attributed primarily to two factors, intrinsic and extrinsic motivation. Intrinsic motivation encompasses internal rewards such as, the joy of doing a particular activity or satisfying one's curiosity or needs. It also includes factors such as interest, high self-esteem, self-confidence, and a positive attitude toward education. Students' extrinsic motivation, on the other hand, covers external rewards such as: good grades, future goals, better jobs, good salaries, special opportunities, effective families, supportive friends, and school personnel. This paper finds out that both intrinsic and extrinsic motivations are central to the academic and social success of young immigrant students. Connection between the two types of motivations influences their academic and social success. Extrinsic motivation, which dominates school culture, can help immigrant students recall experiences and feelings associated with being intrinsically motivated. Schools can build programs to support intrinsic motivation to help students succeed instead of focusing primarily on fostering extrinsic motivation. References: Dornyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. Modern Language Journal, 78(3), 273-84. Flick, U. (2006). An Introduction to Qualitative Research (3. útgáfa). London: Sage Publications. Kvale, S. (1996). An Introduction to Qualitative Research Interviewing. California: Sage Publications. Ginsberg, B. & Wlodkowski, J. (2000). Creating Highly Motivating Classrooms for All Students: A Schoolwide Approach to Powerful Teaching with Diverse Learners. SanFrancisco: Jossey-Bass.

Ragnarsson, Hanna (University of Iceland, hannar@hi.is)
Anh-Dao Tran (University of Iceland, adt@hi.is)

Municipal educational policy related to immigrant students and implementation of policy in four municipalities in Iceland

(Presented in English)

The main aim of the research project was to explore educational policy and implementation of policy of four central educational offices in four municipalities in Iceland related to immigrant children and students. A second aim was to explore the views of key people in these educational central offices towards the policy and their experiences of policymaking in the area. The project was a two year project (2014-2015) and complementary to the three year (2013-2015) NordForsk and Icelandic

---

Ragnarsdóttir, Gudrún (University of Iceland, School of Education, gudrunr@hi.is) Jón Torfi Jonasson (University of Iceland, School of Education, tj.j@hi.is)

Vertical and horizontal influences on change at the upper secondary school level in Iceland as see by the school leadership

(Presented in English)

Some aspects of the global society change rapidly due to social, political and technological developments. However, some argue that education does not develop in phase with these changes. Here we shed the light on diverse actors at play in educational change at the upper secondary school level in Iceland seen through the eyes of school leaders and how those actors either facilitate or hinder change, or even both in different contexts. We interviewed in total 21 school leader in nine upper secondary schools in Iceland, having been selected on the basis of stratified sampling based on the school types and their hierarchical structures. The data is discussed in the light of theories on institutions and organisations that give differing perspectives. We base our analysis on social relations and interaction among the principal change actors, across the system boundaries of the school level, using the meta-theory of institutional logics. Further, the actors are located at the macro, meso and micro levels within the schools and the education system. The findings show the complexity of interaction at play. The predominant governing form of upper secondary schooling is within the institutional frame and most of the actors at play protect the history and honour the traditions, older predominant values, and norms. This form of institutional governing plays an important role in constraining change leading to slow processes, in some cases reinforcing the existing segregation incorporated in the system and occasionally stagnation. Within the institutional frame we also identified vertical influences from the macro to the micro level by following actors: Teacher union, the Ministry of Education, Science, and Culture, universities, labour market, interest groups, teachers, parents, and students. Also from some of the leaders at the meso level and teachers located at the micro level. But some actors reinforced the ideas of organisations within the schools through its hierarchical structures, sharing collective aims and promoting ongoing change. The leaders working within the organisational frame strive to promote bottom up approaches to facilitate change, instead of the top down approaches as represented in the organisational theory. Horizontal influences were mainly at play within the organisational frame.
between school faculties and different schools. The main actors at play from the macro level turned out to be the Ministry by promoting decentralised actions, universities through knowledge constructions and innovation support and some interest groups from the labor market from outside the schools. From inside, several teachers especially the younger generation and the leaders themselves with their educational visions and change desire. The emerging picture is quite complex since schools oscillate between the institutional frame to the organisational frame depending on the issues in focus. Thus, in some cases both frameworks where found operating within the same school, therefore, the leaders occasionally played different roles in accordance to the atmosphere and issues involved each time. The apparent isomorphism between educational systems worldwide suggests that lessons from Iceland may be valuable for the global school community.

RAPTOPOULOU, ANASTASIA THOMAI (STOCKHOLM UNIVERSITY, ANTHEMOULA@WINDOWSLIVE.COM)

Digital games as medium for promotion of social change in education: A literature review on persuasive games

(Presented in English)

Digital games are growing to an integral part of our society and the game research community has long been focusing on the effects of digital games on behavior, learning, and education. A relatively new field in game research means to promote games to a more humanitarian form, by exposing players to an experiential understanding of real world issues and by changing the behavior of the players through structured gameplay. Persuasive games, serious games, or games for change are some of the terms used for such games, which still remain a barren research area with only few publications within the academia. This paper is a literature study about social-change games in regard to the potential impacts of gaming on the promotion of social change in education. This research aims to understand the current knowledge on persuasive games in order to improve their efficacy, lead to future research, and maximize opportunities for social change. As Nordic societies have a long history of innovation and ICT integration within their educational systems, persuasive games are hereby examined as a potential for promoting social values within education, along with the promotion of values such as equality and social justice. This research on persuasive games attempts to identify whether persuasive games can provide with a framework and be used as tool for civic action to help us deal with social issues within education, such as inequality, racism, conflicts, and social stratification. The findings of this research include: juxtaposition of existing persuasive games and their goals; functions and mechanisms that persuasive games incorporate in order to promote social change; results of empirical studies conducted on the field; the current position of persuasive games in academic research and social change organizations. Such findings indicate that even though persuasive games have already attracted the attention of game developers, media, and organizations, there is no adequate coverage of the field from the academia. Therefore, more empirical studies should be done on the impacts of persuasive games on gamers and their implementation in school settings.

RASMUSSEN, PALLE (AALBORG UNIVERSITY, PALLERAS@LEARNING.AAU.DK)

Public and private schooling under changing conditions in Denmark

(Presented in English)

Research topic/aim Since the end of the 19th century Denmark has had a sector of private schooling in primary and secondary education. The rationale has been that parents and students should have the opportunity to choose schools based on different ideological platforms, if these schools teach generally according to national curricula. The private schools receive generous public support but also base their economy on a certain level of tuition. The private schools have often filled a need for smaller schools and closer contact. When municipalities close down schools (especially in peripheral areas) parents have the possibility of establishing a private school if they can mobilize enough local interest. In recent years the role of the private school sector has been changing. The number of students attending private schools has grown steadily for the last 15 years and is now at 17 pct. This is a result of several trends. Private schools have become involved in processes of social segregation in the larger cities; for instance some parents move children to private schools because they think there are too many immigrants or otherwise ‘weak’ children in the public schools. Also some parents move their children to lower secondary private schools with a more ‘academic’ profile to improve their preparedness for upper secondary and higher education. The development has led to frequent political debates, where it is often suggested that the growth of private schooling undermines the role of free public schooling in the welfare state model.
that Denmark has generally followed. The paper will describe these developments, based on recent data, and discuss them in the context of market-based strategies in current Danish education policy. Theoretical and methodology framework The paper will draw on concepts and results from critical policy sociology, especially on parental choice, quasi-markets and social inequality (Whitty, Ball, Simola and others) as well as more general theory on welfare state social policy. Data will come from official statistics as well as from existing quantitative and qualitative research. (Expected) conclusions/findings The assumption is that the trends mentioned above (response to school closure in peripheral areas; response to increasing social segregation in cities; the pursuit of academic achievement through choice of private schools) will be confirmed. It is further assumed that neither the state nor local government will be able to halt or change the trends. Relevance to Nordic educational research The worldwide economic and social changes that are often called globalisation have been changing the conditions of national welfare policy and Nordic governments have been trying to tune welfare policy to face this challenge. Elements of market-based provision, inspired from New Public Management, have gradually been introduced, and the Nordic countries have adopted instruments focusing on performativity in education and other welfare policy areas. The paper will contribute to exploring how this influences primary and secondary school systems.

Riis Jensen, Charlotte (DPU/Aarhus University, chrj@edu.au.dk)

The potentials of transformation and critical moments in supervision with teachers

(Presented in English)

The potentials of transformation and critical moments in supervision with teachers Charlotte Riis Jensen, AU, IUP; chrj@edu.au.dk. +45 21281031 My Ph.D. project “Supervision as a co-creative process - When teachers are supported to develop inclusive learning communities”, sets out to study how reflexive and co-creative dialogues between teachers and supervisors may influence in the development of inclusive processes in mainstream classroom (Bladini, 2004). The study encloses four supervision processes which have been followed over a period of time between 4 and 12 months, through interviews and observations. Furthermore the project investigates the strategies, methods and approaches used by the supervisors in a co-creation process with the teachers (von Ahlefeldt Nisser, 2009 & 2014). Students with different preconditions often challenge their teachers in developing inclusive learning communities, and the teachers themselves also feel guilty being unable to cope with the recommendations of inclusion (Allan, 2008 & Tetler, 2011). Data from my study shows that the mindsets of the teachers are transformed in a new way of thinking about the challenges they meet in the classroom. That implies that teachers get an increased awareness about how a relational and contextual perspective may help to develop inclusive practices (Sundqvist, 2012 & 2014, Slee, 2011). Furthermore data shows that teachers experience possibilities of a space for reflection through the supervision courses and that critical moments in the processes have a transformative aspect (Putnam, 2004, Mezirow, 1991 & 2007). One part of the data consists of twenty four semi-structured qualitative interviews with the supervisors as well as interviews with teachers. They are collected before, during and after the supervision courses (Kvale, 2009). Another part consists of observations of the dialectical processes in the supervision. The empirical data are designed to make it possible to follow the teacher’s experiences through the processes and to investigate the strategies and methods used by the supervisors. The theoretical framework will focus on theories with a life-world perspective that can handle a high degree of reflective complexity (Zahavi, 2011; Ranholt et al., 2003; Dahlberg, 2008; Husserl, 1995; Giorgi & Giorgi, 2008). The ambition of the study is to generate knowledge of how teachers experience a supervision course, how approaches and identification of problems are transformed in the co-creation process between the teacher and the supervisor. The study will also produce new knowledge about strategies, approaches and methods used by the supervisors. In a Nordic context the study is of relevance in order to get more knowledge of the potentials of how supervision could have an influence on the development of inclusive processes in mainstream classrooms.

Riis Jensen, Charlotte (DPU/Aarhus University, chrj@edu.au.dk)
Lotte Hedegaard-Sørensen (DPU/Aarhus University, lohes@edu.au.dk)
Ditte Tofteng (University College UCC, DITO@ucc.dk)

Interdisciplinary Collaboration in Inclusive Education and the role of special schools in the transition process towards Inclusive Education

(Presented in English)
The presentation will be based on findings from a research project on interdisciplinary collaboration between mainstream schoolteachers and special schoolteachers in Denmark. The aim of the project has been to examine special schools teachers' knowledge and way of knowing and together with the special schoolteachers to reflect upon how they use this knowledge in their collaboration with mainstream schoolteachers in the development of inclusive environments. It is an assumption within our project frame that teachers in mainstream schools are in need for further education or specialist support in order to teach in diverse classrooms (Hedegaard-Sørensen, 2009, 2013). Inclusive education - instruction of all students in general education classrooms regardless of ability level - has been the accepted ideology in Scandinavian countries for the last few decades (Emanuelsson, 1998; Dalen, 1999; Tønner, 2000; Nes, 2004; Marinossos, Ohna, and Tønner, 2007). The current situation in the Danish school system is complex and consists of a multitude of different ways of collaborating. The special schools are placed in the middle of these different types of support systems and - as it is found in the research project - have not yet found their role in supporting the process of supporting mainstream schools in developing inclusive learning environments. A very significant finding in the research project is that teachers from special schools have something important to offer and hence the Danish school system has the resources that are so often talked about is lacking in the mainstream schools. Aligned with nordic research on collaboration, the analysis show that the formalized consultative collaboration about systematic analysis of the practice of teaching is contributing to the development of inclusive learning environments. Furthermore the analysis show that it is difficult for teachers in general teaching to find time – together with the special school teachers – to conduct profound analysis of the complicated situation described in narratives (Takala, M, Pirttima, R & Törnänen, M., 2009, Hausstätter & Takala, 2008). The analysis in the research project also show that the differences between teaching in special schools and general schools is not as significant as it is often assumed in the scientific and theoretical discussion about inclusive education and special education – and at the same time there are differences. The common challenge for teachers in both segregated and general learning environments is teaching to diversity. The aim of the research project was to reflect upon the inter collaborative work between special schoolteachers and mainstream schoolteachers. In this light the research process was planned as collaborative joint venture between researchers and participants. In this sense the project connects to and is influenced by action research and the notion of participation within this research approach (Reason 2011). The methodological approach of the project is thus to make a productive interplay between workshops and what we could call 'development though self-investigation (Bjørnsrud 2005: 38, McNiff and Whitehead 2005) and reflection'.

RITAOJA, ANNA-LEENA (INSTITUTE OF BEHAVIOURAL SCIENCES, UNIVERSITY OF HELSINKI, ANNA-LEENA.RITAOJA@HELSEINKI.FI)
HELAGORP, JENNI (INSTITUTE OF BEHAVIOURAL SCIENCES, UNIVERSITY OF HELSINKI, JENNI.HELAGORP@HELSEINKI.FI)
JUV, INA (INSTITUTE OF BEHAVIOURAL SCIENCES, UNIVERSITY OF HELSINKI, INA.JUVA@HELSEINKI.FI)
HOLM, GUNILLA (INSTITUTE OF BEHAVIOURAL SCIENCES, UNIVERSITY OF HELSINKI, GUNILLA.HOLM@HELSEINKI.FI)

Possible educational paths for students in special needs classes

(Presented in English)

This paper focuses on students' negotiations on their educational paths in the Finnish educational system where general classes and special needs classes exist parallel offering separated educational routes and different outcomes for the students (e.g. Mietola 2014; Helakorpi, Niemi and Mietola 2014; Niemi, Mietola and Helakorpi 2010). We aim to understand and problematise the dichotomy between special class and general education, the paradoxes it contains, and students' possibilities for negotiations and transactions. Our research questions are: How do the students studying at special needs classes talk about general education and special education classes? How do they construct their subjectivities and position themselves in this dichotomy? What kind of desires they have and what kind of choices they do regarding their educational path in compulsory education and in transition to secondary education? How do they negotiate about their desires and choices in the discursive practices of the school? We draw on poststructural feminist and intersectional theorisations which enable us to analyse the constitution of the student subjectivities, positioning and choices in the discursive practices of the school. The data consist of ethnographic field notes and student and teacher interviews produced in a research project that examines marginalisation and belonging in two lower secondary schools in the capital region of Finland in 2013-2015. Part of the project was action research-oriented and aimed to make visible and change the excluding and marginalising processes taking place at school. The data analysis includes thematic content analysis and discourse analysis. According to preliminary
analysis, the differences between general and special education classes and their students are constructed in epistemic, discursive, institutional, social and spatial dimensions. These dimensions influence the subjectivities, positions and educational choices available for students in special needs classes. The students have to negotiate with the dichotomy regarding what subjectivities and educational paths there are available and considered ‘suitable for them’. While the students in special needs classes problematise the distinction between special needs and general education they are often reluctant to change to general classes. This is related for example to the stigma attached to special needs students, their social relations, and their ideas about special needs class as supportive learning environment having more space for ‘differences’. Concurrently, the students may not develop their academic skills in the special class at their own pace and may not have support to their needs even though these are the outspoken purposes of special education classes. When the students problematise the outcomes of the dichotomised system for their social and academic position in school and for delimiting their choices after compulsory education, these initiatives are often understood and handled as individual and not structural issues by the school personnel. The paper raises questions how the divisive and hierarchical structures of schooling enable and disable student subjectivities and choices and can delimit their educational paths in the system that is said to increase equality and support students. The tensions between general and special needs education are worth discussing both in the Finnish and in the Nordic context.

Young teens’ responses to ‘hate’ on a public social networking site

(Presented in English)

This research project is being developed at the department of Child and Youth Studies at Stockholm University, within a group of scholars that focus on bullying practices. The aim with this research group is to broaden the understanding of bullying practices in preschool, school and on the Internet. This specific study explores peer-to-peer interactions of young teens, in the Swedish context, on one of the most commonly used public social networking sites among teens. The aim of this study is to explore how young teens respond to hateful, injurious or aggressive acts (Butler, 1997), posted by known and anonymous peers online. The data collection method used is a non-interventionist cyber-ethnographic approach (Murthy, 2008; Markham and Baym, 2009; Michele, 2010; Kozinets, 2013), where data was collected over a period of 4 months during 2015. The data for the study includes the complete body of interaction from profiles of over 100 young teens in Sweden between the ages of 11-15 years of age on a commonly used public social networking site. Discourse analysis is the analytical framework used for the purpose of this study. An inductive approach was adopted towards the data and therefore no a priori understanding of bullying or cyberbullying has been used to categorize aggression or contention, as is common in the field. The interactions were therefore first inductively coded, after which interactions were extracted that could respond to the research question. Thereafter, the examples found were thematically coded and analyzed. The outcome of the study includes a broadening of the understanding of aggressive or contentious interactions between peers online. ‘Hate’ is found to be the word the informants use to describe contentious or aggressive acts, content, or types of interaction. Therefore, it is in relation to their descriptions of, and responses to, what they define as ‘hate’ that the understanding of aggression and contention has been contextualized. The preliminary findings suggest that online peer-to-peer aggression represents a complexity of social group mechanisms, where individual and group identity work interactively can be performed through and against contentious acts. In this way contentions or aggressions work to position the individuals in their social context, whether they are subjectively received as injurious or not. Furthermore, the preliminary findings suggest that aggressive and contentious types of acts are most commonly performed through insulting gendered and/or sexual content, as opposed to other types of content. The trajectories of these acts are pivoted in relation to moral symbols that are given meaning and value by the group of young people that are involved in the interaction. These positions and positioned identities are therefore performed in relation to symbolic identity pivots. However, they are constantly negotiated through exclusionary as well as inclusionary types of interaction. As is well known, the interactions of school peers extends onto the internet and the interactions that take place online have a great impact on, and make up part of, peer-to-peer interactions in school. This project therefore aims to contribute to a broader understanding of interactive bullying behavior between peers.
Romani mediators in higher education - social reproduction, upward mobility and academic capital formation

(Presented in English)

Romani mediators in higher education - social reproduction, upward mobility and academic capital formation. In 2012 the Swedish Government adopted a strategy for Roma inclusion 2012-2032. Five pilot municipalities were selected to develop good examples of working methods during 2012-2015 to be disseminated across the country. One of the state measures included in the strategy, was the training of Romani mediators working in schools. This study analyses a two year training course in higher education for 16 mediators from different Romani groups from four of the five pilot municipalities. Concerning the school situation of Romani pupils in these municipalities, although there are some tendencies of positive change, the drop-out rate among the pupils is still high, home-school relationship lack trust and there is limited knowledge about the history and contemporary situation of Romani minority among teachers and school staff (Rodell Olgaç & Dimiter Taikon, 2013). The theoretical framework draws from the conceptual system of Bourdieu (1993) and Bourdieu & Passeron (1990), especially the concept of cultural capital. Within Bourdieu’s theory of social reproduction, as Winkle-Wagner & Locks (2014) underscore, there is however some room for upward mobility. They also highlight the emerging concept of academic capital formation when discussing ethnically underrepresented students, in this case the Roma. The methodology is inspired by critical ethnography and action research, where reflexivity is central. These methods are often used when researching inequality in society, also with the intention to democratize the research process. Processes of change are in focus (Cohen, Manion & Morrison 2000). The study is based on multiple materials as interviews with the mediators, their assignments on the role of a mediator, evaluation forms and informal conversations with them and in addition other teaching experiences during the course, as well as visits to their pilot municipalities. We will present examples and results from the course which illustrate the challenges and the expectations the mediators face in their work and the risks when the burden for the inclusion of Roma in the society at large is placed on their shoulders by the schools. In our conclusion we discuss the consequences of an increased cultural capital acquired by the mediators through the course and issues of upward mobility. This study has relevance to Nordic educational research as the Roma have been a marginalized minority in educational contexts and are underrepresented especially in higher education. References Bourdieu, P. 1993. Kultursociologiska texter. Stockholm/Stehag: Brutus Östlings Bokförlag Symposion. Bourdieu, P., Passeron, J.-C. 1990. Reproduction in Education, Society and Culture. London: Sage Publications. Cohen, L., Manion, L. & Morrison, K. 2000. Research Methods in Education. 5th Ed. London: Routledge Falmer. Rodell Olgaç, C. & Dimiter Taikon, A. 2013. “Mamma, ska jag säga att jag är rom?” En kartläggning av romska barns och elevers skolsituation i fem pilotkommuner för Skolverket. Bilaga i Skolverkets Delredovisning av regeringens strategi för romsk inkludering till Länsstyrelsen, Dnr A2012/1387/DISK. www.skolverket.se Winkle-Wagner, R. & Locks, A.M. (2014). Diversity and Inclusion on Campus: Supporting Racially and Ethnically Underrepresented Students. New York and London: Routledge.
Positional identities in educational transitions: How solidarity shape future trajectories among multiethnic girls

(Presented in English)

The aim of this article is to study how young people view themselves as learners within educational trajectories in order to understand solidarity in education. I study different learner positionings in the transition from one level of schooling to another, using the analytic concepts of ‘positional identities’ and ‘figured worlds’ to gain insight into how students reflect about school as a means for creating a future. The ethnographic data were collected over a two-year period as part of a large-scale ethnographic study in a suburban area of Oslo with a large percentage of families with immigrant backgrounds. I focused on one girl (aged 15) who represented an educational trajectory and positional identities. Her case history illustrates how positional identities in educational transitions form a complex web of formal and informal influences which had implications for her development of social solidarity. Students experience different trajectories and changes in positional identities as learners when entering upper secondary school, which have implications for their future orientations – to contribute to the society. Keywords: educational transitions; positional identities; figured worlds; gender; solidarity

Roth, Solveig (Hedmark University College, Norway, solveig.roth@hihm.no)

Grammar in the making: learning to construct "me" in preparatory education

(Presented in English)

Preparatory classrooms provide a specific context for language learning in the Finnish comprehensive school system. Newly immigrated children with diverse linguistic backgrounds are immersed with L2 Finnish usually for one school year in order to prepare them for studies in a comprehensive school. In their daily classroom interaction, the children make use of a vast variety of verbal and nonverbal resources for meaning making, in multiple languages. The presentation focuses on the construction of utterances that make reference to the speaker him/herself. What is striking, children with non-Finno-Ugric language background make use of lingua franca English especially when they refer to their person. The following utterances exemplify the phenomenon: a nine-year-old L1 Russian speaker recurrently constructs utterances like “I’m syö” (‘I have eaten’), “I’m not valmis” (‘I am not ready’), or “give me tuoli” (‘Give me a chair’). These utterances make use of both English and Finnish language medium. The presentation aims at understanding, why does he use English instead of Finnish in his utterances, especially when he has no previous knowledge of English? We approach the preparatory classroom and its language use from the ecological and systemic frame of reference (van Lier 2000; Larsen-Freeman & Cameron 2006). The data come from the project Long Second (LONGitudinal classroom data about Finnish as a SECOND language learning children) and consist of 46 video recorded lessons from one preparatory class. These data have been transcribed and annotated with the software Elan. In understanding the dynamics of choice of language and means of meaning making, we make use of the methodology of conversation analysis (Sidnell & Stivers 2013; Seedhouse 2004). Our answer to the research question is geared around the idea of exploring the dynamics of grammar in the making. In these dynamics there is a prevailing tension between available linguistic resources and the need to express one’s thoughts. In this context, the teachers’ endeavor is to teach Finnish in Finnish. They model the use of third person constructions when talking about the subject matters. In addition, they model the use of second person, when addressing the students. However, there are only a scarce number of utterances to instantiate the first person constructions. This fact is in concert with teacher talk in classrooms in general. It is business as usual. Yet, it becomes an issue in the preparatory classroom. The use of English in reference to oneself displays students’ intuitive language awareness of the fact that in the Finnish language constructions involve inflection they do not have access to. The students are deprived of models for the first person inflection. From a systemic viewpoint, using English is a stepping stone in the process of meaning making. Various stepping stones, English use among them, form a pathway towards the target language, in this case Finnish. This presentation contributes to the topical discussion about multilingual practices in Nordic classroom research. Larsen-Freeman, D. & Cameron, L. 2008. Complex systems and applied linguistics. Oxford: University Press. Seedhouse, P. (2004). The interactional architecture of the language classroom. A conversation analysis perspective. Oxford: Blackwell. Sidnell, J. & Stivers, T. (Eds.) (2013). The handbook of conversation analysis. Chichester, West Sussex: Wiley & Blackwell. van Lier, L. 2000. From input to affordance: Social-

RUNARSDOTTIR, EYRUN MARIA (SCHOOL OF EDUCATION, UNIVERSITY OF ICELAND, EMR@HI.IS)

How well does an “immigrant status” explain academic achievement?

(Presented in English)

Previous international studies have revealed a complex interaction between various individual, cultural and structural factors in deciding successes or well-being of immigrants in a new home. Among theoretical perspectives that address these complexities are the concept of an Immigrant Paradox, the Immigrant Optimism Hypotheses and the Segmented Assimilation theory. While some international research have found more positive outcomes in education and health for immigrant youth compared to their native peers, Icelandic studies indicate that they are worse off than native youth, for example in their well-being, substance use, and school drop-out. The aim of the study is to further explore the situation of this group by examining academic achievement of non-native youth in Iceland. Self-reported mean grades of native and non-native youth in Iceland are compared and explored in relation to their social status, family structure and perceived parental support. The study uses an Icelandic dataset from the WHO international research network Health Behaviour in School-Aged Children (HBSC). The data was collected in March 2014 when a standardized questionnaire was administered in Iceland to all 6th, 8th and 10th grade (11, 13 and 15 year olds) children present in their school at the day of the administration. A total of 10651 children answered the questionnaire and the response rate was 84%. In the analysis the dependent variable is self-reported school grades of native and non-native groups. Non-native status is decided by self-reported place of birth yielding two groups that enable statistical analysis; youth born in Iceland and youth born in an Asian country. Initial data analysis indicates that in a simple comparison, non-native groups report lower grades than their native peers. However, when socio-demographic factors are controlled for the initial difference is expected to decrease. The findings are of importance to schools, school authorities and policy makers in their efforts to provide efficient educational support to foreign origin children and adolescents. Two aspects should be emphasized in this regard; firstly that non-native youth are a diverse group and thus may require different type of support. Secondly, taking socio-demographic factors into account challenges the common misconception that the status of being an immigrant fully explains lack of success.

ROMER, THOMAS AASTRUP (UNIVERSITY OF AARHUS, THAR@EDU.AU.DK)

John Hattie’s Theory of Education – a Critique

(Presented in English)

This paper discusses John Hattie’s educational theory, primarily with reference to chapter 3 and 11 in his book “Visible Learning” from 2009. In these chapters, which are called ”The Argument” and ”Bringing it all together”, Hattie presents the horizon of his educational thinking, and thus also of many recent educational reforms. Hattie’s thought is currently being implemented in many parts of Denmark, where Hattie is promoted in big-scale conferences and Visible Learning+ systems, purchased and implemented in large municipal systematics in close interaction with educational research. Hattie’s philosophical horizon is marked with particular reference to the work of Carl Bereiter, Ernst von Glasersfeld and Karl Popper, as well as to various minor antagonisms between constructivism and educational philosophy. In my paper, the nature and the use of these references are identified and discussed and I point at a number of educational consequences. I argue that all the following interacting factors points move away from philosophy and education. Instead, the pedagogy of Hattie is a subjective, closed, centralised and evaluative system. - Through a selective reading of the Canadian researcher Carl Bereiter, Hattie misunderstands Karl Popper’s ”three world-theory”. Hattie reduces the objective/scientific world to the subjective world. The third world is reduced to the second. This intensifies a problem, already partly present in Carl Bereiter’s work, which in itself reinforces a minor problem in Popper’s theory: Objectivity is increasingly reduced to subjectivity. - Visible learning is a theory of teaching constructed to repair a lack of “teaching”-concepts in radical constructivism. Thereby all problems attached to von Glasersfeld’s theory of learning is transferred to Hattie’s concept of teaching. The consequence is a concept of teaching where environment, content and tradition is completely gone or, at best, atomized and frozen. The result is, what in Denmark we call ”läringsmålstyret undervisning”, that is, governing by learning-output. - These remarks fit easily into Hattie’s often repeated motto that ”teachers SEE learning through student perspective and the student SEE himself as his own teacher”. This
eliminates any traditional teacher who, instead, becomes a kind of method for learning, a scaffold for a self-monitoring process. - As Visible Learning is established in an antagonism with Bildung and philosophy, it needs to reconstruct education, atomized by Visible Learning itself, as abstract structural connections, such as evidence-based methods and tools of data management. Bildung, in the same process, is reconstructed as "self-monitoring". - Visible learning implies a kind of learning-centralism. I will point to an inherent tendency to centralism in Hattie’s theory, a tendency that reinforces a comprehensive centralized concept of both learning and teaching. - Finally, I argue that Visible Learning is basically a theory of evaluation applied on education, thereby diminishing education to simple evaluational activity

Student centered learning; combining interactive and individual methods as a means to enhance motivation.

(Presented in English)

Keywords: social interaction, self-assessment, motivation, English as a foreign language. Aim Pupils adapt many unspoken standards; as remaining silent, instead of asking questions, when not understanding (Dragemark Oscarson; 2009, Illeriis; 2008). Pupils with academic problems often have motivation and self-regulatory skill deficits; therefore it is important encouraging them to become more active actors while learning (Cleary, Platten & Nelson, 2008). This study’s aim was to explore how a systematic interplay between pupils’ interaction with peers and self-assessment of their commitment in class during English lessons, could enhance motivation. Background Collaboration, critical thinking, self-assessment, and learning how to learn are demanded skills at school and on the global labour market (Illeriis, 2008). Self-reflection and self-assessment are important qualities in lifelong learning (Dragemark Oscarson, 2009; Giota, 2006; Illeriis, 2008). Today, learning and working through communication and self-reflection is vital worldwide, including in the Nordic countries. Theoretical framework A sociocultural framework was used. Vygotsky (1978) claims that children’s cultural development takes place twice; first between people and then within the child. Used is also Illeri’s (2008) theory that three aspects are fundamental for analysis of a learning situation; two of which have to do with the individual acquisition process where content and incentive are concerned; where an improved skill alters our emotional and motivational patterns. The third is the interaction’s social dimension. Learning might lead to that the learner transforms in order to be able to adopt new influences from the surroundings. Method At an American language school in Morocco, Moroccan pupils, aged 11-15 years old, anonymously carried out a systemized self-assessment in form of a poll, evaluating their commitment in the classroom in eight different categories on a quota scale during nine successive lessons; e.g. Did they: “ask questions when they do not understand”, “explain to their classmates”, etcetera. The class was compared to a control group. The first and last day a questionnaire was given with questions about perspectives on motivation and success. Result Asking questions when they did not understand increased considerably. However, the girls tended to have difficulties applying self-assessment; struggling they seemed to be in a transformative phase, e.g. changing their view of success – from being related to external factors (e.g. luck) to internal factors they could influence themselves (e.g. effort). Overall the results showed that the pupils considered having become more motivated. References Cleary, T. J., Platten, P., & Nelson, A. (2008). Effectiveness of the Self-
different schools. All teachers and students interviewed were female, with one exception in one of the student groups. Students of minority background were represented in three out of four student interviews. Throughout the interviews, both teachers and students elaborated on what minority students represented in their educational program. They focused partly on what kind of challenges the students seemed to face (for example in relation to racism and lack of financial support) during their studies and when doing their practical training, and partly on what problems it caused for students and teachers when minority students struggled with the Norwegian language. However, both teachers and students emphasized how students with minority background in various ways represented resources in teaching situations and would represent resources in the student’s future field of work. When describing minority students as resources the teachers in particular, tended to draw on ideas of women from “other cultures” as natural caregivers and sensitive to other’s need. Female students with minority background then seemed to fit perfectly into the Norwegian healthcare field. Drawing on gender theories and postcolonial perspectives, I elaborate on how the “perfect employee” in the healthcare field are implicitly described in the interviews and how this description intersect with ideas of gender, culture and ethnicity. Furthermore, I discuss the implicit gender norms in the description of “the perfect caregiver” and how those norms correspond and/or contradict with established ideas of Norwegian gender norms and gender equality. By unpacking ideas of gender, cultures and care, I open up for a critical discussion of how gender norms that generally are considered outdated in Norway, and that minority communities are criticized for if they advocate for them, still seem to be present and valued in the field of health and care. I argue that this double standard is not acknowledged as such, as a double standard, in the Norwegian context, and that it places female minority students in particularly difficult positions.

SAABYE CHRISTENSEN, KIRA (UCC, DENMARK, KSC@UCC.DK)
LONE JOHANSEN (UCC, DENMARK, LOJO@UCC.DK)

Transition from Daycare to School - Participation possibilities for the oldest children in daycares. perspectives, possibilities and dilemmas.

(Presented in English)

The project is part of a larger study called ‘Learning for All’. The project explores how daycares in Denmark are working to create learning environments that are able to provide possibilities for participation for all children. This part of the study explores how daycare teachers understand, organize and create learning environments that support the children’s transition to school and explore what kind of possibilities and limitations of participation these learning environments create. Theoretically our project is based on an interactive perspective (Vygotsky, Bruner, Mead), social learning theories (Lave and Wenger), critical psychology (Holzkamp, Dreier) and theories on social inclusion (Kofoed, Madsen, Hedegaard-Sørensen, Haavind). The project is based on a participatory approach. We carry out observations and reflect on the pedagogical practice together with the pedagogues in three daycares and two schools. Furthermore the project draws on various approaches to embracing children’s perspectives (Almqvist, Powell and Smith, Hart, Kampmann). The project is expected to be completed in March 2016. The preliminary results show a discrepancy between the daycare teachers’, the schoolteachers’ and the politicians’ understanding of the right way to support the children’s transition to school. The daycare teachers find it important to work with the children’s social competence, their autonomy, play, friendships and self-esteem, while the politicians and teachers argue that it is important to work with the children’s ability to concentrate and listen, to have more activities initiated by the daycare teachers and to increase the children’s knowledge of letters and numbers. This discrepancy leaves the daycare teachers in a difficult dilemma. The observations in the project show that the children’s possibilities to participate increases when the daycare teachers create learning environments where the children are able to participate in their own ways, where a playful approach is used, where the children are able to use their bodies in different ways, where the daycare teachers take an interest in the children’s participation and where it is possible for the children to interact with each other. The children’s participation increases particularly when the children have the opportunity to influence the
activity, play or setting. However, these kinds of learning environments are often challenged and limited by a number of different circumstances. Some of these are: 1) A narrow and ‘school skill-oriented’ understanding of the transition work with the children 2) A linear understanding of children’s learning that sometimes dominates the learning environment, even though this stands in contrast to how the daycare teachers talk about their understanding of learning 3) A practice based on routines and on ‘the average child’ 4) A focus on discipline and adjustment. The analysis of the project will be contributing to the discussion of the aim of the daycare and of the type of approach and learning environment that the daycare must provide in order to support the children on their way to school.

Saarinen, Taina (University of Jyväskylä, TAINA.M.SAARINEN@JYU.FI)

University language policies in Finland: national languages and the ideology of bilingualism

(Presented in English)

As a bilingual country, with a strong explicit language legislation, Finland has had a fairly firm legislative basis for steering the language policies of universities and other institutions of higher education. Since the mid-1990s, however, higher education institutions have been given more legislative leeway in defining their own language policies and languages of tuition. In this, Finland has in the last two decades gone in the opposite direction from other Nordic countries when it comes to regulation of languages in higher education. This presentation analyses the language policies of Finnish universities from the point of view of the position of national languages and their role in universities. It seems that with increased internationalization, “national” or local languages have become more visible and prominent in higher education language policies of the Nordic countries (Saarinen & Taalas 2015). The data consists of the language policies and language strategies of the universities; the universities were required to draft these as a part of the agreements with the Ministry of Education and Culture. The textual data is analysed with discourse analytical (Critical Discourse Analysis, or CDA) tools. For the purposes of this paper, language policy is defined following Johnson (2013, 9) in a layered way, as official regulations; unofficial and implicit mechanisms; processes of multi-layered policy creation, interpretation, appropriation and instantiation; and policy as discursive and ideological. The analysis thus focuses on the discursive and ideological aspects of language policy, with an official and regulative data. Initial analysis shows that language policies are mostly motivated with the needs of internationalisation rather than national and local needs. This makes in most cases English the de facto second or third language of the university. Paradoxically, however, internationalisation seems to become a national question, when it is operationalised into how international students and staff are to be integrated (either by use of English or the national language) into the national higher education system, or how the national language is to be safeguarded against the flow of English.

Saemundsdottir, Jonina (University of Iceland, JONINAS@HI.IS)

Experiences of parents of children with ASD in Iceland

(Presented in English)

In recent years an increasing number of children have been diagnosed with ASD (autistic spectrum disorders). Now it is believed that 2-3 % of children have ASD and this number might even increase in coming years (Saemundsen 2014). As inclusive education has become the norm in Iceland as well as other Western countries the majority of the children with special needs are educated in normal preschools and elementary schools. Parenting of the children can be stressful according to many research findings (e.g. Hayes & Watson 2012). As with all children with special educational needs cooperation between family, school and specialists is important for the development and wellbeing of the children. The paper presents results from the quantitative part of a mixed methods study using exploratory design. Participants were selected by purposive sampling. Semistructured interviews were taken with five parents of children with ASD and analysed according to thematic analysis. The purpose of the study was to gain an insight into the parents’ experiences of bringing up a child with ASD, among them their experiences of the cooperation with specialists and school staff. First results of the analysis show among other things that parents feel that school staff does not always have sufficient knowledge of ASD and the great individual differences of children with ASD in order to meet the needs of the children. High turnover of staff in schools can be problematic. Waiting for diagnosis is often long and difficult. Sometimes parents have to fight hard for their child.

S
SAHLSTRÖM, FRITOJ (UNIVERSITY OF HELSINKI, FRITOJ.SAHLSTRÖM@HELSINKI.FI)
ANTTI PAAKKARI (UNIVERSITY OF HELSINKI, ANTTI.PAAKKARI@HELSINKI.FI)
ANNA SLOTTE (UNIVERSITY OF HELSINKI, ANNA.SLOTTE@HELSINKI.FI)
VERNERI VALASMO (UNIVERSITY OF HELSINKI, VILLE.VALASMO@HELSINKI.FI)
MATILDA STÅHL (ÅBO AKADEMI, MATILDA.STAHL@ABO.FI)

Mobile phone use in classrooms
(Presented in English)

With the introduction of smartphones, participation in web-mediated social interaction has become an integral part in the communicative ecology of classrooms. Mobile phone use seems to affect well-documented classroom interaction patterns. The aim of the paper is to analyze recent and ongoing changes in participation in classrooms of upper secondary school students, and to specify the impact of new media practices for the social mediation and creation of knowledge in classrooms. The analyzed material consists of approximately 200 hours of classroom recordings of students’ interaction (2011-2013), from all of the subjects (28 different teachers) taught in the Finnish upper secondary school. All instances of mobile phone use have been identified and categorized. The results show that phone use in is present and common in all subjects. The students in the analyzed classroom material use their phones 5-7 times per hour of recorded material, in all kinds of teaching situations. In the classrooms, mobile phone use is not oriented to as a problem. Teachers verbally orient to the students’ use of phones only a handful of times, with less than one per cent of the student mobile phone use oriented to. Hence, the results demonstrate that smartphones feature as well-adapted resources for silent and non-disturbing withdrawal for students. Thus, the presence of touch screens in the classroom seems to affect well-documented classroom interaction patterns, where the interactional space of the connected classroom has a new, multi-layered distribution of interactional spatially, with previously non-present links between the outside world and the classroom.

SALENKIVI, EERO (UNIVERSITY OF HELSINKI, TEACHER EDUCATION DEPARTMENT, EERO.SALENKIVI@HELSINKI.FI)

Drinking wine for solidarity - The Educational Philosophy in the Book I of Plato’s Laws
(Presented in English)

The research topic the presentation is the educational philosophy in the book I of Plato’s Laws. In the Laws, Plato (or, rather, the main character Athenian stranger) sets as major aim of any city which aims at the virtue and happiness of its citizens to avoid civil war (628b). “The highest good, however, is neither war nor civil strife—which things we should pray rather to be saved from—but peace one with another and friendly feeling.” (628c) The solidarity is accomplished through constitutional rule of law grounded in reason and informed consent of all citizens. The insistence on consent is connected with the idea that every institution, including legislation, is educative. This is connected with fundamental definition of general education (paideia, 643d-644b) and interesting ideas on the role of guided practice in the theory of learning and instruction, including the guided practice in drinking wine (640b-641b). Education proves to be the central question in the state as it will lead to solidarity in the city and in victory against its enemies because well-educated men will turn out to be good men (641B). Theoretical and methodology framework is philosophical analysis, particularly from the point of view of philosophy of education. Plato’s Laws is not quite as extensively researched as the Republic. During the 21st century there has been a growing interest in the dialogue and some of the ideas are very interesting. Plato’s organic conception of the society will offer interesting viewpoints concerning the new discussions about solidarity in modern Nordic states and in the educational field.

SAMUELSSON, MARCUS (DEPARTMENT OF BEHAVIOURAL SCIENCES AND LEARNING, LINKÖPING UNIVERSITY, MARCUS.SAMUELSSON@LIU.SE)

Lärarstudenters val av ledarstilar för att hantera simulerade provokationer
(Presented in Swedish)

Svenska lärarstudenter uttrycker en ängslan eller oro för de inte lårt sig tillräckligt om ledarskap och konflikthantering under sin lärarutbildning för att kunna leda klassrummet så att elever utvecklas kunskapsmässigt, moraliskt och socialt. Vi vet att
fler föreläsningar eller seminarier inte är vad lärarstudenterna efterfrågar. De önskar istället mer praktisk erfarenhet, mer verksamhetsförändrad utbildning (fvu). Möjkheter att erbjuda detta är mycket begränsad. Därför provades i ett nyligen avslutat forskningsprojekt att erbjuda lärarstudenter möjlighet att prova på att hantera provokationer i en hypertextbaserad datasimulering. Datasmuleringen konstruerades utifrån variationsteorin och internationell forskning om lärares och elevers erfarenheter om ledarskap i klassrummet. Det innebar konkret att lärarstudenterna erbjöds att välja mellan fyra ledarstilar (a) auktoritär, (b) auktoritativ, (c) demokratisk och (d) laissez-fair för att hantera sex stycken undervisningssekvenser. Lärarstudenterna kunde inte se vilket av de 4 alternativen som representerade de ovan angivna ledarstilarna. Utifrån valet av ledarstil fick lärarstudenterna välja en av fyra olika sätt att hantera de sex undervisningssekvenserna. De hade totalt att välja mellan 16 olika sätt att verbalt och icke-verbalt hantera en angiven vanligt förekommande undervisningssekvens. Lärarstudenterna uppmanades att utnyttja funktionen gå-tillbaka-i-händelseutveckling för att exploatera datasmuleringens alternativ. Presentationen beskriver resultatet från en delstudie där 23 stycken lärarstudenter, på egen hand, provade den textbaserade datasmuleringen. Presentationen svarar på de 3 forskningsfrågorna: (a) Vilken ledarstil väljer blivande lärare för att hantera simulerade provokationer? (b) Om och i vilken utsträckning provar blivande lärare alternativa ledarstilar för att hantera simulerade provokationer? (c) Vilka ledarstilar väljer lärarstudenter för att hantera olika slags utmaningar i form av (i) milda provokationer (ii) medelstarka provokationer och (iii) starka provokationer. Presentationen visar bland annat att lärarstudenterna växlar mellan olika ledarstilar och att ingen av dem valde samma ledarstil för att hantera de sex undervisningssekvenserna.

Lärarstudenterna valde en auktoritativ ledarstil 86 gånger, en demokratisk ledarstil 63 gånger, auktoritär ledarstil 13 gånger och en laissez-faire ledarstil 10 gånger. Presentationen visar vidare att fåtal lärarstudenter provar de olika ledarstilarna, 9 av 23 utprovade datasmuleringen utan att utnyttja gå tillbaka funktionen och prova en annan ledarstil medan 14 av 23 tog sig genom datasmuleringen med någon form av utprovning av de olika ledarstilarna. Presentationen visar avslutningsvis att lärarstudenterna valde den auktoritativa ledarstilen för att hantera milda provokationer, växtrade mellan den auktoritativa och den demokratiska ledarstilen för att hantera medelstarka provokationer och avslutningsvis valde den auktoritativa ledarstilen för att hantera de kraftfulla provokationerna. Den avslutande diskussionen uppshäller sig bland annat till det faktum att de flesta lärarstudenterna valt den auktoritativa ledarstilen vilket kan förstås som (a) att de känner igen sig i dessa två ledarstilar och därför väljer bort ytterligheter i form av ledarstilar som den auktoritär och laissez-faire, (b) därför valde spesifikt att de upplevt som elever i skolan och under sin fvu där de oftast sett lärare som beter sig i linje med dessa ledarstilar, (c) det ligger nära det ideal för hur de vill bete sig som lärare så snart de börjar arbeta i skolan.

SAMUELSSON, MARCUS (LINKÖPING UNIVERSITY, MARCUS.SAMUELSSON@LIU.SE)
JOAKIM (SAMUELSSON, JOAKIM.SAMUELSSON@LIU.SE)

Den skickliga matematiklärarens klassrumsledarskap

(Presented in Swedish)

Jag vet inget om ledarskap i klassrummet. Så svarade en skicklig matematiklärare en av sina skolledare på frågan om han kunde säga något om ledarskap i klassrummet på en studiedag. Genom ett halvårss fältarbete fann vi att han kanske inte hade ord för att prata om eller beskriva sitt ledarskap i klassrummet men att han oavsett det hade den förmågan. Genom fältarbetet framkom att matematikläraren äna ena sidan hade ett gott klassrumsklimat utan störningar och å andra sidan inte menade att han inte kunde beskriva sitt klassrumsledarskap för sina kollegor. Detta väckte vår nystenhet och vi beskriver och tolkar i detta paper hur en skicklig matematiklärare ledar matematikundervisningen. Som stöd för att beskriva och tolka verksamheten som bedrivs i matematikklassrummet finner vi i forskningen om Classroom Management (CM). Genom tidigare studier visste vi att det goda eller effektiva klassrumsledarskapet är en av de viktigaste förutsättningarna för elevers utveckling. Detta slags ledarskap bidrar till att elever utvecklas akademiskt, moraliskt och socialt. Ur CM-forskningen identifierade vi sex olika kännetecken av betydelse för det goda klassrumsledarskapet. Det handlar om att läraren (a) etablerar förståelse för klassen som ett socialt system, (b) etablerar respektfulla relationer till varje individ, (c) etablerar ett gott klassrumsklimat, (d) etablerar strukturer, regler och rutiner, (e) etablerar tydliga förväntningar och motiverar eleverna och (f) etablerar rimliga disciplinära interventioner. I analysen fann vi att Leif hanterar sin matematikundervisning genom att målmedvetet fokusera på elevernas matematiklärande. Resultaten beskrevs under fem teman (a) matematik fokuserat klassrum, (b) didaktisk gemenskap, (c) inspiration och motiverande matematik, (d) positiva relationer till
matematik och (e) struktur för lärande av matematik. Vi diskuterar sedan och konstaterar bland annat att den skickliga matematikläraren Leif gör saker som de flesta som undervisar gör. Finnessen är att han inte bara går i takt med praktiken, han håller också i taktpricken. Det innebär i Leifs fall att han genom sitt genuina intresse för matematik, att få elever att tillåtna sig matematiska färdigheter och förmågor inte behöver ägna sig särskilt åt ledarskap i klassrummet. Vi reflekterar avslutningsvis över implicationer för pedagogisk verksamhet och pedagogiska forskning från resultaten om den skickliga matematiklärarens ledarskap i klassrummet.

SANDAL, ANN KARIN (NORWEIGAN, ANN.KARIN.SANDAL@HISF.NO)

Why choose vocational education and training?
(Presented in English)

Research topic/aim This paper reports from a qualitative study of 15- year old students’ transition from lower to upper secondary school, vocational programmes in Norway. The paper presents some of the main findings concerning students’ reasoned justification of their choice of vocational education. Research in the field of educational choices has shown great interest in underlying causes for young peoples’ various pathways into and through upper secondary school. Socio-economic background is often discussed as a main predictor of education, and identity formation is often used as a analytic concept in such studies. However, few studies have looked into students’ experiences of transition and educational choices. The present study has therefore aimed at giving voice to students’ own perceptions of choice and transition processes. Research question: What characterizes 10th grade students’ perceptions of transition from lower secondary school to vocational education and training (VET)? Theoretical and methodology framework Transition processes and educational choices were analyzed through the theoretical concepts of identity of Erikson (1992), Giddens (1996) and Wenger (2006), as well as development of interest (Hidi & Renninger, 2006) and motivation (Bandura, 1997; Decl, 1992). Data was collected by an open questionnaire (N = 33) and interviews (N = 6) in 10th grade and analyzed according to Kvale’s models for interpretation of qualitative data (Kvale & Brinkmann, 2009), and was grounded in a phenomenological approach (Moustakas, 1994; Creswell, 2007). Findings The main basis for development of vocational interests in 10th grade is self –regulated leisure activities, i.e. babysitting, caring for animals, mending engines, cooking. Practical and aesthetic learning methods in school and visits at workplaces also functioned as basis for developing vocational interests. Students do not relate subjects in lower secondary school to VET, they do not see maths, language and science i.e. as important and relevant for their VET- education. The main findings emphasizes that school is not the most important arena for development of interests and motivation for VET, and there is a gap between students’ need for mapping and developing VET-interests and what school actually offers of such opportunities. Relevance to Nordic educational research. The study is relevant to the research field of vocational education, accomplishment of upper secondary school and identity construction in youth.

SANDBERG, KARIN (UKK MÅLARDELEN S HÖGSKOLA, KARIN.M.SANDBERG@MDH.SE)

Pupils’ perception of history
(Presented in English)

Pupils’ perception of history Half of the pupils answered “History is something old and forgotten and have nothing to do with me or my life” in a survey that was a part of my licentiate dissertation, ”Möte med det förlutna”. Other studies showed similar result: the pupils do not feel that history has anything to do with them as individuals. Why do they feel disconnected to history, when does this interpretation of history begin? History, as a school subject, has historically been a tool for making patriots. But what role does history in school have today? How do pupils interpret and understand history in school? In my study I aim to investigate pupils’ perceptions of history as a school subject and relate their perceptions with the steering documents for the history subject. The study will be conducted through group interviews with pupils that are eleven years old and a text analysis of the steering documents for history in school. The answers the pupils give and the steering documents will then be compared in order to see how the pupils’ answers matches the steering documents and what didactic implications the differences and similarities might have. The interviews will be conducted in early 2016 and some preliminary results will be presented at the conference. Approximately 9% of the children in Sweden live in areas with schools that are so problematic that the pupils are at risk to get a schooling that does not fulfill the requirements for upper secondary school. Last year, this was the case for 14% of the pupils (Skolverket 2014, 2015). The study aim to see if there is any link between social class and interest in history. Previous studies have shown that girls and boys prefer different types
of history education (Långström, 2001; Hansson, 2010), but why have not been investigated. Other studies (Lozic, 2012; Nordgren, 2010; Rosenzweig, 1998) conclude that pupils with migration experience or belonging to an ethnic minority see history in school as something apart from their own personal history. These combined findings in previous research call for an intersectional approach to the material. The schools in the study are chosen to reflect upon the sociological structure in the town where the study is being conducted. Schools in more well-off areas and schools in poorer areas as well as independent schools are represented. The selection is made based on the average income in the schools catchment areas. Two interviews with each group are planned. In the follow up interview the questions from the first interview will be followed up and questions that might have surfaced in other groups can be asked to all groups. The groups will consists of either only boys or only girls and I plane to conduct a total of twelve interviews.

SASS, KATHARINA (UNIVERSITY OF BERGEN, DEPARTMENT OF SOCIOLOGY, KATHARINA.SASS@UIB.NO)

The Norwegian ‘Ungdomsskole’ reforms – protagonists, consenters, and antagonists

(Presented in English)

This paper will discuss the Norwegian ‘ungdomsskole’ reforms and experiments of the 1950s, 1960s, and 1970s. During this reform period, two former parallel school types (the ‘realskole’ and the ‘framhaldsskole’) were abolished and replaced by a comprehensive lower secondary school. The amount of organizational differentiation within this new school form was subsequently diminished more and more. In particular, the paper will examine why these reforms were carried out rather smoothly compared to comprehensive school reforms in other Western countries in the same time period. Germany will serve as a contrasting case. In the existing literature, Norway’s comprehensive school reforms are generally considered to be the result of social democracy’s reform efforts, while the role of the Norwegian Conservative Party and the various middle parties has not been analyzed in detail. In order to fill this gap, this paper will make use of Walter Korpi’s (2006) analytical distinction of protagonists, consenters, and antagonists in political reform processes. The aim is to analyze which ideological justifications were used to support, to oppose and to consent to the reforms, and which power resources were employed by the main political actors. The paper makes use of a case study approach (George/Bennett, 2005). Historical integrity and context are highly valued. The study builds on document analysis, secondary source analysis and qualitative expert interviews. Documents that have been analyzed so far are mainly protocols of parliamentary debates, but also other official political documents, e.g. (proposed) laws and publications of parliament, as well as programs of political parties and publications of teacher organizations. In addition, the study builds on a range of books and publications produced by politicians, educationalists, school historians and sociologists during the relevant period, as well as on secondary sources of a later date, such as for example Telhaug et al. (1999). So far, 12 qualitative, in-depth ‘expert interviews’ have been conducted in Norway with politicians and educationalists from different parties and organizations, who have been active in education politics in the 1960s/1970s (cf. Gläser/Laudel 2006). The study will hopefully contribute to a better understanding of the political processes behind school reforms in Norway. It could also inspire further research on comprehensive school reforms in other countries. Literature George, Alexander L and Andrew Bennett (2005): Case Studies and Theory Development in the Social Sciences. London: MIT Press. Gläser, Jochen and Grit Laudel (2006): Experteninterviews und qualitative Inhaltsanalyse. Wiesbaden: VS Verlag für Sozialwissenschaften. Korpi, Walter (2006): Power Resources and Employer-Centered Approaches in Explanations of Welfare States and Varieties of Capitalism: Protagonists, Consenters, and Antagonists, in: World Politics, 58(2), pp. 167-206. Telhaug, Alfred Oftedal, Per Eivind Kjøl, Alf Inge Wallum, Rolf Th. Tønnessen and Nina Volckmar (1999): Norsk utdanningspolitisk retorikk. 1945 – 2000. En studie av utdanningstenkningen i norske partiprogrammer. Oslo: Cappelen Akademisk Forlag.
Engines without Fuel? – Empirical Findings on Finnish Higher Education Institutions as Education Exporters

(Presented in English)

In 2010, the Finnish Ministry of Education and Culture (MOEC) formulated Finland’s first education export strategy (MOEC, 2010). This policy document attributed Finnish Higher Education Institutions (HEIs) a significant role in the emerging sector by declaring them as ‘engines’ of education export. Situated in a phenomenological approach towards policymaking, this paper empirically investigates how HEIs perceive their role as education exporters. A case study is presented in order to give voice to those who are supposed to implement the education export strategy. The data was gathered from HEIs international offices across Finland and analysed by means of Mayring’s qualitative content analysis. The findings indicate a gap between policy vision and practitioners’ reality and thus challenge the existing policy discourse.

Keywords: Education export, higher education, policy dynamics, governance in education, Finland

Digital technologies in day-care institutions - tracing different uses by children and pedagogues

(Presented in English)

Digital technologies are gaining an ever increasing access into the activities in Danish and Nordic day-care institutions. The traditional critical viewpoint of technologies as being opposed to the well-being of children is challenged in part by substantial access to digital tools in infant life, in part by new technologies designed with an intuitive and inviting user interface. In a one-year research project 'Digital tools in day-care-institutions' (2015) financed by The Danish Agency for Digitisation and The Ministry of Education we have investigated the role of digital technologies in relation to questions of learning and the agenda of Pedagogical quality in early childhood education. Our part of the project has had a special focus on relations between use of technology and children’s possibilities of participation in learning environments and childrens’ communities. The data in the project are produced in close cooperation with practitioners through case-studies. The pedagogues have formulated assumptions of outcomes of planned activities involving use of technology within the focus areas. The course of activities has been documented through videotaping, and analysed by both practitioners and researchers. Theoretically the study takes its outset from a socio-material grasp of technologies, understanding technologies as a cultural force that takes part in the – pedagogical - interactions. Furthermore, we are occupied with childrens’ perspectives in the exploration of pedagogical quality of learning environments including digital technologies. From this follows a focus on the preferred activity of children: playing. In the paper we will elaborate on two – preliminary - interrelated - findings: 1) Children and adults are handling technologies in substantially different ways 2) The professionals are to a large degree lacking a professional language of technologies in a pedagogical context. Going through the data-material we are getting aware of substantial different ways of using technologies by children and grown-ups. The pedagogues are using technologies to create learning environments with more or less formulated learning goals. The technologies are, for example, included in activities where the participation of the children aims at taking pictures thematized by the pedagogues, producing small films or developing knowledge of numbers and concepts. In other words, the technologies are inscribed in performances of dominant cultural ways of acting and thinking. Also, most often the pedagogues’ use of technologies follow the immediate possibilities offered by the technologies. From the videos of these activities it appears that the children follow two tracks of participation. Either the children work on mastering the expected cultural forms and codes with more or less enthusiasm or they take sideways, creating their own communities of playing with the cultural forms involving a playful use of body, language and technology. Taking this observation as a starting point, we will describe the different uses of technology among children and pedagogues. We hereby hope to contribute to the development of professionalism in the use of digital technologies in day-care institutions comprising curiosity, investigation, and critique, and a more child-centered pedagogy in the use of digital technologies.

SCHATZ, MONIKA (UNIVERSITY OF HELSINKI, MONIKA.SCHATZ@HELSEINKI.FI)

SCHRØDER, VIBEKE (UNIVERSITY COLLEGE CAPITOL, COPENHAGEN, VS4@UCC.DK)
THORLEIF FROJKJER (UNIVERSITY COLLEGE CAPITOL, COPENHAGEN, TF@UCC.DK)
STEEN SØNDERGAARD (UNIVERSITY COLLEGE CAPITOL, COPENHAGEN, STS@UCC.DK)

Digital technologies in day-care institutions - tracing different uses by children and pedagogues

SCHATZ, MONIKA (UNIVERSITY OF HELSINKI, MONIKA.SCHATZ@HELSEINKI.FI)

Engines without Fuel? – Empirical Findings on Finnish Higher Education Institutions as Education Exporters

(Presented in English)

In 2010, the Finnish Ministry of Education and Culture (MOEC) formulated Finland’s first education export strategy (MOEC, 2010). This policy document attributed Finnish Higher Education Institutions (HEIs) a significant role in the emerging sector by declaring them as ‘engines’ of education export. Situated in a phenomenological approach towards policymaking, this paper empirically investigates how HEIs perceive their role as education exporters. A case study is presented in order to give voice to those who are supposed to implement the education export strategy. The data was gathered from HEIs international offices across Finland and analysed by means of Mayring’s qualitative content analysis. The findings indicate a gap between policy vision and practitioners’ reality and thus challenge the existing policy discourse.

Keywords: Education export, higher education, policy dynamics, governance in education, Finland

Digital technologies in day-care institutions - tracing different uses by children and pedagogues

(Presented in English)

Digital technologies are gaining an ever increasing access into the activities in Danish and Nordic day-care institutions. The traditional critical viewpoint of technologies as being opposed to the well-being of children is challenged in part by substantial access to digital tools in infant life, in part by new technologies designed with an intuitive and inviting user interface. In a one-year research project 'Digital tools in day-care-institutions' (2015) financed by The Danish Agency for Digitisation and The Ministry of Education we have investigated the role of digital technologies in relation to questions of learning and the agenda of Pedagogical quality in early childhood education. Our part of the project has had a special focus on relations between use of technology and children’s possibilities of participation in learning environments and childrens’ communities. The data in the project are produced in close cooperation with practitioners through case-studies. The pedagogues have formulated assumptions of outcomes of planned activities involving use of technology within the focus areas. The course of activities has been documented through videotaping, and analysed by both practitioners and researchers. Theoretically the study takes its outset from a socio-material grasp of technologies, understanding technologies as a cultural force that takes part in the – pedagogical - interactions. Furthermore, we are occupied with childrens’ perspectives in the exploration of pedagogical quality of learning environments including digital technologies. From this follows a focus on the preferred activity of children: playing. In the paper we will elaborate on two – preliminary - interrelated - findings: 1) Children and adults are handling technologies in substantially different ways 2) The professionals are to a large degree lacking a professional language of technologies in a pedagogical context. Going through the data-material we are getting aware of substantial different ways of using technologies by children and grown-ups. The pedagogues are using technologies to create learning environments with more or less formulated learning goals. The technologies are, for example, included in activities where the participation of the children aims at taking pictures thematized by the pedagogues, producing small films or developing knowledge of numbers and concepts. In other words, the technologies are inscribed in performances of dominant cultural ways of acting and thinking. Also, most often the pedagogues’ use of technologies follow the immediate possibilities offered by the technologies. From the videos of these activities it appears that the children follow two tracks of participation. Either the children work on mastering the expected cultural forms and codes with more or less enthusiasm or they take sideways, creating their own communities of playing with the cultural forms involving a playful use of body, language and technology. Taking this observation as a starting point, we will describe the different uses of technology among children and pedagogues. We hereby hope to contribute to the development of professionalism in the use of digital technologies in day-care institutions comprising curiosity, investigation, and critique, and a more child-centered pedagogy in the use of digital technologies.

SCHATZ, MONIKA (UNIVERSITY OF HELSINKI, MONIKA.SCHATZ@HELSEINKI.FI)

SCHRØDER, VIBEKE (UNIVERSITY COLLEGE CAPITOL, COPENHAGEN, VS4@UCC.DK)
THORLEIF FROJKJER (UNIVERSITY COLLEGE CAPITOL, COPENHAGEN, TF@UCC.DK)
STEEN SØNDERGAARD (UNIVERSITY COLLEGE CAPITOL, COPENHAGEN, STS@UCC.DK)
Food as a tool for learning in preschool - an exploratory study from Sweden.

(Presented in English)

In Sweden, most children aged 1–5 years are enrolled in preschool, where they have one or more meals per day. A great deal of learning about food and eating occurs early in life, especially regarding preferences for taste and attitudes towards food. Food, eating practices and meals culture are thus experienced by young children both at home and at preschool. Despite this, Swedish preschool teachers have very little theoretical and practical knowledge about preschool’s role and responsibility for children’s food habits. Several studies (eg. Mikkelsen et al. 2014, Dev and McBride 2013) as well as the American Diet Association (Benjamin Neelon and Briley 2011) and the European Food Information Council (EUFIC) argue that children’s education concerning a healthy lifestyle is an important key to good health. As of 1998 Sweden has a specific curriculum for preschool with goals that specify the orientation of the work (The Swedish National Agency for Education 2011). Although the curriculum is very comprehensive and the expected developments are very detailed, the curriculum does not include food or meals, either from a health or a learning perspective. The aim of this study was to explore the experiences and the meanings that preschool teachers associate with involving different pedagogical methods in their everyday activities. 14 preschools in the south of Sweden were included in the study which involved working with two books based on two specific pedagogic methods: Sensory education, so-called Sapere (Algotson, Öström, and Alfredsson 2011), and Cook and learn step-by-step (Andersson 1994). Six months later, 20 semi-structured individual or group interviews with 45 preschool staff were conducted during preschool hours, held in 10 different preschools. A theory of social constructionism was used as a tool for analyses. The results show that support, both individual and structural, is needed in order to make food meaningful among educational activities in preschool. The lack of experienced individual and/or structural support makes it hard to integrate food as a natural part of planned educational activities. There is no potential at all to work with food if both individual and structural support is missing. However, if either individual or structural support is lacking, it may still be possible to work with food during a limited time, as was the case with the reported project. To enable long-term work, with food as a natural part of the educational activities and with food as a way to work with the preschool curriculum as well as national goals for public health and environment, both individual and structural support is required. The preschool teachers need knowledge, skills and tools, as well as the support of managers concerning both organisation and the allocation of resources. Otherwise the success of implementing food as a tool for learning relies on enthusiasts who consider it important that food should be integrated as a natural part of the planned educational activities in preschool.

● ● ●

Severinsson, Susanne (Linköping University, susanne.severinsson@liu.se)

Documentation of education for teenagers in residential care: Network of blame and critique

(Presented in English)

This article presents analyses of documents from a special school in Sweden for students in the care of social welfare who have social, emotional and behavioural difficulties (SEBD). The aim is to analyse, with the help of actor-network theory (ANT), how guilt and blame are handled in documentation and how possible education trajectories are produced. The Callon (1986) characteristics of translation are used in the analysis; problematisation, interessement, enrollment and mobilisation. The documentation can be read as a materialised network that produces a trajectory accentuating the situational aspects. The template headings, one for each actor, enable different translations and make it possible to distribute responsibilities between students, parents, social services officers and teachers, and thus to reduce the risk of conflicts.

● ● ●
Teaching and learning in Icelandic compulsory schools at the beginning of the 21st century

(Presented in English)

The main aims of the research were to give an overview of school practices at the beginning of the 21st century, focusing on the trend towards individualised learning, and to reveal if and how the policies of state and local authorities are reflected in school practices. The focus on individualised learning has been prominent in official policy documents in recent decades in Iceland, although defined in different ways. The definition used in this study implies a primary focus on; adapting teaching and learning to different individuals, such as towards ability and interests; student autonomy, choice and responsibility for their learning. The term also relies on concepts such as student empowerment and student voices. Learning is viewed as a social process. Individualised learning is therefore used here as an umbrella term for a variety of ideas and practices rooted in different theoretical perspectives. The research project was organised around a framework based on an evaluation tool for schools' development towards individualised learning, consisting of six strands; attitudes, physical environment, internal structures, teachers, students, and parents. Method A team of 50 researchers and graduate students at the University of Iceland and University of Akureyri, participated in the project, along with municipalities staff and two business enterprises. Data was collected in 20 schools out of which 17 were randomly selected and three on the grounds of their official policy on individualised learning. School staff (N = 823); students in grades 7–10 (N = 1821), and parents (N = 3481) responded to a questionnaire survey. Classroom observations were conducted in grades 1–10 (383 lessons), and students, teachers and school administrators were interviewed (total of 153 interviews). Various relevant documents were analysed. The database is open and available to future researchers. Main findings School practices were shaped by attitudes which were generally consistent with the policies of the education authorities. The most common lesson arrangement was though direct instruction, followed up by a variety of individual assignments using workbooks, but teachers’ interest in an increased variety of methods and individualised learning was apparent. The physical learning environment most commonly remained in the form of traditional classrooms, although there were open spaces in various forms, particularly in the most recently constructed buildings. Computer equipment was limited, and the same was true of the use of information technology in class. The leadership was characterised by encouragement to teachers regarding improvements, but teachers did call for increased pedagogical leadership. Even though students’ attitudes were generally positive, their influence on their learning was limited. Relations with parents took the form of regular parent interviews and electronic communications. A positive attitude to the pedagogical role of schools, diverse teaching methods and individualised learning, together with an emphasis on parental involvement, indicate a certain trend. Teaching methods in schools using team teaching set themselves apart in many ways: learning was more individualised than in other schools; student collaboration was more widespread; and developmental work was more extensive. The main findings will prove useful in policymaking and school development at local level.

Continuities and contradictions in creating a five-year teacher education programme after the merger of two universities

(Presented in English)

This overview sets out the progress of revision of education at the University of Iceland’s School of Education from its inception in 2008 with the merger of the Iceland University of Education and the University of Iceland. In 2008, new legislation on teacher education was passed calling for a master’s degree as a prerequisite for teaching certification. New legislation on preschools, compulsory schools and upper secondary schools was also passed the same year. This was thus a period of change in the history of teacher education. The purpose of the presentation is to present an overview of information about matters such as working
Making sense and use of assessments

(Presented in English)

In this paper it is argued that the assessment discourse in school may contribute in (re)producing social differences for students, which can affect their future possibilities. The equality perspective is traditionally a central aspect in Swedish education and the right to equal education for all citizens (no matter gender, age, origin, religion, sexual orientation, disabilities and so on) is regulated by law and is also formulated in the fundamental values of the curriculum (Lgr11). The equality perspective does not mean that the education is to be performed in the same way in every school or that the financial resources can be equally distributed. What it does mean is that the students’ various potentials and opportunities should always be taken into consideration when it comes to pedagogical and financial decisions in school. Swedish, students in compulsory school are increasingly being assessed and graded. The motif according to the education policies is to enhance results and to make students more focused on target achievement. The purpose of this paper is to explore how students make sense of the assessment language used by teachers. It is furthermore concerned with how language can contribute in the subjectification of students and the construction of social difference. This paper is based on an interview study with 28 Swedish students in ninth grade. The study focuses on: how students speak about being assessed, and on how assessments are conditioning their performance and possibilities in school. The interviews were analysed using a discourse analytical approach, based on Michel Foucault’s theoretical framework. The students’ narratives are thus regarded as products of the educational and assessment discourses that are both constructing, and constructed by, the practice. The result show that students rely on their teachers’ expertise and that students are aware of, and very attentive to the assessments given on their performances in school. However when teachers communicate the formal expectations and knowledge demands to their students; they are using a professionally oriented language that students find remote and unavailable.

This is a language that is particularly unavailable to the students that are all ready excluded by the special needs discourse or by their lacking proficiency in the Swedish language. When students’ fail to understand the teachers expectation, they use the rules and regulations available to them, that is the behavioural and relational rules that belong to the classroom game. In conclusion, the assessment discourse contributes in constructing barriers between teachers and students and differing conditions for different student groups. The language thus constructs unequal conditions. Furthermore the language constructs subjects that focus on performing as "good students" that behave and adjust to the teachers’ expectations, in exchange for positive assessment and better grades. The result suggest that to accomplish equality according to the target achievement stipulated by the Swedish National Agency for Education, teachers need to use their expertise and employ a language that is adjusted to the students’ age, language skills and understanding.

The influence of transnational policy approaches on curriculum revisions over three reform cycles in Finland

(Presented in English)

This paper examines how curricula for basic education in Finland reflect the influences of comparative studies as an outcome of an increased international focus on globalisation and individualisation in policy and research. By adopting Steiner-Khamsi’s (2013) four-field scheme to...
identify the underlying research methodologies of such studies, and by developing a conceptual apparatus to examine how national curricula are configured by policy programs, which both restrict and facilitate a transnational policy transfer, we address: How do national curricula reflect a set of comparative policy approaches to bring about education reform? How can national curricula be interpreted in light of alternative policy programs which structure transnational policy transfer in today’s society? The study places the findings and interpretations within a historical context, analyses the data by an empirical-conceptual apparatus and draws on a counterfactual research strategy to discuss how a transnational policy transfer is influencing the design and development of national curricula. Transnational policy transfer has been the subject of numerous studies (cf. Méhaut and Winch, 2012; Meyer, 2006; Young and Allais, 2013); however, to place such transfer into the contexts of national curriculum history has rarely been approached. One of the most important contributions of this study lies in the different mixtures of programs which can be identified by examining national curricula across history and by demonstrating the contradictory roles these programs are playing in both facilitating and constricting transnational policy transfer in national reform. References: Méhaut P and Winch C. (2012) The European Qualification Framework: skills, competences or knowledge? The European Educational Research Journal, 11. (accessed 23.11.12) Meyer JW. (2006) World Models, National Curricula, and the Centrality of the Individual. In: Benavot A and Braslavsky C (eds) School Knowledge in Comparative and Historical Perspective. Changing Curricula in Primary and Secondary Education. Hong Kong: Comparative Education Research Centre. Springer. Steiner-Khamsi G. (2013) What is Wrong with the ‘What-Went-Right’ Approach in Educational Policy? European Educational Research Journal 12. Young M and Allais SM. (2013) Implementing national qualifications frameworks across five continents, London: Routledge.

So-called “letters” written to the researcher - a methodological perspective

(Presented in English)

In addition to the most prominent research methods such as interviews, observation and document analysis, in recent years several new and lesser-known qualitative methods have occurred. One such method has been developed in Scandinavia, the so-called “letters” written to the researcher. This method goes under the term “Brevmetoden” (“brev” (No.) = written letter). The method assumes that the respondents, teachers or students, based on their own experiences in phenomena regarding teaching, learning, or “school culture”, writes a text in the form of a letter to the researcher. An advantage of the method is that categorization and analysis of letter statements may start immediately after the letters are collected; there is in other words no need for transcription as for instance in surveys. However, the use of letter method as other methods also carries disadvantages and challenges. A disadvantage of letter method is the lack of opportunities to ask follow-up questions. The method also makes considerable demands on the participants’ commitment and motivation, and the ability to express them selves in an elaborate and concise way. Challenges related to letter methodology as a qualitative method have barely been elucidated earlier. The purpose of this paper is firstly to contribute to a greater focus on the letter method and the potential it represents, and secondly, to discuss the characteristics of the method in a methodological perspective. Current research on the basis of letter method including a study by the author of the paper forms the backdrop for the discussion.

SJÖBERG, LENA (UNIVERSITY WEST, LENA.SJOBERG@HV.SE)

To become a primary education teacher – pedagogic discourses in the assessment practice of the teacher training

(Presented in English)

The Swedish teacher training has since the end of the 20th century been affected by several extensive political reforms. The last reform, which was implemented in 2011, completely changed the teacher training. One of several implications of the reform was a return to a diversification of different teacher categories. The intentions of this diversification were, among others, to give each category of teachers specialized knowledge concerning their teaching subjects as well as the ages of their future pupils (based on a developmental psychology rationality), but also to attain stronger professional identities. The study is based on the Primary education teaching program with focus on the grades F-3 and 4-6. The empirical material consists of the assessment assignments given to the students in both programs. The aim of
the study is to investigate what knowledge, knowledge forms and abilities that are assessed during the teacher training and consequently constructed as the teachers’ professional knowledge base. Bernsteinian theories on how power relations are produced and reproduced in and through the educational system is the main theoretical framework for the study. Pedagogic discourses, i.e. how the choice of content operates in the teacher training is also an important theoretical perspective. Another perspective in the analysis is how the knowledge and knowledge forms are represented in relation to horizontal and vertical discourses. The study finally tries to answer the question on how national policies are transformed into educational practice.

SJÖGREN, FREDRIK (UNIVERSITY WEST, FREDRIK.SJOGREN@HV.SE)
FREDRIK (SUNNEMARK, FREDRIK.SUNNEMARK@HV.SE)

Students Doing Good. Expanding the Liberal Arts Tradition.

(Presented in English)
The Liberal Arts model of America never made a substantial impact on Swedish higher education. Now, many American institutions are taking the model further, focusing on a more practical form of liberal arts. Those attempts include transforming campuses to arenas where students practice democracy on the foundations of knowledge gained in education; getting students engaged in social service work as part of courses; making students and teachers interact with the local society in order to handle or even solve problems, and alike. As a part of the Democracy Initiative at University West, similar efforts have been made. Close to the University, the Refugee Camp “Restad Gård” is situated. In order to make a difference for the refugees as well as getting teachers and students involved with local issues, a project was set up providing learning groups for refugees that were led by master students of IT and management. All members of the groups were supposed to read four books that the students had read in the previous course at the university and hence were familiar with. All books provided a different perspective on the digitalization of the society. This paper aims to a, describe the project b, describe and analyze the problems of implementing such a project in the Swedish context c, describe the consequences of the project and d, analyze the learning outcome for the students. The data was collected through involvement in the project and through interviews with students and refugees. It is a case study that is related to experiences made in other contexts, mainly from the US. Theories used to analyze learning outcome include a critical sociocultural perspective, using concepts and ideas borrowed from the Vygotski tradition.

SJÖGREN, BJÖRN (LINKÖPING UNIVERSITY, BJORN.SJOGREN@LIU.SE)
LINDA WÄNSTRÖM (LINKÖPING UNIVERSITY, LINDA.WANSTROM@LIU.SE)
SARAH ALSAADI (LINKÖPING UNIVERSITY, SARAH.WALID.ALSAADI@LIU.SE)
MARLENE BJÄREHED (LINKÖPING UNIVERSITY, MARLENE.BJAREHED@LIU.SE)
ROBERT THORNBERG (LINKÖPING UNIVERSITY, ROBERT.THORNBERG@LIU.SE)

The role of moral disengagement, self-efficacy, and class climate in bystander behavior in bullying situations: A multivariate analysis

(Presented in English)
Along with an increasing focus on bullying as a social phenomenon, researchers have come to explore the role played by bystanders in bullying situations. Even though bystanders are neither perpetrators nor victims of bullying, they are important actors by indirectly influencing the prevalence of bullying and have been identified as a key element to focus on in bullying prevention and intervention. More specifically, bullying is generally more common in school contexts characterized by pro-bully bystanders compared to contexts in which the bystanders are more inclined to stick up for the victims. Yet little is known about underlying factors that influence the bystander behaviors in a certain school context. The aim of the present study was to investigate the relationships between different bystander behavior in bullying situations (pro-bully, outsider, and defender) and moral disengagement (MD), defender self-efficacy (DSE), and class climate (CC). In addition, gender and grade were included as control variables. MD refers to a set of socio-cognitive processes through which people can disengage from their moral standards and commit harmful actions without feeling guilt. DSE here refers to a student’s belief in his or her ability to successfully intervene in bullying situations. CC is a measure of the students’ perceived teacher-student and student-student relations. Based on previous research we hypothesized to find (a) a positive association between MD and pro-bully bystander behavior; (b) DSE to be positively associated with defending bystander behavior and negatively associated with outsider bystander behavior; and (c) CC to be negatively associated with pro-bully behavior and positively associated with defender behavior. The
original sample consisted of 333 Swedish students (grades 4–8) who filled out a web-based questionnaire on tablets. Due to missing data, the final sample in the current study consisted of 317 students. A multivariate regression analysis found significant effects of MD and DSE on bystander behavior: pro-bully and outsider bystander behavior were more common among children displaying a higher degree of MD; and outsider and defending bystander behavior were less common among children holding a higher degree of DSE. Furthermore, the prevalence of pro-bully bystander behavior was higher among children in younger grades. Girls were more likely to defend the victim as compared to boys. CC showed a marginally significant positive association with defending bystander behavior. While there is consensus about the importance of paying attention to and address bystanders in bullying prevention and intervention, little is still known about the underlying factors that influence bystander behaviors in school contexts. The findings reported here is an initial step to fill this gap by recognizing MD and DSE as significant contributors to various bystander behaviors. Further research with a larger sample with a multilevel design is needed to better understand how CC might be associated with bystander behaviors. The findings in this study will be discussed in terms of values education and bullying prevention.

SKAREMYR, ELLINOR (PHD STUDENT AT KARLSTAD UNIVERSITY, SWEDEN, ELLINOR.SKAREMYR@KAU.SE)

Language immersion or heritage language education or? - A Finnish language activity in a preschool context in a Finnish administrative area in Sweden.

(Presented in English)
The Swedish Act on National minorities and minority languages from 2010 contains an enhanced protection for the Swedish national minorities Sami, Finnish and Meänkieli languages in the administrative areas. This enhanced protection means, amongst other things, that children with Sami, Finnish and Meänkieli heritage have the right to preschool activities completely or partially in their minority language. The Act and the increasing number of participating municipalities in the Finnish administrative area in Sweden are pointing at the facing challenges to provide pre-school activities in the Finnish language. It also reveals the need for research on this kind of phenomenon in Swedish preschools. The aim of this paper is to discuss an itinerant bilingual activity, an itinerant part-time activity where three bilingual practitioners went out to different preschools and talked Finnish with children of Finnish heritage. During nine months I followed the bilingual practitioners and conducted observations, interviews and collected diaries (from the practitioners). This paper is expected to contribute with a discussion on how to understand a specific bilingual activity, an itinerant part-time activity, affecting children with Finnish heritage. Early conclusions make visible a difficulty in labelling and conceptualizing this kind of activity. But the preliminary results show how the itinerant part-time Finnish activity were executed and took form in different ways. Speech situations identified so far are mealtime, storybook reading, singing, creative activities play and games. They can be described as formal and planned activities or informal and spontaneous activities. The speech situations can either be integrated in or segregated from other activities and that point at an existing discourse of sometimes separating languages and sometimes mixing languages in the Swedish preschools speech communities.

SKONHOFT JOHANNESEN, HEDVIG (OSLO AND AKERSHUS UNIVERSITY COLLEGE OF APPLIED SCIENCES (HIOA), HEDVIG.JOHANNESEN@HIOA.NO)

Technical and Vocational Teachers and Diversity: Encounters with the Primacy of Practice

(Presented in English)
Research topic and theoretical framework The topic of this paper concerns the core concept of «diversity» as used by teachers, predominantly technical and vocational teachers, teaching at the school based upper secondary technical and vocational education and training in Norway. Equal
SKOTT, PIA (DEPARTMENT OF EDUCATION, UPPSALA UNIVERSITY, SWEDEN, pia.skott@edu.uu.se) MONIKA TÖRNSEN (CENTRE FOR PRINCIPAL DEVELOPMENT, UMEÅ UNIVERSITY, SWEDEN, monika.tornsen@umu.se)

National principal education - from realization and learning perspectives

(Presented in English)

National principal training started in the 1960s in Sweden, continued in various ways over the years and in 1990 the program is seen as established and having adopted an institutional character. The current National School Leadership Training Program was launched in 2009. Since March 15th 2010 the program is mandatory for principals and optional for preschool leaders and vice/deputy principals in both municipal and independent schools. Six universities provide the program. In this paper we present results from a three year project studying effects of the program. The aim is to illuminate what happens when national educational ambitions are to be lived through universities enactment of policy. The study is built on two research questions: How is the Training Program enacted in practice? What are the effects on individual participant level? The first question is answered by comparing the education provided at two universities during the second year of the three year program. A curriculum theory approach is used. This means considering the program as governed through national curriculum texts, which are to be interpreted and enacted by program providers. They are to create a learning environment based on both content (in this case management by goals and objectives performed on “advanced level”) and form (30 days, boarding school placements) regulations which are supposed to lead to adult’s professional learning. The methods used are document studies, interviews with university representatives and on-site observations. To answer the second, related to what happens when individual principals attend the program, we use theories on adult didactics, adult learning and understanding individuals through the study of professional identity in leadership. Principal education in the given form is not a preparation program, but a program for professionals already working as principals. From this perspective the program intentionally aims at regulating not only the understanding of a role, but rather to develop principals’ professional identities, to be able to meet national expectations and demands on principals. Principals are thus learners in a complex landscape of different communities of practice. To study effects on the individual level 12 principals are followed over time, including repeated in depth interviews with a narrative approach. Our
findings show that the Program, as pedagogical activities, is enacted from various perspectives depending on how the universities understand and transform the curricula. Depending on the learning 'communities of practice' provided for by and within the program, the background and persona of individuals, and the principal's local context and 'communities of practice', create different learning patterns. The study identifies expected, possible and visible effects of the program. It shows that possibilities for learning vary, and that obstacles can be identified related to both providers and individual participants. Since the Nordic countries share the basic governing structure with strong national demands on principals, combined with efforts to affect principals learning and acting, the Swedish case can be used to mirror other contexts.

• • •

SKUNDBERG, Øystein (LILLEHAMMER UNIVERSITY COLLEGE, OYSTEIN.SKUNDBERG@HIL.NO)

Sexual education for girls in 1916: Science and gender in the first sex ed textbook used in Norwegian schools

(Presented in English)

Sexual education, both as a part of child rearing in families and education in schools, was a controversial topic in the first decades of the 20th century. Conservative and liberal sides in the debate agreed that the sexual behaviour of adolescents had a significant impact on the family, the society and on the national health, but they disagreed strongly about what sort of knowledge about sexuality young people should get, and from whom. Traditionalists wanted sex ed to be the privilege of the parents, while educators and physicians claimed school was the proper arena, where they could ensure that sexuality was presented free of moral condemnation or false medical myth. In 1916, the first Norwegian school textbook in sex education for children was published, “Health knowledge for young ladies”. It represented a radical new approach to teaching young people about sexuality, based on liberal feminist politics and modern scientific premises. Still, it also built on traditional moral values and an archaic medical knowledge; the male genitals were described in a manner that harked back to far older theories of sexual medicine, and despite the fact that the book was part of a larger hygienic-political project initiated by pioneers of the Norwegian women’s lib movement, the difference between male and female sexuality reflected older bourgeois norms. Not many years later, the influences from Freudian psychoanalysis appeared in advice literature about children and adolescents, introducing a dramatically emancipatory view of children’s sexuality. This means that there were (at least) three sides in the debate at the time: hygienic/medical, traditionalist/Christian/middle class and radical/intellectual/Freudian-marxist. The paper analyses how the 1916 book was breaking new ground with its candid descriptions of topics that previously had been either veiled in Christian morality or reduced to degrees of medical aberrations, and compares the medical truths and didactic strategies in it with the emerging psychoanalytical discourse on children’s sexuality then and now. It is an articulation of one of the fronts in the struggle for hegemony of knowledge around the turn of the century in Norway, and the conflicts between progressive pedagogy and older family values. Theoretically, the analysis is based on the structuralist and foucauldian assumption that truths are constructed in and from language, and that knowledge (about sexuality) is used to exercise power in a specific historical context. Furthermore, important points about children’s sexuality as a marker of class, culture and gender are borrowed from Beth Bailey and Jeffrey Weeks. Literature Bailey, B. (2015). The vexed history of children and sex. I P. Fass (Red.), The Routledge History of Childhood in the Western World. London: Routledge. Foucault, M., & Schaanning, E. (1995). Seksualitetens historie 1: Vilje til viten. [Halden]: Exil. Skjerve, K. (1916). Sundhetslære for unge kvinner. Kristiania: Aschehoug. Weeks, J. (1989). Sex, politics, and society : the regulation of sexuality since 1800 (2nd ed. utg.). London: Longman. Weeks, J. (2009). Sexuality (3. utg.). London: Routledge. Wold, A. (1968). Evnerike gausdøler i Amerika : blethoggaren Bernt Evenvold og pedagogen Kristiane Skjerve. Årbok for Gudbrandsdalen (ordinær utg.).

• • •

SMIDT, Søren (UCC, Sm@ucc.dk)

Intentional pedagogical practice in day-care institutions

(Presented in English)

In the field of day-care institutions in Denmark, there is an increasing focus on intentional practice and purpose-orientation in pedagogical work. This is reflected in the legislation (Dagtilbudsloven) and in the demands the municipal administration’s put on the day-care institutions. But it also has a perspective that is formulated by professionals themselves (Lind, Petersen og Smidt 2011). Theoretically this interest in pedagogical intentionality is supported by international research (Melhuish, Sammons, Siraj-Blachford and Taggart 2003, Taggart 2012, Hattie 2012). Our aim is to investigate how pedagogical routines in day-care institutions such as arrival, getting
dressed/undressed, change of diapers, naptime, meals, saying goodbye etc. can be seen as a part of an intentional pedagogical practice. Theoretically the project is rooted in the institutionalization and profession critique (Foucault 1997; Goffmann 1966; Bourdieu 1997; Bae og Sigsgaard; Rasmussen og Smidt 1998, 2001) and in the perception of children and childhood in the childhood sociology (James, Jenks, Prout 1990; Corsaro 1998), as well as various studies of children’s everyday life in day-care institutions (Vygotsky 1982; Bruner 1966; Løkken 1997; Gullev 1999; Rasmussen and Smidt 2001; Højholt, Ron Larsen, Stanek 2007; Sheridan 2007; Sommer 2010; Arenkilde et al. 2012; Bøe og Tøresen 2012). The data collection in the project consists of video recording of routines in various day-care institutions. After our research based/theoretical interpretation of the material we watch the video recording with the staff involved and on the basis of that, we interview the staff about their aims and intentions for children’s learning in pedagogical routines.

SOLBUE, VIBEKE (BERGEN UNIVERSITY COLLEGE, NORWAY, VIBEKE.SOLBUE@hib.no)

The lonely girl in class: using intersectionality theory to negotiate neglected narratives

(Presented in English)

During my PhD- fieldwork, I was following a first class at upper secondary school in Norway (Solbue, 2014). The class was composed of 24 students/pupils and nearly half of them were either immigrants or Norwegian-born to immigrant parents. In the group, there was only one girl wearing hijab. She was in my eyes very visible but she seemed to be almost invisible to the class. This paper will seek to understand her life history, to understand more of how she is negotiating her neglected narratives. During all the three years at upper secondary school, I am interviewing her about her flight from Afghanistan to Norway, about her family, how she experience the school and the life in Norway. She presents a very complex story in the three interviews. I interviewed the girl three times during her upper secondary schooling, one each year. My questions revealed several existential turning points such as her escape from Afghanistan to Norway, how she viewed her family life and how she experienced the school and existence in Norway. She presents a very complex life history (Goodson & Gill, 2011). The narrative analysis is structured around the turning points in her life history (Arvidsson, 1998).

However, when analyzing her life history I need a theory that allows me carefully to unveil the different levels of her story. Why does she seems to be so alone in the class, why does she not have any friends at her first year at school? What kind of roles does she have in her own family, and how does she react on the special event making her six years older than her real age based on the false declaration of her father. By using theory of intersectionality, it allows me to look at what Clark (2013) terms as the two wings of an intersectional analysis. A wing based on a representational/constructive function, and a structural/systemic wing (Clark, 2013). Following Clark’s understanding of intersectional analysis, the narrative data will be discussed on both on the individual level of the life history, but also on the structural level in order to unveil the structural oppressions (McCall, 2005).

SOLLIED, SISSEL (UIT THE ARCTIC UNIVERSITY OF NORWAY, SISSEL.SOLLIED@UIT.NO)

ASTRID KLEPPE FLACKE (DIAKONHJEMMET HØGSKOLE, OSLO, ASTRID.FLACKE@DIAKONHJEMMET.NO)

ICDP Program in Shelter Homes.

(Presented in English)

ICDP Program in Shelter Homes. Domestic violence, as a substantial criminal and a public health issue, remains an important priority for the Norwegian Government. In August 2013 the Ministry of Justice and Public Security released a new three-year Action Plan covering the period 2014-2017 designed to combat domestic violence. The plan contained 45 measures and replaces previous Actions developed by the Ministry in this sensitive and socially difficult area. As part of this plan Children, Youth and Family Affairs were allocated NOK 1 million to deliver an adapted form of the International Child Development Programme (ICDP) to parents being accommodated in shelter

193
homes as a result of violence within their family. Shelter homes provide users with support and guidance as part of a wider set of crisis center initiatives. These include a 24-hour helpline, residential facilities, daytime activities and individualized follow-up during the re-establishment phase. The purpose of implementing the ICDP programme in the homes was to examine the suitability of the ICDP program as a potential parent guidance program for use in these settings. In 2014 employees at six centers accepted the offer of obtaining an ICDP supervisor certification. These employees were then trained to facilitate groups of parents using a modified version of the ICDP. Associate Professor Sissel Sollied and Assistant Professor Astrid Kleppe Flacke were contracted to undertake research into this initiative. The study sought answers to a number of questions. Could a modified ICDP programme be successfully used in this setting? What did employees think about the use of this tool? Did it help them, as professionals, to do their jobs better? This presentation outlines what has been found by this study to date. Data gathered from an initial evaluation of shelter employees after completing 6 days of theoretical training, log reports of center employees undergoing the ICDP certification process and the two researchers’ own field notes are reported on. Data from a final evaluation undertaken with professionals involved in the use of the programme through focus group interviews with participants from all the shelters is also included. The benefits and drawbacks experienced by shelter employees as they went through the ICDP process are discussed, and an assessment made of the suitability of this modified framework for future training of employees working in shelter house settings in light of what these data reveal. However, both researchers believe that this study should not end at this point. What did the parents in the houses think of the programme? Could use of a modified ICDP initiative with parents help them to prevent violence in their family in the future? These questions need to be more thoroughly addressed in a further research project.

Sollied, Sissel (Universitetet i Tromsø, sissel.sollied@uit.no)
Birgit Kirkebæk (Professor Emeritus, birgit kir@gmail.com)
Tina Harmon (Former Leader of VIKOM, tinaharm@gmail.com)
Mette Christensen (Communications Supervisor, mets@gentofte.dk)

Facilitating Group Processes using Video Analysis as a Tool.

(Presented in English)

For more than a decade, a nationwide network of professionals associated with former VIKOM in Denmark have been working on a project originally titled "Video Analysis and Special Education according to VIKOM principles", to develop a working model for developmental support for teams working with severely disabled children. Now this work is completed and the model presented in a book. Through this project we have learned that focusing on the details of human communication in this setting, the knowledge we have developed is not limited to our specific group, or a specific age group, it is universally applicable. Working with developing a way to support interaction with people with conditions that are complex and different from most others - for example, people with congenital or acquired brain injuries in combination with additional disabilities - has allowed us to develop a broad and deep knowledge of how to develop supportive interaction in general. Professionals find themselves in relationships with individuals who need developmental support in order to maximize their potential in kindergartens, schools and other social and educational fields. "Video analysis in groups" presents a concrete and structured way of working that can inspire exploration of opportunities to create a supportive environment for growth and life quality. We consider the relation between people to be the main arena for development. How people who are a part of these relationships affect and are affected by dynamic interplays of constant movement and change within these environments, are central considerations involved when assessing how patterns of developmental growth are formed and adjudicated. The video clips reveal that 'present moment' experiences are volatile and difficult to capture, yet deep reflection on the connections involved become possible when moments are stopped, reviewed and re-experienced again and again. I outline how theories from what we have called 'The New NeoNatal Paradigm' are used to uncover and work with different perspectives and positions held by professionals in ways that facilitate a relational group approach to developmental success. Through various angles the theories shows us children's innate skills to initiate contact, interaction and communication. It also describes the caretaker's ability to provide care, and give space for the child's personal development. The aim of the book is to translate this into practical pedagogical actions. I suggest that a theory-driven analysis, through tentative interpretation of any interactions viewed over time, allows everyone involved to input their reflections in a way that enables environmental experiences to become more clearly understood.
Focusing on the detail of human communication has important universal applications for developmental support in any educational, social or professional setting. Such reflections form a solid basis for further professional planning.

- - -

Spernes, Kari (Ostfold University College, kari.spernes@hiq.no)
Hilde Sofie Fjeld (University of Oslo, h.s.fjeld@ils.uio.no)

Shadows in the corridor. A study of educational leadership in the bilingual field.

(Presented in English)

Purpose: The purpose of this study is to examine the content knowledge of Norwegian principals regarding bilingual education in lower secondary schools, and how they engage in and support the development of this field in their schools. As part of this we seek to illuminate how the principals include bilingual teachers in their schools’ professional learning communities (PLC). Background: The backdrop of the study is a school project in which the purpose was to improve the cooperation between bilingual teachers and ordinary class teachers. The findings showed that even though the project was especially organized and designed for this purpose, the outcome was not altogether successful. They also suggested a possible lack of engagement and knowledge of the bilingual field with the school-management, and this brought forth the ideas for this study. The backdrop for our special attention to how bilingual teachers are included in PLC is that the Norwegian Ministry of Education in the period 2013-2017 emphasizes competence enhancement in lower secondary school through learning communities as one of three main strategies. Data collection: Qualitative data were collected in a municipality in southern Norway. We interviewed the principal of the school that administrates the resources regarding bilingual teaching, the chief municipal education officer, and six principals in lower secondary schools. Theoretical framework: The study is grounded in theory that highlights the connection between knowledge based educational leadership and student outcome. We also draw on the concept cultural capital in this research, but the main theoretical framework is related to educational leadership theory and the concept professional learning community. Preliminary findings: Our informants; the principals in lower secondary school, are not familiar with the bilingual field nor the bilingual teachers and their professional work. According to the principals, the bilingual teachers are not involved in the school’s professional learning communities in general, and the opportunity of cooperation on a daily basis is also in many cases limited. The principals understand this mainly as an organizational problem. However none of them has engaged in finding better ways of organizing the resources in this area. Nevertheless, the principals claim that bilingual teachers’ cultural capital is important in school. Relevant literature: Bourdieu, P. (1980). The Logic of Practice. California: Stanford University Press. Dufour, R & M. Fullan (2013). Cultures Buildt to Last; Systemic PLCs at Work. Bloomingtong: Solution Tree Press Robertson, V.M.J., C.A. Lloyd & K.J. Rowe (2008) The impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. Educational Administration Quarterly. (X). 1- 40 Stoll, L & K.S.Louis (ed.) (2007). Professional Learning Communities: divergence, depth and dilemmas. Maidenhead: Open University Press. Timerley, H. (2011). Knowledge and the Leadership of Learning. Leadership and Policy in Schools. (10)2. 145-170 .

- - -

Spernes, Kari (Ostfold University College, kari.spernes@hiq.no)
Hilde Afdal (Ostfold University College, hilde.afdal@hiq.no)

Scientific methods as boundary objects - connecting theory and practice in teacher education

(Presented in English)

Background: In general, teacher education (TE) is organized in a wide variety of forms, and are based on different organizing themes internationally. However, a “research-based” approach seem to increase as an organizing theme in several countries. A research-based TE holds the idea that students through active, reflective, and critical inquiry will understand knowledge as an active construction (OECD 1998). TE program should aim to educate teachers who are able to identify, explain and justify former and prospective actions (research-based-performance). Based on this idea we developed internship assignment where scientific methods are intended as the connection between theory (on-campus TE) and practice (off-campus TE). Purpose: The purpose of this study is to examine how students in TE may use internship assignment involving the use of scientific methods as boundary objects, connecting theory and practice. Data collection: All activities and assignments for their internship periods were developed in such a way that they constituted a progression throughout the three-year long course.
Whereas, we earlier would e.g. prepare the students for one assignment connected to observations in the classroom, in the new design we developed a successive structure. The students' reports from internship describe these assignment, both the proses and the result. In this study, we use the students' internship reports as data. Reports are collected from students in four cohorts during six semesters, from 2010-2015, totally about 300 reports. Theoretical framework: Boundaries can be defined as sociocultural differences that may rise across different learning sites (Akkerman & Bakken, 2011), as in this study: campus and internship. The concept boundary objects refers to artifact doing the crossing by fulfilling a bridging function (Star, 1989). Scientific methods, presented through the assignment in internship, are intended as boundary objects between theory and practice. Akkermann and Bakken (2011) identify four steps in the dialogical learning process that may take place in boundary crossing: identification (coming to know what the diverse practices are about in relation to one another), coordination (creating cooperative and routinized exchange between practices), reflection (expanding one’s perspectives on practices) and transformation (collaboration and co-development of (new) practices). These steps, and their characteristics, are used as analytical framework in this study. Preliminary findings: We find that the students through systematic use of scientific method as bases for inquiry of their teaching practice, develops competencies and skills to connect theoretical and practical aspect of their education. The progress is mainly seen in the students understanding of how to conduct research, and how to analyze and discuss their data. Students' vocabulary change through the prose and our data shows that they develop knowledge in how to use theoretical concepts to analyze, explain and develop their teaching practice. We find that students through these specific internship assignments develops and values the use of systematic inquiry to get new knowledge about students and their learning processes. Literature: Akkerman, S. F., & Bakker, A. (2011). Boundary crossing and boundary objects. Review of educational research, 81(2), 132-169. OECD. (1998). Redefining tertiary education. DOI: http://dx.doi.org/10.1787/9789264163102-en. Paris: : OECD Publishing. Star, S. L. (1989). The structure of ill-structured solutions: heterogeneous problem-solving, boundary objects and distributed artificial intelligence. In L. Glasser & M. Huhns (Eds.), Distributed artificial intelligence (pp. 37-54). San Mateo, CA: Morgan Kaufmann.

S

SPJUT, LINA (PhD STUDE ÖREBRO UNIVERSITY, LINA.SPJUT@ORU.SE)

Nation, ethnicity and common History. A comparative study of Swedish and Finland-swedish textbooks 1866-2015

(Presented in English)

Sweden and Finland were one country for more than 600 years and there are many remaining links between the two countries. Throughout the period, but even today there are Swedish and Finnish populations on both sides of the Gulf of Bothnia. When Russia conquered the Finnish part of the country in 1809, the state and its population were separated and the situations for the language groups changed and developed differently in Sweden and Finland. In the beginning of the period studied in this thesis, 1866-2015, a new type of nation emerged in Europe, based on versions of nationalism constructed on ethnicity and language. Elementary schools played an important role in this nation building, spreading the mother language and the nation’s history. Elementary school textbooks were designed in relation to nation building, language and ethnic identification. After WW II other values became important, other interpretation of history became in focus and elementary-school textbooks had to be re-written. The thesis compares how Swedish and Finland-Swedish textbooks describe ethnicity and common history in Sweden and Finland 1866-2015. The main aim of the thesis is to compare how two textbooks-traditions describes their Swedish and Finnish populations and if, or how, the textbook history is to be seen as related to these descriptions. The textbooks examined were written for elementary schools to be used in the teaching of history and geography. The research question focuses on descriptions of Swedes and Finns and whether it is possible to see differences in the nation’s historiography. Patterns of reproduction or transformation are also analysed in the textbooks. In the study the quotations from textbooks connected to the aim are sorted and analysed using Critical Discourse Analysis. The results 1866-1939 show that Finns are rendered invisible in Swedish history textbooks. The geography textbooks describe Swedes as cultural and civilised with a peace-loving national character, while Finns are described as uncultured, peripheral and stubborn. The historiography differs in what is described, and how. One example is that the Finns’ contribution to the common country is quite hard to find in the textbooks. Swedish textbooks also seem to want to steal the honour from any Finnish success by placing Swedish ethnicity before Finnish national identity in cases where Swedish-speaking Finns have done great things. These types of descriptions are both reproduced and transformed as the actual relations between Finland and Sweden change and it is obvious that textbook history does not tell about the
past but rather the story that the present wants to propagate. At the moment I am analyzing the material from 1940-2015.

**Staf, Susanne** *(University of Gothenburg, idpp, susanne.staf@ped.gu.se)*

**Reasoning about historical sources in a National History test for year 9** *(Presented in English)*

The aim of this study is to identify and analyse how 15-year-old students evaluate sources in a National History test. To examine, interpret and evaluate sources are fundamental practices in historical literacy. It is also a toolkit for developing the kind of critical literacy needed in a digital society (Wineburg and Reisman 2015). In Sweden, National tests in the Social sciences including History were introduced in 2012-2013 and have since been compulsory. This paper analyses and discusses tasks aimed at testing students’ ability to use various sources, as well as the answers 50 students’ wrote in response to these tasks. Studies on disciplinary literacy show that professional historians, as opposed to most students, assess the credibility and relevance of sources through sourcing, corroboration and contextualisation (Wineburg, 1991, Shanahan & Shanahan, 2008). Students’ ability to use the same literacy practices seems to be prompted by tasks including multiple sources and an emphasis on corroboration and sourcing (Monte Sano and de La Paz, 2012). In my study test tasks are analysed as prompts for eliciting students’ reasoning about verbal and visual sources, such as excerpts from interviews, photographs, autobiographies and paintings. The sample consists of 50 national tests, written by as many boys as girls. The tests were sent in from schools around Sweden and categorized according to the grade given for the test as a whole. The analysis shows how literacy practices such as sourcing and corroboration are framed in the tasks, and how students use these practices when reasoning about various sources. Sourcing and corroboration are used as key concepts for analysing students reasoning about verbal and visual sources in relation to a given context. Preliminary results indicate that these literacy practices are not integrated in history teaching in all secondary schools, and that students therefore tend to refer to sources as reliable or useful as such, rather than relating their usefulness to a question. The results also indicate that these historical literacy practices are an important part of critical literacy more generally. Knowledge on how students’ assess and use various sources provides a basis for teaching critical literacy in History as well as in other

**Stefansdottir, Gudrun** *(University of Iceland, gvs@hi.is)*

"I am a college student" Postsecondary education for students with intellectual disabilities *(Presented in English)*

Postsecondary education for students with intellectual disabilities is almost unheard of in the Nordic countries, but several colleges in America, Australia, and Europe offer such programs. These colleges seldom offer inclusive education services; since 2007, however, the University of Iceland has offered a Vocational Diploma in inclusive settings for students with intellectual disabilities. In this lecture the focus will be on qualitative research carried out in 2009-2015 among 39 graduated students with intellectual disabilities from the University of Iceland and their mentors (peer students). 14 lecturers who have taught inclusive college courses also participated. The findings suggest that, despite some reservations, there seems to be a common agreement that this initiative is an important part of improving the access of disabled people both to education and society. The courses are inclusive, i.e. offered to disabled and non-disabled students at the School of Education studying at the undergraduate level. The graduated students described increased social participation, knowledge and self-esteem. The lecturers described the inclusive courses as positive both for non-disabled and disabled students. The employment outcomes for graduated students have in general been positive. Keywords: postsecondary education, inclusive education, people with intellectual disabilities, employment outcomes.

**Stenliden, Linnea** *(Linköping University, linnea.stenliden@liu.se)*

**Translations through Visual Analytics, Knowledge Visualization and K 12 Students – Three Case Studies** *(Presented in English)*

This paper present three on-going case studies within a research project which intends to investigate how a Visual Analytics (VA) and tools for
Knowledge Visualization (KV) in school settings (within social science as school subject) could be combined to generate synergies in a learning process. In a world of massively mediated information and communication, ordinary educational models might fail in both using those tools to improve education and to prepare the students for their future. How learning processes are changed by digital resources in classrooms and create different opportunities for learning are often highlighted. That kind of learning processes are often described to be complex. Seldom there are any guidelines of how to deal with that kind of complexity. Thereby, the aim in this study is to explain how VA together with KV interfere and can shape learning in social science classes in K 12 schools (from visualization on the screens to a growing body of personal knowledge) through answers of two research questions: 1. In which ways are visual literacy developed when VA, students, KV and other actors interact? 2. How is the visual literacy affected by different didactic designs in the classroom? Actor network theory (ANT) is applied to guide the study. An ANT approach emphasizes that action is shaped by relational materiality and performativity. By drawing on ANT, the point of departure is that the connections between all actors’ interactions (teachers, students, content, etcetera) not only work together but also work upon, or translate, each other, thus forming a network of coordinated things and actions. When this happens, knowledge appears and develops. Subsequently “material-discursive analysis” is used where the ANT metaphors help to call attention to the heterogeneous nature of an educational practice. The study is conducted in K 12 schools and empirical data is gathered through three case studies. A methodological consequence of the theoretical perspective is to use methods that focus on and capture activities of all actants (including the technology) in the school networks. So, to get a nuanced image of the studied objects, multiple methods of data collection are included in the study. The research will take place in four different phases during four years. First a construction of different educational designs will be done. The method for the generation of these designs is to introduce teachers in social science to a VA and to different kinds of KV and let them discuss teaching in relation to a combination of these. Then the various developed educational designs will be tried out as case studies in different K 12 classrooms.

The case studies are expected to contribute to knowledge about translations through tools for Visual Analytics and Knowledge Visualization and students in school. The result will hopefully show how visual literacy emerge in relations to different didactic designs. The results have relevance for the Nordic educational research field as it will further on help to guide teachers’ arrangements of educational models in relation to prevent complexity and to better prepare students for the future.

STORCK CHRISTENSEN, DITTE (UNIVERSITY OF GOTHENBURG, DITTESTORCK@GMAIL.COM)

Celebrating citizenship by sacrificing children’s time: on the expansion of school

(Presented in English)

The problem of school is commonly understood in terms of lack of knowledge of pupils, knowledge being the prerequisite for citizenship. This lack is from different positions explained by a series of other lacks such as the lack in teacher competencies or of relevant and valid research. The reforms fueled by this critique has so far effected increased bureaucratization and formalization and led to the expansion of school when it comes to the years and hours that children are obliged to learn. By resorting to anthropology, critical theory and psychoanalysis I seek to break with the common interpretations of school and its problems. Instead I argue that the problem has to do with a cultural shared belief that the function of school is to deliver citizens. The alternative that I propose can be summarized and contained in the idea that school is a consumption mediary (Pfaller, 2014, p. 19, 20, 32) hosting the ideal of citizenship. According to Pfaller and in line with the thoughts of Winnicott, and also suitling the definition of ritual (Rappaport, 1999, La Fontaine, 1986), humans relate to cultural norms by means of special acts and objects. This mean, that norms such as that of being a good Christian can be dealt with by means of objects that holds the ability to relief the individual of her stress before meeting the demand (Pfaller, 2002, Winnicott, 1971). These objects consume the demand on the Christian to pray. The object can be a candle placed in church as a “stand in” for the praying Christian (Pfaller, 2002). The candle also represents a case of what Winnicott calls illusory experience (Winnicott, 2005 p. 4). At times when this experience is shared he refers to it as common or cultural experience (Winnicott, 2005 p. 18, 128-139) because it is cultural agreed upon that the candle stands for praying. Should it happen that we are disillusioned we will either abandon the object (Winnicott, 2005, p. 13), be obsessive about it (Winnicott, 2005, p. 20, 40) or as proposed by Pfaller, adjust the existing object to make it meet our expectations (Pfaller, 2002, p. 146-159). Applied
to school, the combined reasoning of Pfaller and Winnicott, will imply that the adult community relates to citizenship by means of the shared experience that school represents the democratic state of affair of each and every individual part of the same culture. School reforms can be understood as collective attempts to adjust school to the expectations of the adult community. Perceived through the lens provided by my framework, it is thus not school that has a problem but the community of adults, incapable of finding a satisfying way to relate to its cultural norms. I will explore the usefulness of this interpretative framework when investigating the dynamics behind the expansion of school.

STRAND, GRO MARTE (NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY, TRONDHEIM, NORWAY, GRO.M.STRAND@HIST.NO)
ÁSA DAHL BERGE (NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY, TRONDHEIM, NORWAY, ASA.D.BERGE@HIST.NO)

Parents with immigrant backgrounds, teachers and school leaders; school experiences and school-home relationships

(Presented in English)
The aim of this presentation is to elaborate on how parents with immigrant backgrounds, teachers, mother-tongue-teachers, and principals in Norwegian elementary schools experience the school-home relationship. This study is part of a national initiative «Competence for Diversity» (Utdanningsdirektoratet, 2013), and the aim is to map how the school-home relationship is experienced as a contribution to create a more inclusive schooling for children with immigrant background. The study is performed in cooperation with Professor Tove Steen-Olsen.

STRAND, TORILL (UNIVERSITY OF OSLO, TORILL.STRAND@IPED.UNI.NO)

Xenia - the rituals of hospitality

(Presented in English)
In Homer’s epic poems, giving and receiving xenia (the rituals of hospitality) is a recurrent theme. Over and over again Homer describes how these rituals created and expressed a reciprocal relationship between guest and host and also political alliances. In the Iliad the Trojan War was a result of a violation of xenia. In the Odyssey, every household is depicted in conjunction with hospitality. To the ancient Greeks, generosity, kindness and courtesy shown to strangers were considered both a right and a duty; their ability to abide to the laws of xenia or theoxenia signified dignity. Plato portrays Homer as the protos didaskalos (“first teacher”) and the hegemon paideias (“leader of Greek culture”). But what did Homer teach, and how did he teach it? In this paper I place Homer’s way of teaching xenia in the intersection between contemporary philosophy, literature and politics, as I here read Homer’s epic poems through the lenses of Alain Badiou. Badiou describes the power of literature as a “transition from knowledge to thought”. This transition happens, first, through literature’s encounter with the real; next, by the way the real is marked by that which has never taken place and will never happen. The acts of poetry and prose thus generate imaginations that may “pierce a hole in knowledge”. In this way, literature carries the potentiality to name “a real to which politics remains closed”.

STREITLIEN, ÅSE (TELEMARK UNIVERSITY COLLEGE, ASE.STREITLIEN@HIT.NO)
ANETTE HAGEN (TELEMARK UNIVERSITY COLLEGE, ANETTE.HAGEN@HIT.NO)

“I’ve grown up fast, you might say, being here every day since the age of 16” - Young apprentices’ identity development in an adult working and learning environment

(Presented in English)
“Fra talent til fagarbeider” («From talent to skilled worker», our translation) was a pilot project aiming to develop a new, alternative model for vocational education in Norway, and thereby to improve the rate of successfully completed vocational education. The focus of the paper is on participating apprentices’ perspectives in the pilot: aspects of their role, identity, learning and self-perception. Without a successfully completed education, young adults have few possibilities in the labour market. The dropout rate in Norwegian upper secondary education and training is alarmingly high, especially in the vocational programmes. Equality and social justice are topics connected to the dropout issue. The pilot project included ten students within the Programme subjects for Technical and Industrial Production. The idea was to let students, who were at risk of dropping out of school, start their apprenticeship directly after lower secondary school. Thus, they would obtain all their education within the apprenticeship, as opposed to the Norwegian main model of two theoretically based school years
followed by two years of apprenticeship in a training establishment. Finishing in October 2015, the researchers have followed this project for four years, mainly using formative dialogue research. The research focuses on the processes in the project, the design of the model (including the roles of different participants), the experiences of the participants, the achieved results and the factors influencing the process and the results. In this paper, we present some findings from the apprentice interviews. What seem to be crucial factors on the way to successfully accomplished vocational upper secondary education? What are the apprentices’ experiences of learning environment in the enterprise? And how does their sense of identity change as they integrate in the enterprise?

Sundqvist, Christel (Åbo Akademi University, christel.sundqvist@abo.fi)

What difference does it make? Benefits and drawbacks of co-teaching for students

(Presented in English)

Collaboration between teachers is one key factor in the success of inclusive education (Idol, 2006). Co-teaching between special education teachers and class teachers is mentioned as a possible form of collaboration by researcher in the field of inclusion (Cook & Friend, 1995; Friend et al. 2010; Villa et al. 2013). In Finland co-teaching as a way to support students in need of support is mentioned in educational policy documents. However, the teachers found co-teaching demanding and it is still a quite uncommon way of supporting students (Takala, Pirtti & Törmänen, 2009; Takala & Uusitalo-Malmivaara, 2012). Much efforts have to be done by the teachers in the success of co-teaching, thus it is important to be aware of benefits and drawbacks for students when co-teaching is used as support. In this paper the results from a systematical literature overview in the field of co-teaching from students’ perspectives is presented. Two research questions have guided the investigation. 1.

Svendler Nielsen, Charlotte (Dept. of Nutrition, Exercise and Sports, University of Copenhagen, csnien@nexs.ku.dk)

Jørn Dam (University College Capital, Copenhagen, joad@ucc.dk)

Stine Degerbol (Dept. Nutrition, Exercise and Sports, University of Copenhagen, sdegerbol@nexs.ku.dk)

Movement as a Method: High school students’ diverse experiences of the potential of learning while moving in a variety of subjects

(Presented in English)

Movement as a Method: High school students’ diverse experiences of the potential of learning while moving in a variety of subjects Charlotte Svendler Nielsen, PhD, Assistant Professor, Department of Nutrition, Exercise and Sports, University of Copenhagen, Denmark csnien@nexs.ku.dk This paper will give examples of what potential education has for promoting values like equality and solidarity among a diverse group of students when movement is used as the teaching method in a variety of subjects at high school level. It will draw on conclusions from a year-long field study carried out in a year one class of a high school (16 year olds) during 2013-2014 as part of the Danish Ministry of Education commissioned research project “Learning through Movement.” The teachers of the class integrate movement in mathematics, Danish, English and linguistics. They try how the body can play a role when teaching abstract concepts to students that are not theoretically strong. They also explore how movement can be used to help students of whom some are the first generation in their family to attend high school and thus do not have the same support in relation to school work from home as others. Their overall focus is that moving has to make sense in relation to the learning of all the students in the specific subject areas. Through a qualitative approach the objective of the research looking at this educational project was to gain insight into how movement plays a role in the social relations of the students and their interactions, to their attentiveness, their sense-making and to their motivation for participating in the activities of the lessons. The qualitative design of the study included participant observation of the lessons (with and without a video camera), focus group interviews with both students and teachers and experience descriptions of “significant moments” (van Manen, 1990) of the lessons written by the students. The empirical material was analysed using Max van Manen’s (1990) hermeneutic-phenomenological methodology. The

200
phenomena that were drawn out were discussed using social theories of learning (Wenger, 1998), social constructivist theories of learning (Bruner, 1990; Ricoeur, 2002) and phenomenological theory of the body and consciousness (Merleau-Ponty, 1962; van Manen, 1990; Todres, 2007). Based on these combined theoretical perspectives the teaching and learning situation was understood as being a complex social and cultural process of becoming that is anchored in the body. Through the analyses it became evident that embodied experiences and identity play an important role when learning for this age group. It was also concluded that all of the involved students learn faster and remember better when movement is used as a method for teaching. This has to do with the more focused ‘space’ for learning which was created and the different modalities which came into play. The conclusions of this research project can contribute to cast light on new ways of educating in times when in the Nordic countries there is a growing demand for all youngsters to obtain higher levels of education. If this is to happen new approaches to education that motivate a larger group of students, like teaching through movement, will have to be developed and implemented at all levels of education.

SYRJÄLÄINEN, Eija (TAMPERE UNIVERSITY, DEPARTEMENT OF EDUCATION, Eija.Syrjalainen@uta.fi)

Social justice, equality and solidarity in education; pupils’ experiences of school safety and well-being

(Presented in English)

Social justice, equality and solidarity in education; pupils’ experiences of school safety and well-being My presentation is based on my qualitative case study research: Syrjalainen (2015) Qualitative case study of Anna Tapio – upper primary boarding school. Views and experiences of teachers, school principals, study counselors, the dormitory supervisor and students concerning everyday life in the school, with particular reference to issues of safety and well-being. The research data consists of narratives produced by students (323 in total) and interviews with six students and six staff members in which physical safety (violence and vandalism), safety in social relationships (diversity, bullying, identity, sense of community, perceived influence and trust) and pedagogical safety (rules and sanctions). All the above-mentioned aspects of safety at school, particularly safety in social relationships, are phenomenally and experientially linked with social justice, equality and solidarity. Physical safety and well-being In the experience of Finnish upper primary level students everyday life at school is characterized as being safe: occurrence of violence and vandalism was very rare – such as hiding shoes or rucksacks, or shoving and slapping. The high level of physical safety is the foundation for well-being and finding one’s status and place in the school. After the dramatic experiences of shootings at schools (in Jokela 2007 and Kauhajoki 2008) increased attention has been given in Finnish schools to physical safety. Safety in social relationships and well-being The prevailing school culture maintains power hierarchies among and between teachers and students, and this particularly defines particularly the positions and roles of the students in the everyday life of the school. Many studies indicate that the roles and positions are relatively constant. This in turn has an effect on the formation of friendships, feelings of community and loneliness, and development of self-esteem and identity. Multiculturalism is part of everyday life in Finnish schools. Skin colour, nationality and cultural background are important determinants of difference or similarity. Phenomena linked with this kind of diversity may be relatively easy for teachers to manage: e.g. to identify, prevent or correct discrimination and bullying related to ethnicity. By contrast, the behavior of students is also largely influenced by hidden norms and internal rules that are more difficult for teachers to perceive. Teachers (and also students) may either consciously or subconsciously categorize students into different positions and roles on the basis of the students’ backgrounds. Such categorizations are directly related to performance in school and it can thus influence the futures of the students. In spite of all legislation, programs and activities designed to prevent it, bullying at school continues to be part of everyday life. It can be physical and/or psychological and/or social. Bullying produces otherness and difference by creating suspicions towards a person, that then are strengthened and spread further by rumours. A student may be labeled as being different if s/he is perceived as differing from the appreciations and values of the school/class, due the her/his physical appearance, clothing, performance in school or family background. Bullying creates, sustains and reinforces an atmosphere of fear and tension which hampers learning and weakens well-being and safety in school. It is an obstacle to development and experience of social justice, equality and solidarity. In the life-world of the students, the way bullying is, or is not, dealt with, is related particularly to perceived equality. If there is no intervention into bullying, the student is experiencing undemocratic behaviour and abdication of responsibility. Pedagogical safety and well-being This aspect is related to the rules and sanctions that are in
operation in the everyday life of the school. As these are mostly defined by the principals and teachers, the students have little say in their formulation. Often the students perceive the rules and sanctions as being unfair and do not always understand the reasons for punishment. Unfair or unnecessary punishment decreases the solidarity among students, as they also reinforce inequality between them: some students are punished more strictly than others. It would be important to being the students into influencing the rules and sanctioning practices of the school Social justice, equality and solidarity in education; pupils’ experiences of school safety and well-being. My presentation is based on my qualitative case study research: Syrjäläinen (2015) Qualitative case study of Anna Tapio – upper primary boarding school. Views and experiences of teachers, school principals, study counselors, the dormitory supervisor and students concerning everyday life in the school, with particular reference to issues of safety and well-being. The research data consists of narratives produced by students (323 in total) and interviews with six students and six staff members in which physical safety (violence and vandalism), safety in social relationships (diversity, bullying, identity, sense of community, perceived influence and trust) and pedagogical safety (rules and sanctions). All the above-mentioned aspects of safety at school, particularly safety in social relationships, are phenomenally and experientially

Syrjäläinen, Marja (University of Helsinki, Marja.syrjalanen@helsinki.fi)
Nina Saajaniemi (University of Helsinki, Nina.saajaniemi@helsinki.fi)
Eira Suuronen (University of Helsinki, eira.suuronen@helsinki.fi)
Mari Nislin (University of Helsinki, mari.nislin@helsinki.fi)
Alisa Alijoki (University of Helsinki, alisa.alijoki@helsinki.fi)

Enhancing peer interaction in early childhood special education

(Presented in English)

This study leans on the frame of inclusive and special early childhood education. One of the main goals in inclusive pedagogy is increasing social interaction between all children (Terpstra and Tamura 2007; Koster et al. 2009). Therefore, the main objective in this paper is to examine the pedagogy in enhancing peer interaction between children with diverse characteristics and needs in early childhood education (ECE). That pedagogy is seen here as a part of high quality learning environment. Interaction with peers is an important factor in social participation. Successful and satisfying peer relations strengthen self-perception as a positive actor and increases well-being, meanwhile social rejection feeds negative self-concept and causes consequences like exclusion, victimization, bullying, and the sense of loneliness. (Koster et al. 2007; Laine et al. 2010; Repo 2015). The studies have indicated strong associations between problems in early peer relations and social exclusion during the school years. Furthermore, early peer rejection has been connected with decreasing classroom participation and reduction in children’s achievement (Buhs, et al. 2006; Laine et al. 2010). The professionals working in ECE have a crucial role in enhancing positive peer interaction.

The data was collected in integrated (n=17) and segregated (n=2) early childhood special education (ECSE) groups of Finnish day care centres. The study has received acceptance from the local Department of Early Education and Care. An informed consent was asked the participants, and they were given the opportunity to withdraw from the study at any time. In ECSE groups involved, the quality of learning environment have been measured with The Learning Environment Assessment LEANS (Strain & Joseph 2004), and have proved to be good (Alijoki et al. 2013). The aim of this paper is to find out, which items of the LEANS measure the quality in enhancing peer interaction (EPI), what is that quality and what kind of differences, if any, exists between the ECSE groups involved in the study. The data consists of quality assessment of enhancing peer interaction and also the field notes of researcher’s observations. The items, assumed to measure the quality of EPI were analysed in the light of theoretical frame. Cronbach’s alfa was calculated to measure the internal consistence of the created EPI factor. After calculating descriptive statistics of EPI quality, the ECSE groups were divided into three quality cohorts (low, moderate, high), based on the z-scores (+1 SD from the mean score of quality), to examine the variation between the groups. The results indicated, that the EPI quality was quite high. Still some variation existed, and there were groups of high (n=3) and low (n=3) quality. Qualitative analyses of the differences between the groups, and the realization of high and low quality EPI pedagogy, are still ongoing. The study is expected to reach pedagogical applications for enhancing every child’s experiences of social participation and peer interaction, as well in early childhood special education as in inclusive education.
SÖDERSTRÖM, ÅSA (KARLSTAD UNIVERSITY, ASA.SODERSTROM@KAU.SE)
ANNICA LÖFDAHL HULTMAN (KARLSTAD UNIVERSITY, ANNICA.LOFDAHL@KAU.SE)
ÅSA SÖDERSTRÖM (KARLSTAD UNIVERSITY, ASA.SODERSTROM@KAU.SE)

Missing child perspectives in preschools work against bullying and degrading treatment

(Presented in English)

The knowledge about bullying among young children and the way preschool teachers work to prevent and combat violations and exclusions between young children is limited. The aim of this paper is to contribute to knowledge about values education in Swedish preschools and the teachers' work with preventing and combating bullying and degrading treatment. The empirical basis of the study is preschool teachers and preschool principals' documentation of improvement work carried out in nine preschools during a course designed to improve preschool's work on preventing and combating bullying and degrading treatment. These improvement works have been carried out from a model of action learning (Salo & Rönnerman, 2014, Söderström & Hjalmarsson, 2014). The empirical material consists of descriptions of the improvement processes that the nine preschools began during the course: identifying the strengths and weaknesses in their work against bullying and degrading treatment and the needs for improvement; defining the problems and needs; planning, execution and compiling result from an internal survey of the current situation; presenting conclusions and learning from the survey and finally actions to improve their work. Analyses were made in order to get sight on what challenges the staff perceived and the actions they performed in order to make improvements in their everyday-work with values education. Our results shows that the teachers' identify challenges in the preventive work focusing on what they find themselves able to manage; the relationship to parents, the norms and values guiding their relationship with the children and their ability to handle conflict situations. The actions identified in our data were related to the staff, the parents, the environment and/or the pedagogy. For example actions deals with developing the staff's tolerance with differences, how to involve parents in their work, how to create specific areas for the toddlers and/or make use of certain props and educational material in their values education. What strikes us is the way the children's perspectives are totally missing in the results from the teachers' actions. We even found expressions on how children's influence is of importance, though it seems to us that the children were not involved in how and on what they should have any influence. Several of the preschools wish to have parents as a key resource in their preventive work while none of the preschools seem to appreciate the children as equally obvious collaborators. This missing perspectives might be due to similarly missing understanding about children's peer culture. And thereby, a lack of awareness on the impact of children's peer cultures indicates that preschools are relatively unaware that bullying and degrading treatment occur even among young children. Another missing perspective is an organizational perspective, which related to school improvement is stressed as important to adopt. Implications from this study are to stress more clearly the need of taking children's and the organisational perspective seriously when arranging any kind of action learning processes involving practitioners.

SORENSEN, TORE BERNT (GRADUATE SCHOOL OF EDUCATION, UNIVERSITY OF BRISTOL, T.B.SORENSEN@BRISTOL.AC.UK)

The state in the global educational policy field: Finland, England and the OECD TALIS programme

(Presented in English)

This paper discusses the changing roles of state authorities in the global educational policy field. The paper compares the engagement of state authorities in Finland and England in relation to the OECD programme Teaching and Learning International Survey (TALIS), one of the most ambitious efforts so far to launch a global debate on the role of school teachers and leaders in knowledge societies. Finland and England both participated in the second round, TALIS 2013. TALIS is coordinated by the OECD and engages a range of policy actors with overlapping horizons of action, such as the European Commission, teacher unions, private enterprises, and state authorities.

Drawing on critical realism, the paper combines literature review and critical discourse analysis of policy actors' practical argumentation, on the basis of an empirical material consisting of policy documents and 20 theory-laden realist interviews. The interviews were conducted between September 2014 to September 2015 with policy actors engaged in TALIS. The paper analyses the practical argumentation of Finnish and English state authorities for taking part in TALIS, considering the institutional trajectories of the Finnish and English school systems and the associated roles of state authorities in ensuring notions of social justice and
equality. Moreover, the argumentations of Finnish and English state authorities are discussed in relation to those of other policy actors engaging with TALIS. The paper highlights the complex pluriscalar nature of the TALIS programme. TALIS contributes to the creation of a common space of measurement for the purpose of unifying and administering education systems on an international scale. However, the diversity of policy actors engaged in TALIS is not easily reconciled with the “one-size-fits-all” human capital theory endorsed by the OECD. In this respect, the practical argumentation of state authorities in Finland and England suggest that they chose to take part in TALIS 2013 for different reasons linked to their domestic school policy contexts. These state authorities insist that participation in programmes like TALIS does not challenge the fundamentally national character of education systems and the associated institutional arrangements for teachers. Yet, the paper argues that this argumentation cannot stand alone. The TALIS debate on teachers is framed by the historical influence of the US government on OECD’s indicator development as well as the strong working partnership between OECD and the European Commission. The discussion of what the current thickening of the global educational policy field means for the role of state authorities in education governance should consider such gradual and long-term developments.


**Takala Marjatta (University of Helsinki, marjatta.takala@helsinki.fi)**

**Takala Marjatta (University of Helsinki, marjatta.takala@helsinki.fi)**

**Sume Helena (University of Jyväskylä, helena.sum@jyu.fi)**

**Including hearing-impaired pupils into mainstream – teachers’ point of view**

(Presented in English)

The aim of this research was to find out how mainstream teachers include pupils with hearing-impairment and to get to know what kind of processes inclusion needs and how does the pedagogy change, if it changes. We use the Inclusion index (Booth & Ainscow 2006) in order to see, are all the dimension (inclusive practices, inclusive policies and inclusive cultures) represented in the descriptions written by teachers. We sent a questionnaire to schools which we knew had at least one hearing-impaired child. The address of these schools were received via a research project carried out with the Finnish Board of Education (Selin-Grönlund et al. 2014). We received responses from 121 teachers and the responses included 132 teacher-pupil relationship, while one teacher could have several hearing-impaired pupils. It seems that teachers find it fairly easy to include these pupils. The changes they make represent mainly physical practices, less pedagogical issues. Every teacher does not make changes. Only less than half of these hearing-impaired students received any form of support. From inclusion index, the most used dimension are practices, few cultural issues or remarks regarding inclusion policy. With regards to the practicalities, some teachers do less group work when having a child with a hearing loss in the group. Some pupils in primary school have a school assistant to help them, in secondary school none. Speech was the main way of communicating, sometimes lip-reading or isolated signs were used. While the majority of hearing-impaired children are today included, while in Nordic countries the deaf receive a cochlear implant, all teachers and schools need to know how to promote learning of these pupils. Our results seem a bit too positive when comparing them to current literature regarding the success of these pupils. There seems to be problems and the normally hearing seem to receive better learning results (Luckner & Handley 2008; Mitchell & Karchmer 2004a ja 2004b, Hermans, ym., 2008 a ja 2008b; Park, Lombardino & Ritter 2013; Schorr, Roth ja Fox 2008; Bouton ym. 2011).
Were They Pushed, Nudged, or Helped? Stories about parental influence on the educational choice among children of immigrants in Norway

(Presented in English)

Although most receiving countries report overall education disadvantages for individuals of minority migrant background, some groups display high continuation rates and enter particularly prestigious educational tracks (Kao and Thompson 2003, Heath, Rothon et al. 2008). In Norway, children of immigrants improve their education and earnings more than children of natives (Hermansen 2015), and cluster into elite tracks such as medicine, dentistry, engineering and law (Steren 2009). Social scientists who have sought to explain this educational success often point to cultural attributes and a special immigrant drive. Concepts like “educational pressure” “parental influence” and “ethnic capital” are often used to describe the situation. It has become commonplace to invoke concepts of obligation, norms of hard work and high expectations. In Norway, the education system and the majority culture emphasize youths’ individual choices. Parental influence poses a possible threat to this individuality. Worries about children of immigrants’ degree of autonomy have made their educational success more ambiguous in Norwegian public debate (Smette 2015). In both research and public debate, there is talk about the “underside” of the immigrant drive, suggesting that the cultural attributes that contribute to socioeconomic assimilation have psychological and moral costs for minority youth. In this article, I want to look closer at the understanding of “ethnic capital”. How do children of immigrants experience and understand their parents influence on their educational choice? Do they conceive of it as a pressure? And if so, do they follow their parent’s expectations? I analyze the narratives emerging from 28 in-depth interviews with children of immigrants recently enrolled in prestigious tracks of tertiary education. The aim is to describe the narratives of family influence on the educational choice. In contrast to previous research, I find that the narratives that emerge reflect a differentiated set of family influences. While some have experienced the socially controlling family culture often described in previous research, other narratives mirror themes of support, trust and help that is highly appreciated. I discuss how and where to draw a line between positive parental support and oppressing family pressure, and argue that it is important to differentiate between the two forms of parental influence on the educational choice.

Fostering deliberative communication in democratic classroom meetings

(Presented in English)

Schools could be seen as ideal sites in which to enact deliberative democracy given that they are supposed to develop the skills, attitudes and knowledge that pupils need to participate as deliberative democratic citizens. However, previous research has identified numerous obstacles, such as conventional interaction patterns, that counteract attempts to involve pupils in democratic processes in schools. Drawing from deliberative theory and socio-linguistic research on dialogic teaching we are interested in how schools, and elementary classrooms in particular, can be turned into sites of deliberative democracy through the introduction of deliberative communication. We zoom in on the interactions of one fourth-grade classroom in Finland in which the researcher and the teacher (one of the authors) had conducted an intervention to foster deliberative communication over three school terms (2008-2009). Our analysis indicated that the pupils had become acquainted with deliberative discursive norms, and these norms were put into practice to explore personal experiences and interests and to draft collectively acceptable conclusions. Through deliberation the class also explored how they related to social practices in and out of school, and made visible the ways in which the broader social conditions posed constraints on them and on the decision-making. Further, the pupils debated not only the topic but also the way the decision-making was unfolding. Deliberative communication provided the pupils with new identity positions as democratic participants, thereby expanding their conventional positioning based on the image of a child as incompetent and potentially disruptive. Our research thus identifies the potential for fostering deliberative communication in elementary classrooms through altering the interactional patterns and the power processes they uphold. In the end of our paper, we consider the possibilities of expanding deliberative communication from isolated democratic meetings to everyday schooling.
Students arguing against doing the national test – a matter of resistance?

(Presented in English)

Students arguing against doing the national test – a matter of resistance? Marie Tanner, Karlstad University, Sweden Héctor Pérez-Prieto, Karlstad University, Sweden NERA network 21 This study is part of a larger project about ongoing changes in Swedish educational policies concerning national tests and new grades in year 6, and how these changes get interpreted and enacted from the students’ perspective. It is based on ethnographic fieldwork in two year 6 classrooms during one year, and in this presentation we focus on a specific event concerning students’ resistance that occurred during fieldwork as the national tests in subjects Science and Social Sciences were made optional for the headmaster on each school to decide upon doing. It was decided that this school, as the only one in the community, was going to conduct the tests as planned, something the students found very unfair and that resulted in a meeting with the headmaster. The aim of this study is to explore to what extent and how this example of articulated resistance to practices (Ball & Olmedo, 2013) from students in the same school has been followed during school year six, documented in video recordings from classroom interaction and eight video recorded group interviews focusing on the students’ experiences of getting grades and doing national tests. Using Conversation Analysis as a methodological approach (Sidnell & Stivers, 2013), we analyze how they cooperate in building their argumentation against doing the test. The arguments against the headmaster’s decision are to a large extent shown to be formulated within the system itself, and orients to a two-faced ideal of the independent student able to make independent arguments but also takes on responsibility within current discourses of learning effectiveness. Thus, also in their opposition the students appear as competent players who can read and act within the system. The results contribute to further discussions about the terms for participation in changing policies from the students’ perspectives; something we find is of high relevance to Nordic educational research.

TENGBERG, MICHAEL (KARLSTAD UNIVERSITY, MICHAEL.TENGBERG@KAU.SE)
GUSTAF SKAR (HØGSKOLEN I SØR-TRØNDELAG, GUSTAF.B.SKAR@HIST.NO)

Inter-rater reliability of open-ended reading test items

(Presented in English)

Consistency between raters is a critical component in any test program where test-takers’ responses are judged by human raters using scales or scoring rubrics. Oral presentation or paragraph long written responses to reading test items are almost never judged objectively as either “correct” or “incorrect”. Rather, scoring rubrics are used to determine the extent to which a particular item response displays the expected competence or knowledge. In large test programs, such as national tests, inter-rater reliability is therefore a necessity, meaning that raters need to be both consistent and free from different forms of rater effects (Haladyna & Rodriguez, 2013). The study of inter-rater reliability of reading test items is a limited area of research, but some studies have demonstrated that it is possible to attain high levels of consistency between raters (DeSanti & Sullivan, 1984; Illinois State Board of Education, 2013). However, this naturally depends both on item construction and the level of rater training. Therefore, any test program requiring subjective scoring needs to evaluate and validate their own quality of rater reliability (Bejar, 2012). In the national tests of Swedish, all teachers of Swedish in the country participate in the scoring process, often by scoring their own students, or at least scoring students at their own school. Rater training is therefore an extensive and expensive enterprise, why it is necessary that open-ended items, or constructed response items, are composed in a way that supports reliable assessment.
In this paper presentation, we report from a pilot study of inter-reliability in teachers’ assessment of open-ended items in the reading test included in the national test in Swedish in ninth grade. Six teachers rated the responses of three students on 14 different open-ended items, 252 ratings in all. Considering the small sample of students and teachers, it is essential to point out what is being measured is not the extent to which teachers of Swedish are capable of reliable assessment of students reading ability, but rather whether the reading test itself is designed in a way that supports reliable assessment. All six teachers were qualified and experienced teachers of Swedish. Consensus estimates included percent agreement and Cohen’s kappa, while consistency estimates included Intraclass Correlation Coefficient (ICC). Beyond this, we also performed qualitative item analyses in order to determine the causes of low reliability for particular items. Findings of the study indicate that a number of items in the Swedish National reading test are quite difficult for teachers to rate consistently. According to both kappa and ICC analyses, the average level of agreement is at, or slightly above, the level that McNamara (2000:58) defines as the “rock-bottom minimum of acceptable agreement among raters”, i.e. .70. These results are discussed both in terms of its implications for equal assessment of students’ reading ability in Sweden, and in terms of necessary future development of the national reading test.

... TETLER, SUSAN (DPU, AARHUS UNIVERSITY, TETLER@EDU.AU.DK)

Facilitating inclusive learning processes: When the principle of inclusion meets practice in schools

(Presented in English)

Research topic/Aim In Nordic countries, the idea of including all learners in mainstream schools has been accepted for decades. The question, however, is whether this is an ideal rather than actual practice, as the practice seems often to fall short of the mark. Nordic research literature indicates several problematic experiences for pupils placed in inclusive settings (Deloitte 2010; Emanuelsson 1998; Nes 2004; Marinsson, Ohna, and Tetler 2007; Góransson, Nilholm, and Karlsson 2010; Tetler 2000). Thus, the gap between the idea of inclusion and reality of schools seems to be crucial to the outcome of inclusion efforts. In other words, research indicates several challenges when it comes to embed the ideal of inclusion in school everyday practice. The aim of the paper is to take a closer look on the concept of inclusion, related to a three-year national school improvement program in Sweden (http://www.ifous.se/programomraden-forskning/inkludering/), in which 32 schools in 12 Swedish municipalities participated. Theoretical/Methodological framework In the program diversity was valued which means there is a strong belief that all pupils should be allowed to participate and contribute to all school activities. This means that schools have to adjust to pupils on their own terms rather than adjusting the group of pupils to the mainstream school’s standardised norms. According to this view, the projects in the 12 municipalities takes a systemic point of departure in order to co-create shared and consistent understandings of the concept of inclusion, when transformed into everyday life and learning culture at each school. The key question for those involved in the school development projects deals with how to facilitate and support pupils’ possibilities for participation through a variety of differentiated strategies at all levels in a co-operating process. The program (including all the school projects) has been evaluated, both formative and sum-mative, by a research team from Malmö University (12 researchers were involved in the evaluation project). The evaluation process can be characterized as a multi-researcher, multi-site research approach (Ferguson and Tetler, 2009); that means that each researcher has completed individual ‘work packages’ on different topics. Frequent meetings and seminars created an important space for getting a whole picture of all development processes in the program, in which more than 250 participants were involved over a three year period, ranging from inclusion coordinators and management executives (at municipal-administrative level), to principals from the 32 participating schools (at school level) and teachers and students (at classroom level).

Conclusion/Findings This paper offers insights into learning experiences, when facilitating inclusive processes from a systemic point of view. How and to what extent different strategies enable schools to change their learning culture into a more inclusive way will be subject to discussion in the paper.

**Individual and Class Socio-Moral Influences On How to Act as a Bystander in School Bullying Situations**

(Presented in English)

Bullying and bystander behavior patterns are established, sustained, and changed over time as a result of reciprocal associations between individual and contextual factors within the social-ecological framework. The most proximal influences on bullying situations are situated within the microsystem, which consists of individuals or groups of individuals within direct settings, such as homes and schools. In the current study, we focused on a set of socio-moral factors of the class microsystem, which we consider to be the most significant system in schools that students have direct contact with. Students typically judge bullying as morally wrong but adopting moral standards does not necessarily lead to moral behavior. According to social cognitive theory, moral disengagement refers to a set of self-serving cognitive distortions by which self-regulated mechanisms can be deactivated and moral self-sanctions can be disengaged, which in turn promotes inhumane behavior without any feelings of remorse or guilt. In addition, self-efficacy refers to the belief in one’s capacities to successfully organize and execute a particular action required to produce desired outcomes, which in turn influences motivation and action. Both moral disengagement and defender efficacy can operate at both the individual level and at the collective (e.g., school class) level. Adopting the social-ecological theory and social cognitive theory of moral agency as an integrated guiding framework, we examined whether individual and class level socio-moral factors were associated with pro-bullying bystanding, passive bystanding, and defending bystander behaviors. Socio-moral factors were operationalized as the quality of classroom teacher–student relationships, quality of class student–student relationships, moral disengagement, and defender self-efficacy. Participants were 899 Swedish students from 43 school classes, ranging in age from 9 to 13 years. Students completed a questionnaire. Bivariate correlation analyses at the individual student level were used to test individual level associations. Multivariate regression analyses were used to evaluate whether these bivariate associations remain after socio-moral factors at the individual and classroom levels are considered. Age, gender, immigrant background at the individual level, and the proportion of boys, the proportion of students with an immigrant background, and class size at the class level were included as control variables. Findings revealed that positive classroom teacher–student relationship quality and defender self-efficacy were associated with less pro-bullying and passive bystanding, but associated with greater defending. Further, individual moral disengagement was associated with greater pro-bullying and passive bystanding, and less defending. Defender efficacy at the class-level was associated with less passive bystanding but greater defending. Finally, moral disengagement at the class-level was associated with greater pro-bullying and less defending. Implications for prevention approaches are discussed.

---

**Placement schools as a learning arena for teacher education: the dilemmas and priorities of school leaders**

(Presented in English)

Placement schools as a learning arena for teacher education: the dilemmas and priorities of school leaders Finn Daniel Raen Kirsten E. Thorsen Network: 19. Teachers’ work and teacher education 6. Educational leadership Keywords: School leadership; placement schools; teacher education;
dilemmas, priority conflicts. Placement is a vital part of teacher education, and placement school principals have an overall responsibility to ensure that it is relevant. Research indicates that student teachers will benefit from experiencing the whole school rather than just the individual classroom as their learning arena (Guyton & McIntyre, 1990; Cochran-Smith, 2003), and the school’s principal has an important role to play in fostering such an environment in dialogue with teacher education (Bowring-Carr & West-Burnham, 1997; Smith, 2002). In our study, Norwegian placement schools are cases to explore. We examine whether and how national regulations regarding placement school as learning arena and principal’s role in this respect are met (Kunnskapsdepartementet 2005, 2010). Research questions: 1) What factors facilitate or complicate principals’ roles as administrative and educational leaders of placement schools? 2) How do principals prioritise between these roles? 3) What reasons do they give for their priorities? Theoretical perspectives are related to research revealing qualities of school leadership for cultures of learning (Day et al., 2007; Leithwood and Riehl, 2003) and research more specifically tied to the field of teacher education (Cochran-Smith 2003; Koster et al 2006; Zeichner 2010). Proactive and reactive leaders are analytical concepts seizing the distance between school leaders who seek to overcome challenges through the clarification of problems, solutions and priorities and those who primarily act when challenges arise. The data are obtained from case studies in a large Norwegian research project (‘Teachers Professional Qualifications’ – the TPQ project); a semi-structured survey completed by the principals at the placement schools belonging to a city-based university college, an in-depth interview with the principals from four of the above-mentioned schools, and a survey conducted with 45 placement mentors. A methodological concern in this study is how to combine the results from relatively small surveys with interview data. We have found it relevant to use an abduction-based methodology, which combine elements from deductive and inductive approaches (Alvesson & Sköldberg, 1994). In accordance with a deductive approach, results from internal research and tendencies in the survey have been used to formulate hypotheses for testing out whether they confirm or disprove interview information. Conversely, inductive patterns discovered during interpretations of the interview data have been confronted with the survey data and international data. The findings show that school leaders mostly describe their placement school as part of a social rather than an educational community. Comparing the reasons they give for their priorities, and relate these answers to the mentors’ responses, the school leaders emerge as primarily reactive in their leadership style. Furthermore the cooperation with the university colleges seems to reinforce this role of the principals. The study gives new suggestions in interest of Nordic educational research about what is required of placement schools to develop into a learning arena for teacher education.

TIRELI, ÜZEYIR (UNIVERSITY COLLEGE UCC, UT@UCC.DK)
LONE BRONSTED (UNIVERSITY COLLEGE UCC, LO@UCC.DK)
VIBE LARSEN (UNIVERSITY COLLEGE UCC, VL@UCC.DK)

Youth work in a marginalized area and its contribution to social mobility

(Presented in English)

Research Topic/aim: Approximately 15-18% of a youth generation in Denmark either drops out or do not even start a youth education after elementary school. Minimizing the number of the ‘residual group’, however, seems to be more difficult and more complex than assumed. Studies (see eg. Jensen and Nielsen, 2010) have emphasized that there is no a single political and pedagogical ‘fix’ that can minimize the group of young people without a secondary education. It is a mixed group consisting among others of young people from ethnically minority and working class backgrounds. The group consists also of young people whose parents have received public benefits for a long time, and of young people living in vulnerable areas, including the rural areas (Phil 2013). Studies have shown (Jensen and Jensen, 2005) that there is not a single fact that can explain the lack of education among the “residual group”, but the explanation must be based on the combination of socio-cultural background, gender and ethnicity on the one hand and education and teaching practice and structure on the other (see eg. Sørensen et al. (ed.), 2013). We ask therefore: What does the youth work do in relation to disadvantaged young people’s education and social learning? Theoretical and methodology framework: We examine the work of youth clubs in order to understand whether this work contributes to young people’s social mobility. We do this because youth clubs - in Denmark at least – have the aim to develop young people’s ability to enter into binding relationships and communities that make young people aware of the educational and cultural activities and opportunities and to support young people in their future opportunities in education and the labor market. The methodological framework for the project draws on an ethnographic approach and sociological approach and therefore we also look at the structural conditions in which social capital is

TOBIAS-GREEN, KAREN (LEEDS COLLEGE OF ART, KAREN.TOBIAS-GREEN@LEEDS-ART.AC.UK)

Under the radar: Communities of practice, value issues and recognising the existence and value of alternative pedagogies.

(Presented in English)

Title: Under the radar: Communities of practice, value issues and recognising the existence and value of alternative pedagogies Research topic/aim: The value of communities of practice in uncovering existing networks which foster inclusivity, diversity and sound democratic pedagogies which often sail under the radar of formal assessment and acknowledgment. Theoretical and methodology framework: In a small specialist arts institution in the North of England, values practices and behaviours relating to inclusive and democratic pedagogies are under discussion, under construction and the subject of reflection. I am a specialist dyslexia teacher, a creative writer, module leader for research methods on the institution’s Master’s programme, and a doctoral research student myself. My rare positionality at the interstices of pedagogy and disability studies allows me a privileged perspective, whilst in many ways helping me understand what operating at the margins looks like. In July 2015 I was tasked with organising and facilitating a cross college event entitled sharing and celebrating communities of practice which aimed to bring under the spotlight examples of vibrant, rich and largely unacknowledged groupings and practices which often sprang from the margins yet which had far reaching benefits, contributing to the institution’s success and to student satisfaction. Contributors came from the mature students network; from students with dyslexia; from the Widening Participation tea; from Programme areas deeply embedded in notions of social justice and equality;
from academic support staff, student welfare, library services, short courses and other ‘non typical’ contributors; as well as academics and programme tutors. Presentations included exploring notions of ‘becoming’ a student, the educational value of off-site trips and their role in forging student identities, navigating art education with dyslexia and the role of student ambassadors in establishing communities of practice across non-traditional boundaries. The event was regarded as being extremely successful. The number of attendees exceeded expectations and the presentations revealed rich and unexpected seams of pedagogy, diversity and socially aware practices. Expected conclusions/findings: The presentations revealed rich and unexpected seams of pedagogy, diversity and socially aware practices. It has been decided by the institution that this should become an annual event. Within this analysis thought is the acknowledgment of the uniqueness of this event and this raises interesting questions about how the valuable resources and practices and behaviours revealed by the event can then be positioned within the wider ‘college picture’ and how such positive outcomes and revelations can become part of the mainstream without losing their rich, varied, individual and occasionally subversive qualities. The event and reflections upon the impact and consequences of it will be framed as a case study and discussed. Relevance to Nordic educational research: The event allows for a located and situated discourse around issues such as equality, access, fairness, democracy and solidarity.

TOBIASSEN, ROALD (HØGSKOLEN I ØSTFOLD, NORWAY, ROALD.TOBIASSEN@HIOF.NO)

Values, virtues and narrative authority: Student teachers narrative inquiry for ethical leadership in the classroom

(Presented in Norwegian)

This paper presents the findings from a case study on written coursework in the teacher education program (“praktisk pedagogisk utdanning”) aimed to identify how student teachers narrate their leadership positioning on how to live and act ethical in the classroom. The study focuses on the student teachers’ knowledge as personally and socially constructed through negotiation of values and virtues in relation to their narrative inquiry. Based on the written reports of six student teachers, I address the questions of how values, virtues and the narrative approach enhance their practical knowledge on being teacher leaders and how student teachers address ethical issues in their narrative discourses for teacher leadership. The theoretical starting point utilizes a virtue ethics approach. The teacher is a leader and good leadership demands dignity. In teacher education we must consider the properties and values of a morally good teacher. Virtue ethics or character ethics direct our attention, both to how we act ethically and what it means to be an ethical leader. The four cardinal virtues of Aristotle, which all virtues are derived from; justice, wisdom (prudence), courage (fortitude) and moderation (self-control, temperance) give an analytic tool to interpret and understand the pedagogical practices. The intellectual virtue of wisdom is education-based, while the moral virtues of justice, courage, and moderation are practice-based. In the teacher education program we encouraged the teacher students to write their own personal story on being a pedagogical leader in the classroom and also to report their experiences. The analyzing processes examine how the narratives inform and guide the meaning making processes and actions of student teachers. The methodology is based on analyzing the written situated-experiences using a five-step strategy: collecting material, transcription, dividing material into units of coding and analysis, developing a category scheme, assigning codes to units. The preliminary findings of the study indicate that the narrative-based writing approach in teacher education may increase the potential for learning from experiences, as the student teachers make inquiries into their own leadership practice. The data material indicates that reflective practice in teaching experiences need flexible and sensitive judgement in context-variable professional circumstances, and that the feature of good teaching and teacher leadership require a complex range of interrelated virtues and other excellences. The contribution of this study indicates that teacher leadership is fundamentally based on authentic integrity: good conduct of the individual teacher arises from trustworthiness, relational practices and moral courage in response to the particular context to act supportive to all the students’ flourishing in the present moment together with anticipating the potential value of the individual student’s good life in the future. The process of writing may be seen as a journey into deep layers of self-knowledge. I conclude by discussing some of the implications acknowledging ethical leadership and narrative authority have for reshaping teacher education.

...
Interdisciplinary Work in Schools – between ‘Systemic’ Logic and Skilled Judgement

(Presented in English)

In a Danish school or institutional context there is a variety of professionals working around children’s lives, both as a part of an ordinary child life and when there are cognitive or social challenges connected to this life. Thus, the professionals are often working closely together in both formal and informal cooperation (Edwards 2011, Hjort 2013, Masshelein 2010, Gulløv 2015, Hedegaard-Sørensen 2014, Biesta 2014, Gottlieb and Rathmann 2014, Hansen 2014). Within this framework of cooperation, the professionals bring forward their professional identity and their professional skills, combined with their more formal organizational affiliation. In this way, professionals can be working directly within the school or institution, or they can be in a supportive role being formally affiliated to the local council. Both these types of affiliations entail interdisciplinary cooperation, and it is this field of tension that we will reflect upon in this paper. Being both a part of a standardized answer to optimize welfare systems and a professional task connected to a professional practice, we find interdisciplinary cooperation caught between a systemic logic and a skilled judgement. In short, interdisciplinary work is part of the new vision of how welfare systems can work more effectively and successfully, and in this logic, it is framed as a new standard for working systematically and consistently with cases. Hence, interdisciplinary work also represents a meaningful way of working with cases in everyday practice within a professional practice. So what is the problem, one might ask? In our research, we find that the perspectives within the systemic logic collide with or override the professional practice (or skilled judgement) (Negt 1985, Habermas), creating a disturbance within the interdisciplinary cooperation in the local practice. What the systemic logic brings into the interdisciplinary cooperation is not just an organizational framework and support, but also a specific vocabulary and a specific task or way of thinking, which in some ways overrules the individual professionals’ own skilled judgement. This paper will reflect upon two cases from the research we conducted during 2014-2015 in and together with schools about inclusive education (Tofteng and Bladt 2015). Both cases point out the difficulties between understanding interdisciplinary work within a systemic logic and the understanding of interdisciplinary work as cooperation between skilled professionals. The cases show that, in the experience of the professionals, the local interdisciplinary cooperation works because of the daily contact and workflow, and that sometimes it is even experienced as a gradual transition between the professional knowledge and tasks. Our project shows that the professionals coming from outside the local school often disturb this fine local balancing of professional orientations and coupling of skills. Both because it can be a very slow process of getting in touch with and bringing in these professionals because of long administrative procedures, and also because they bring with them standardized answers to the local problems concerning inclusion or social problems that override the local judgement of problem identification.

Solidarity for sustainable work and learning

(Presented in English)

In the history of the Nordic societies, issues of social justice, equality and solidarity have been mediated into the working life through a strong trade union representation. The worker-centered learning based on these values has been recognized as an area of adult and continuing education. Today, however, global structural changes of work life have eroded the humanization movements giving way to new discourses such as the corporate responsibility. The traditional values of adult education are not at the forefront in these discourses (Bohlinger, et al, 2015). The key concept of our time is the strongly value-laden “sustainability” of work, which is the interest of the consumers, as well as producers, policy-makers, civil actors and the developers of working life. “Any attempt to make the concept of sustainability operational and to determine its relation to economic growth must focus attention on the field of tension that both concepts [sustainability and economic growth, HT.] inspire with regard to their interrelations to the concepts of needs and desires, and especially to those of liberty and solidarity,” summarise Verburg and Wiegel (1997, 263). Extending this discussion to educational research clearly indicates the need of a multi-disciplinary approach. A potentially fruitful discussion partner is found in the studies of sustainability transitions, which opens up a network of related concepts and approaches to better understand environmental innovation also from the point of view of learning.

TORPSTEN, ANN-CHRISTIN (LINNAEUS UNIVERSITY, DEPARTEMENT OF PEDAGOOGY, ANN-CHRISTIN.TORPSTEN@LNU.SE)

Translanguaging – The multilingual turn. Multilingual pupils’ attitudes regarding their own linguistic potential and translanguaging strategies in classroom

(Presented in English)

Overarching aim of this study is to interpret and create an understanding of eleven-year-old pupils’ attitudes regarding their own linguistic potential when the teachers introduce translanguaging strategies in the classroom where nine different languages, L1, are spoken. At many schools only the target language is supposed to be used in subject teaching (cf. Cummins 2007), as was the case at the school in this study. This policy negatively affects multilingual pupils’ perception of their own identity and ability to acquire knowledge (Cummins 2007). Williams (1996) showed that simultaneous use of multiple languages, translanguaging, in the classroom led to broader and deeper knowledge of language and subjects. Later research (see e.g. Baker 2000; Creese & Blackledge 2010; Garcia 2012; Wedin 2013; Cummins & Persad 2014; Garcia & Wi 2014) presented similar findings about how strategic use of multilingualism promotes multilingual pupils’ identity and knowledge development. According to Meier and Conteh (2014), teaching based on pupils’ resources is crucial for multilingual pupils’ thinking and learning, with potential gains for individuals and society. In order to create understanding a narrative content analysis was carried out and collected data was regarded as aspects of life stories. Those aspects of life stories was collected in the form of observations, recordings, interviews, pupils’ texts and pictures, material from cooperation between pupils and parents/guardians, and questionnaire responses. It comprises 2 teachers and 26 multilingual pupils in grade 5 with varying length of residence, from having been born in Sweden to having recently arrived. Life stories are constructed by the story-teller who in his turn is influenced by both the receiver and the story situation (Pérez Prieto 2006). The story telling situation is therefore crucial to what the story-teller chooses to tell. In order to achieve the aim these pupils' narratives is interpreted by asking questions regarding attitudes towards one’s own linguistic potential, in what various ways one can be benefitted by a translanguaging classroom approach and aspects about language as a resource, a linguistic potential, in the classroom. The result shows that the students have a large
lingual potential but there are great differences in estimating and perceiving their first and second languages. There seems to stand out a pattern that students who have ranked both their languages on a high scale are considerably more positive to the teachers’ initiative than those with discrepancies in their rankings. Analyses of texts, colloquies, observations and interviews indicate that the students with high rankings of both their languages played an important role for those who initially were resistant by shaping new relations and contributing to mutual development of knowledge.

TRESSERRAS, EVA (UNIVERSITY OF BARCELONA; UNIVERSITY OF HELSINKI, EVA.TRESSERRAS@UB.EDU)

Teachers’ beliefs in multicultural education. Reflection on action to further inclusion

(Presented in English)

Theoretical and methodology framework: Investigations conducted by the research group Plurilingualism and Language Learning (PLURAL) from University of Barcelona revealed the mismatch between the objectives of the Common European Framework (CEF) and the belief systems of teachers from different countries when they talk about language. From this point forward, PLURAL has intensified its contacts with other research groups within European Community to reconsider some aspects regarding multilingualism. The need to promote teachers’ training working in multilingual schools and the need to considerate mother tongues of the students as a step of inclusion are two key points of our current research. This paper is part of a thesis dissertation which studies teachers’ beliefs about language learning in multilingual contexts. We investigate, from a longitudinal perspective, the belief systems they have about multilingual education. According to CEF, the use of language involves actions people do as social agents. In this sense, work together with teachers who have the common interest of promoting inclusion to decrease marginalisation in schools, open new links between thought and action. Following Woods (1996), any training process must find its anchor point in a reflection that covers what happens inside and outside the classroom. Actually, teachers’ expectations and what happens in class may differ. This divergence between forecast, which involves planning, and performance, is related to interaction. The latter is generated in the immediacy and it always promotes cognitive movements on teachers. In this sense, how teachers reflect on their own actions, according to their social environment and their understanding of multilingualism, can be the origin of training processes and, therefore, of change. According to the Activity Theory (Engeström, 1999), cognitive movements always generate tensions, which are often expressed by potential contradictions. The only way to dampen the anxiety generated is building new interpretative frameworks with teachers’ participation in research teams. The present study involves a training program which was carried out over an entire year. It was funded by the Spanish Ministry R&D scholarship. It consisted of two phases and involved 10 teachers from all educational levels. All of them were in contact with linguistic and cultural diversity. Work on linguistic life stories, semi-structured interviews between a researcher and a teacher, and focus groups were included. We are in the perspective of “players” to see how they take responsibility in social environment they work, as well how language usage implies more or less inclusion in schools. (Expected) conclusions/findings At the moment, findings highlight the need of teachers to become aware of the current intercultural reality and as a result, be open to a more responsive treatment of diversity of languages in the classroom, which implies solidarity in education. The research also suggests that reflection about teachers’ practice promotes agency and change, a step toward transformation in educational research.

TRIMMER, KAREN (UNIVERSITY OF SOUTHERN QUEENSLAND, KAREN.TRIMMER@USQ.EDU.AU)
DEBRA HOVEN (UNIVERSITY OF ATHABASCA, DEBRAH@ATHABASCAU.CA)

Voices of Indigenous educational leaders: Stories of the journey

(Presented in English)

Increasing the numbers of Indigenous teachers has been found to be a key factor in fostering engagement and improving educational outcomes for Indigenous school students. What has been little researched is the experience of Indigenous educational leaders who are vastly under represented as principals of schools. There is an obvious and urgent need to raise the number of Indigenous educational leaders and while the past two decades has seen an increase in the number of Aboriginal teachers, there remains a significant gap in representation in comparison to non-Indigenous teachers and in particular those taking up formal leadership positions as principals of schools. This project aims to seek the stories of Aboriginal and Torres Strait Islander principals in Australia, and First Nation, Inuit and Metis principals in Canada. Through use of digital story telling principals will be
provided the opportunity to share and document their journeys leadership. In Australia, Aboriginal and Torres Strait Islander people have been the subject of formal and informal research since colonisation. Through the process of research, history, cultural practices, lore and beliefs have been categorised, classified, defined and interpreted from a western paradigm by western researchers to inform national policy on how Indigenous people should live, and in many instances, assimilate, in colonised modern societies including Canada and Australia. The methodology for this project has been selected to be culturally appropriate and to provide an opportunity for the voices of Indigenous educational leaders to be authentically heard. Storytelling is a form of knowledge development and sharing, a curriculum and pedagogy, that has been used for many generations by Indigenous peoples. Stories provide a portal to enable both tellers and listeners to reflect on experience, and to interpret their experience to develop new knowledge. It is therefore a way of thinking about, and studying, experience of principals that is both rich in regard to the data to be collected and culturally safe in approach. The approach will also involve Indigenous higher education research students in the collection of data for two reasons. Firstly, their inclusion is in keeping with the context of conducting research which is culturally safe and appropriate for the principals participating. Secondly, it provides an opportunity for Indigenous researchers in both participating institutions to conduct research as part of their own pathway to gain a higher degree and contribute to educational leadership research. Outcomes from the project will include: o Accumulating and compiling archival resources for incoming and future principals that support their success in these roles; o Identification and recognition of role models for Indigenous students in teaching and educational leadership; o Supporting and mentoring Indigenous students; both in schools and as student researchers; o Creating a collection of stories that can then be used as a space for international dialogue between Canadian and Australian educators initially, but potentially extended to Finnish and other Indigenous educational leaders. There are commonalities to experiences of Indigenous people who have experienced colonisation in regard to experiences of education and schooling. These include the nature of curriculum and pedagogy that have not incorporated traditional values or ways of knowing; and communities have needed to reconcile the past education policy, Residential schools in Canada and Stolen Generation in Australia, that created social and psychological upheaval in communities, family fragmentation, and community disengagement with schools and schooling. This presentation reflects on these similarities for Indigenous educational leaders internationally and will be of interest and relevance in Finland and other colonised countries in addition to Australia and Canada where the initial research is being conducted.

TRYGGVASON, ÁSGEIR (ÖREBRO UNIVERSITY, ASGEIR.TRYGGVASON@ORU.SE)

The Political as Presence: Reformulating agonism in citizenship education

(Presented in English)

The Political as Presence: Reformulating agonism in citizenship education. In recent years, an agonistic approach to citizenship education has been put forward as a way to educate democratic citizens. One of those who have theoretically developed a agonistic approach to education is Claudia W. Ruitenberg (2009), who takes her starting point in Chantal Mouffe’s (2005) theory of agonistic pluralism. The main point within this agonistic approach is its emphasis on the political dimension in citizenship education. In order to educate democratic citizens, Ruitenberg argues, schools needs to acknowledge the political dimension of democracy, in other words, to educate democratic citizens is to enable them to become each other’s political adversary. Drawing on what Mouffe’s agonistic pluralism could imply for citizenship education, Ruitenberg formulates three guidelines that in different ways highlights the political dimension of a democratic citizenship education. These guidelines emphasize the role of: (a) political emotions, (b) political disputes and (c) political literacy. The aim of this paper is to theoretically analyze and to further elaborate on the agonistic approach to citizenship education. This is done by returning to Mouffe’s (2005) point of departure in Carl Schmitt’s theory of “the political” and from there follow an alternate reading put forward by the philosopher Michael Marder (2010). In order to illustrate the relevance of Marder’s reading in relation to citizenship education, I draw on a case from Swedish secondary schools where students have protested against the presence of the political party The Sweden Democrats visiting their schools. The case is used to illustrate how the mere presence of the other can be understood as a crucial aspect of “the political” within citizenship education. By establishing a specific boundary between “us” and “them”, the protests challenge Ruitenberg’s agonistic approach to citizenship education in their withdrawing from both antagonistic and agonistic forms of confrontation. From the vantage point
taken in Marder’s reading, the analysis focuses on two of Ruitenberg’s guidelines: (a) political emotions and (b) political disputes. By placing the “mere presence of the other” in the foreground, the analysis leads to a definition of political emotions that stems from an understanding of the antagonistic character of “the political”. This definition is put in contrast to Ruitenberg’s definition which, I argue, is based on the object that the emotion is directed towards. Furthermore, the analysis leads to a proposal for de-emphasizing the importance of verbal political disputes within an agonistic approach. In conclusion, the paper highlights the need for an agonistic approach that recognizes presence as a vital aspect of the political dimension in citizenship education. Such an agonistic approach could take its starting point in an attentiveness towards “the political”, regardless of its manifestations.

Sunar, Pradip (Nepal Disabled and Helpless Rehabilitation Center (NDHRC), ndhrc@yahoo.com)
Santosh Kumal (Nepal Disabled and Helpless Rehabilitation, ndhrcnepal@gmail.com)

THE “STRUCTURE “OF BLOCKING & STUTTERING
(Presented in English)

A. Research topic/aim/ theoretical framework
1. Research Topics and aims: It is the “Meaning” that we give an event that determines our response. How is blocking and stuttering structured in the mind? It is structured like any other thought-feeling-behavior. It all begins with the meanings that we give events. The word “meaning” comes from a German word “zu hold in mind.” What meanings do people who block and stutter typically “hold in mind”? We shall be considering those. We believe that “meaning” determines our state of mind and our state of mind determines our behavior be it blocking or be it fluency. Meaning lurks behind all states-behaviors for meaning creates all states-behavior. Meaning determines how we define all the categories of our lives. We have found that in addition to meaning, we have six other key area for categories of how we define our lives: Self, Power/Resourcefulness, Time, Others/ Relationships, World and Purpose/Intentions. 2. Theoretical framework: Some of the people usually stuttering spontaneously and they are going through or of their behavior. Therefore in order to learn how to communicate easily and fluently and to understand the activity communication. The technique and methods that can help to communicate easily they are the Speech therapy for Stutters’ as well as psychologically distorted people in the world. With this regards this concept will took attention of the concern Stuttering guiding them. B. Methodology/research design: 1. Methodology of Research design: The research related on The “Structure” of Blocking & Stuttering is done through different trainings, seminars, field visits to the people working in these sectors. And the victimize people Stutter, Also different organizations helped a lot by conducting trainings and programmes in different levels of the work. C. (Expected) findings/conclusions 1. Findings of the Research: Our team has found out the improvement of Stuttering children and people in the world. There are identified aspects of stuttering treatment. • Feeling of happiness, • Confident, • No. Blockage in speech, • Control the stuttering, • Feeling of Competence, • Regulation and Control of Behaviour, • Sharing Behaviour, • Individuation and Psychological Differentiation, • Goal Seeking, Goal Setting and Goal Achieving Behaviour, • The Search of Novelty and Complexity, • Awareness of the Human Being as a Changing Entity. 2. Conclusions: Our research and methodology seems to be so much useful in The NERA 2016 and most of the European countries. Those children and people who are stuttering can be highly benefited and can be the active citizen of the country; they can add their support for the nation building and expose their inborn talent and qualities to serve the nation. The method which is used in the above research is most benefit in NERA 2016 as well as in the world. D. Key words: Stuttering, Control the Blockage and Stammering.

Ulstad, Svein Olav (University College of North-Trøndelag, svein.o.ulstad@hint.no)

Teachers` perception of student motivation and the relationship with students` self-determination in physical education.
(Presented in English)

The aim of this article is to look at the relationship between student motivation and the perception the teachers have of their motivation. For teachers it is important to see and be aware of the type of motivation the students have when they participate in physical education. How good are the teachers to report the same type of motivation the student tend to report? Some research has been done to look at the relationship between student self-reported motivation and teacher perception of their motivation, but the finding are not congruent. A mismatch between students self-report and teacher perception of motivation may lead to problems regarding optimal teaching and learning. To be able
to respond to students motivation signals is an important skill for teachers. That is because motivation is a predictor of many positive consequences such as achievement, engagement, learning and well-being. Self-Determination Theory (SDT) is the framework of this paper. SDT is based on four mini-theories, each with a framework to explain motivational processes based on psychological needs as a basis for motivation, motivational processes from the contexts and situations from the standpoint of environmental factors in influencing these processes. SDT views the quality of motivation as more important than the amount of motivation for predicting outcomes, and a central distinction in SDT, namely, the degree to which motivation is autonomous versus controlled, is a critical differentiation in terms of quality of motivation. Autonomous motivation is when people have identified with the value of the activities and have integrated the internalizations into their own sense of self (Deci & Ryan, 2008). This article is consisting of 2 studies. In study 1 we had 340 students and 14 teachers participating. In study 2 we had 268 students and 10 teachers participating. Students were attending the 8th, 9th, or 10th grade and were distributed among four schools in North-Trøndelag, Norway. Motivation was measured with a slightly adapted version of the 14-item Self-Regulation Questionnaire (SRQ; Ryan & Connell, 1989). Teachers’ perception of student motivation was measured using the Behavioral Regulation In Exercise Questionnaire (BREQ-2) that measures the continuum of behavioral regulation in physical education. Preliminary findings and analysis from study 1 show that teachers perception of student motivational regulations is only congruent for intrinsic- and identified regulation. For the other two regulations (introjection and external) the teachers, when testing for performance, can’t see what kind of motivational regulation the student have when participating in physical education. In study 2 we only have significant finding upon one regulation (intrinsic). Discussion is about what problems and challenges this leads to in the field of practice. How can this affect the interaction between the student and the teacher?

**Ulveseth, Hilde (Department of Education (DPU), Aarhus University, Denmark, hilde@edu.au.dk)**

**Susan Tetler (Department of Education (DPU), Aarhus University, Denmark, tetler@edu.au.dk)**

**Christina Jørgensen (University College Capital, Denmark, chjoc@ucc.dk)**

### Inclusion of all pupils’ voices, focusing on pupils’ opportunities to participate in the community’s learning activities

(Presented in English)

Research topic/Aim Research shows that although pupils report quite positive attitudes towards their school experiences, they report having little influence over important aspects of their everyday school life (Tangen, 2001; Tetler & Baltzer, 2011). Facilitating pupils’ development of autonomy and engagement in their own learning processes requires involving them in teaching planning and evaluation even if they have difficulties expressing their wishes or requests verbally. The aim of the project is to develop strategies for teachers to engage in all pupils’ voices. In the project diversity is valued which means there is a strong belief that pupils do not speak with a single voice; there are multiple voices. The project focuses on how pupils’ possibilities for participation can be facilitated and supported through a variety of differentiated strategies involving their voices. The strategies are developed with inspiration from the EU-project ‘Responding to diversity by engaging with students’ voices: a strategy for teacher development’. Theoretical/Methodological framework The project is based on the assumption that pupils’ voices are rich sources for achieving an understanding of their experiences about their learning environment. Studies also document that pupils emphasize the importance of being able to learn, to participate in the social life of school, and to give and take more responsibility at all institutional levels (Ruddock, 2007). That means when they are engaged and participate actively they will also achieve their educational goals and they will not be at risk of dropping out of school (Rumberger & Rotermund, 2012). The project is a joint partnership between Aarhus University, University College Capital and a number of teachers from public mainstream schools. Throughout the project teachers have developed and piloted different strategies in cooperation with researchers. The teachers have planned very different teaching courses focusing on participation, learning opportunities, as well as pupils’ experience of group work. Furthermore some teachers have used the strategies in subject-based courses. Before, during
Gender awareness: a direct teacher's approach

(Presented in English)

Gender awareness: a direct teacher’s approach

Gender awareness is on the European Education agenda for over thirty years inciting numerous discourses which are expected to contribute to equal opportunities for all, in a society that claims solidarity based on a fair judicial system. With gender awareness at stake, teachers should come into full view as it is they who can directly contribute towards the search for a (gender) identity their pupils embark on during their (pre) adolescent years. 1 I endorse Elina Lahelma’s suggestion that for teachers ‘promoting gender equality is not a question of opinion, but an obligatory responsibility’. 2 It is precisely here, where the conveyance of gender awareness has a place. In her research however, Janet van der Sanden shows there is a notable discrepancy between the available knowledge on gender at an academic level and the conveyance of this knowledge to society. 3 Adding to this, Finnish research holds that in the past thirty years little has changed with reference to gender awareness in teacher education.4 In this paper I will take a bottom up approach and try and examine the actual stance of teacher educators towards gender awareness in Dutch teacher education. By means of conducting interviews with teacher educators, I will examine what their take on gender awareness is. Do they feel qualified to train their students ‘on gender’? Is there a place in their curriculum for gender awareness? Do they feel responsible for the imbedding of gender awareness in their training? Do they have access to academic resources on gender awareness? If so, do they find those resources constructive and practical? For all obtained answers in the negative goes; if not, why not? Preliminary questions set out within my own teacher education institution, have already offered a reasonable idea of how some teacher educators approach gender awareness: their prevalent standpoint seems to lean toward the current Dutch debate that education is in danger of feminisation causing boys to lack necessary role models and gender awareness is a means to bring in more men in teaching. I will present my findings on how educators in Dutch teaching education understand the notion of gender awareness and shed light on their potential expectations of academia. How do the outcomes relate to similar Nordic research and what could be a next step to incorporate gender in teacher education? Although some researchers have previously stated that ‘it is as important to try to bridge gaps between research and practice as it is to keep a critical distance between the two, both from the side of educational research and from the side of educational practice’, 5 I will argue that it is precisely that what researchers should be doing: literally step into the world of educational practice and leave their ivory towers for what they are. 1 Sadker, Sadker and Steindam, Gender equity and educational reform, in ‘Educational Leadership’, http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198903_sadker.pdf. 2 Lahelma, E. Gender Perspective: A challenge for schools and teacher education, in Research-based Teacher Education in Finland, (Jakku-Sihvonen & Niemi Eds.) p.206. as pdf. file:///U:/Lahelma_Elina_2006.pdf. 3 Van der Sanden, J. Transferring Knowledge about sex and gender: Dutch case studies, Phd.diss., Utrecht, 2010. 4 Lahelma E. Gender Awareness in Finnish Teacher Education: an Impossible Mission? In Education Inquiry, 2011, 13, p.264. 5 Biesta, G.J.J. Bridging the gap between educational research and educational practice: The need for critical distance, in ‘Educational research and Evaluation’, 2007, 13, p.295-301.
Critical analysis of concepts and traditions in “disadvantaged schools” research

(Presented in English)

This presentation is based on a forthcoming critical literature review article, which addresses the concepts and research traditions related to disadvantaged schools research. I have been studying schools in neighbourhoods of low socio-economic structure in Helsinki and noticed that the previous research concerning disadvantaged schools is divided into traditions, that have rather different approaches and that seem to criticize one another. I also noticed that the concepts referring to “disadvantage” vary and might create disadvantage as such. Following Peter A. J. Stevens’ literature review studies I have chosen seven highly valued international education journals. From these journals, articles (n=73) that a.) Relate to disadvantaged schools research, b.) Have primary or lower secondary school in their focus, c.) Are peer reviewed and d.) Are published between 1995–2015, were chosen. The main research question in the review is: What kind of research traditions can be identified in the disadvantaged schools research? The subquestion, which helps me to construct traditions is: How is the disadvantage constructed in the research settings? For the “disadvantage” concept analysis I use the idea of middle-class norm. It seems that a so called disadvantaged school is constructed against the middle-class norm, which means an image of a school as it should be. The problem is that this might lead to what Diane Reay refers to as demonized groups of children and schools. Among others Larry Cuban states that if we only value one kind of (normalized) success of schools, we are bound to get schools, whose value is not valued. Thus, it is justified to ask what makes a school disadvantaged in different studies. Research has an impact on policies, which in turn have an impact on actual lives. Choosing and using the concepts and settings is not insignificant. For the construction of traditions, I use among others Michael Burawoys' division of sociology as a tool. So far in the analysis, four research traditions have been constructed. Each tradition seems to approach disadvantage in a different way. For the school effectiveness tradition for example, a disadvantaged school is a failing school: a school whose learning results needs to be improved. Within this tradition, the middle-class norm seems to be taken for granted. Education sociologists approach neoliberal policies and unequal division of resources critically. For them, the disadvantage is most of all a question of social class. My presentation focuses on the results of the literature review. I will present the traditions I have constructed from the data and the different concepts within each tradition. I will also discuss the questions of why do different traditions seem to collide sometimes, what could they learn from each other and how could we approach “disadvantaged” schools in the Nordic context.

VEDDY, GUNN (IRIS (INTERNATIONAL RESEARCH INSTITUTE OF STAVANGER), guve@iris.no)
MARY BILLINGTON (IRIS/UNIVERSITY OF STAVANGER, MARY.GENEVIEVE.BILLINGTON@IRIS.NO)
MERTE JONVIK (IRIS, MERTE.JONVIK@IRIS.NO)

Inclusive workplaces: building sites for identity construction

(Presented in English)

This paper reports on a qualitative study of selected workplaces situated in a region of southwestern Norway. The workplaces had received recognition as offering “best practice” in regards to the inclusion of vulnerable and at risk groups in their workforce. The groups considered here are younger workers without completed formal education, foreign-born workers and older workers (over 60 years). Given changing demographic patterns in Norway and many other countries, absorbing and retaining these groups in the workforce is important for individuals and for the society as a whole. At each workplace, we conducted interviews with a leader/ manager, a union/health and safety representative, and groups of workers. The workplaces represented the private, public and voluntary sectors, and had a variation in formal and non-formal skill requirements. We interpret the findings using the notions of competence and identity. We see identity construction as related to the perception and appreciation of individual competencies by self and others. Competence is a holistic concept, embracing the whole person in action rather than viewing the individual as a container for a collection of single attributes, such as qualifications. The concept of competency integrates both a person’s potential and practical abilities in addressing tasks and situations. The data indicates that the three groups grappled with different issues. Migrant workers strive to receive recognition for their professional identity in a new cultural setting, restricted by their language skills. Best practice workplaces recognise the professional skills of migrants give support to formalisation and initiate language and cultural instruction. Older workers seek to maintain the recognition of professional identity in positions requiring their skills, while in the transition from work
to retirement. Best practice workplaces regard age as a positive measure of competence and continue to offer learning and challenging tasks for older workers. Younger workers are in the process of constructing an identity as a member of the workforce while restricted by their social skills, formal education or both. For them it is important to be seen, to contribute, to belong and to be recognised as a worker, and best practice workplaces facilitate this. In general, the workplaces in the study were characterised by a high level of social consciousness, care for the wellbeing of individual employees, appreciation of people and of diversity, and an openness to individual differences in performance and in ways of being. Best practice workplaces exhibit a broad conception of competence. Participation, recognition, and a workplace ethic valuing both equal treatment and appreciation of differences were key components in formal and tacit strategies. Recognition is firstly given to attitude-orientated competencies such as the ability to learn, and to adapt. Task specific competencies are acquired quickly through participation, and more formal qualifications such as language skills and education follow. At the same time, the opportunities for offering employment were constrained by the core activity of the firm, the type of branch, access to resources that...
population of Flemish secondary school teachers. More specifically, we examine the association between the ethnic school composition, the track in which teachers teach, teachers’ ethnically prejudiced attitude, and their involvement with MCT, taking into account teachers’ sociodemographic features. Multilevel analyses on data from the survey RaDiSS 2 (Racism and Discrimination in Secondary Schools), collected during the school year 2014-2015, including 617 teachers in 40 Flemish secondary schools, show that teaching in vocational track or teaching in a school with more ethnic minority pupils was associated with more MCT. Moreover, ethnically prejudiced teachers involved less with MCT than unprejudiced teachers. These conclusions highlight the importance of intergroup contacts and cross cultural experiences between teachers, mostly belonging to the ethnic majority group (Gay, 2010; Marx & Moss, 2011; Wasonga, 2005), and ethnic minorities. The implications of these findings are discussed.

How teacher education is presented in institutional websites that offers teacher education in Norway: neoliberalist ideas or valuation of teacher profession?

(Presented in English)

Neoliberalist ideas and structures have changed the landscape of higher education through competition and marketization. New ideas and structures have influenced the teaching profession and the expectations and definition of the teacher’s role in primary and secondary schools in Norway and other countries. Neoliberalist thinking has also influenced institutions of higher education that offer teacher education programmes. These institutions are expected to be competitive by recruiting students in what is seen as a national market; the more opportunities educational institutions offers, the more students will chose to study there. Students have many different reasons for choosing one place to study over another and marketing on websites is considered to play a role in recruitment potential. Based on these factors, we designed a research project that focuses on how both teacher education and the profession itself are presented and profiled on the websites of fifteen Norwegian institutions offering teacher education. We include teacher education programmes specialize in training teachers to work in grade 1-7 and 5-10. The primary objective is to examine how the profession of teaching is presented on these institutions’ websites including what information is given about the studies themselves, what values are emphasized and what information is given about further and continuing education. Data was collected from the information provided for each study track including special areas of focus. We used an abduction approach to analyze the data creating categories developed both from the empirical data and theoretical concepts. Preliminary findings suggests there are many similarities between institutions that educate teachers. There is a common emphasis on the need for new teachers now and in the future, and many of the institutions focus on the challenges and variety students will face each day in their own classrooms. We find it interesting that some institutions focus on the issues these future teachers will meet in school, while others focus on the possibility for personal development linked to a variety of school subjects. In addition to analyzing the presentation of teacher education in light of how the teacher’s role and teacher profession may change, we also considered how teacher education might be presented in a future where the landscape and practice architectures of teacher education are changing.

Childrens' participation in educational research projects

(Presented in English)

In the research and development project “FLiK. Forskningsinsbasert læringmiljø-utvikling i Kristiansand kommune” is one of the aims to examine the children's views and get answers on how children themselves experience their situation in the preschool (Nordahl, Qvortrup, Skov Hansen & Hansen, 2014). In seeking children voice the children are viewed as active participants with opportunities to influence the everyday life in the preschools (Bae, 2006). During recent years, the research on children has expanded, and an understanding of children as competent, social and cultural actors is more pronounced (Nordahl, 2010). The study is carried out as an online survey study to focus upon children’s voices and experiences, and preschools in 71 kindergartens in Kristiansand municipality take part in this project. Preschool teachers and assistants of the four and five year olds also participated as Informants in the survey conducted in spring 2013, and 3500 children and
2600 preschool teachers were involved. The work with development of knowledge and educational practice in the preschools is based on capacity building, the survey results and methods of blended learning. To have a specific basis for the development of knowledge it is formulated issues that the project seeks to answer: What experiences have children from different educational activities and learning environments? How can these experiences and research-based knowledge be used to establish a practice that promotes the children’s well-being and effective learning environments for all children in the preschools? What strategies for implementation can be used to establish a permanent development and improve the practices? The project and the results of the survey will be presented and discussed in this presentation. The results indicate that children can be reliable informants in this research in which there is a good correlation in the way they have answered the questions. The study shows that children give valid and reliable answers, and they can provide a significant contribution to the evaluation of quality in the preschools. The answers from the children convey something different from the adult’s, and they contribute with nuances and perspectives that will be vital to the development of a qualitatively good preschool practice. Bae, B. (2006): Temahefte om barns medvirkning. Kunnskapsdepartementet. Oslo. Drugl, M. B. (2010): Liten i barnehagen. Forskning, teori og praksis. Oslo: Cappelen Damm Forslaget Nordahl, T., Qvortrup, L., Hansen, L. S. & Hansen, O. (2014) Resultater fra kartleggingsundersøkelsen i Kristiansand kommune 2013. Aalborg: Aalborg Universitetsforlag (FULM: Forskningsinformet utvikling af læringsmiljøer

How does preschool teachers perceive their professional role as participants in an Early Intervention program?

(Presented in English)

This paper presents a study that illustrate preschool teachers perception of their own professional role as participants in the “Kvello-project”, an Early Intervention-model implemented in several Norwegian preschools to detect difficulties at an early stage in children lives. The empirical data is based on six interviews with preschool teachers. The analysis of the interviews will focus on how teachers perceive their professional role as participants in this Kvello-program. Early intervention has been given a significant position directing work in education systems all over the Western world recent years. According to international and national policy documents for early intervention, standardized tests and programs are emphasized working with EI to detect and prevent difficulties at an early stage in children’s lives (EC 2006; UNESCO 2006; OECD 2006; NOU, 2009; White paper no. 16 (2006-2007)). However, critique has been raised against these directives given from the national level pointing to several problematic issues between program-oriented EI and teacher’s professionalism (Vik & Hausstäetter 2014; Pettersvoll & Østrem, 2012). This critique is the focus for this paper. Working with Early Intervention in kindergarten the use of programs and evaluation tools used to assess children’s academic and social skills has increased. This trend is however being debated (eg Løvlie 2013). Pettersvoll & Østrem (2012) questions the fact that the implementation of these programs is considered a sign of quality in itself, and that many kindergartens therefore are obligated to conduct various types of evaluations of children. A problematic result of this program-oriented focus is according to Pettersvoll & Østrem (2012), that preschool teacher professionalism is deteriorated and that they are reduced to service personnel. Their main point is that children through this will suffer because one thus de-professionalise preschool teachers. Participants in the study was 6 preschool teachers randomly and voluntarily selected from 3 kindergartens working with the Kvello-project. The informants were all educated as preschool teachers. To describe preschool teacher understanding of their professionalism this study is analysed using discourse analytic strategies to show how language is a social practice, and how knowledge and subject positions are constituted through discourse. The claim is that teachers understanding of their own professionalism can be to expressed in preschool teachers use of language. The preschool teachers role is legitimised in the institution and the work of early intervention is based on a common predefined understanding that is founded in the Kvello-model. A potential conflict may arise if one experience that the scope for the professional judgments is defined in such a way in the program that it runs across kindergarten teacher professionalism and the knowledge base their judgments are based on. The study indicates, however, that the preschool teachers understanding of their role to a small extent is in conflict with the knowledge base their professional judgments are based on.

Vikstrøm, Emma (Örebro University, EMMA.VIKSTROM@ORU.SE)
A child of its time? The emergence and circulation of eugenic and Darwinist ideas in Ellen Key’s international network

As an author, Ellen Key (1849-1926) is perhaps best known for the book The Century of the Child (1900/1909), in which she developed her child-centred ideas about the schools of the future. Because of her correspondence and contact with prominent progressive educators, she is often proclaimed to have ideologically inspired the reform pedagogic movement in Europe, and her legacy reaches well beyond the Swedish and Nordic context. In recent years, some research has dealt with the eugenic and Darwinist thoughts in Key’s work. Especially passages in The Century of the Child (1900/1909) are understood as problematic due to the idea of birth regulation on eugenic premises. As an explanation, most research stresses the Zeitgeist in the beginning of the 20th century and also the fact that writers such as Friedrich Nietzsche, Ernst Haeckel and Herbert Spencer influenced Key. Going beyond the explanation of Key being influenced by the writings others and merely a child of her time, the aim of this paper is to examine how the eugenic and Darwinist ideas emerged and circulated in Keys international network in the early 20th century. Using a historical network analysis approach, I have reconstructed connections between Key and actors that were active in eugenic and Darwinist movements. Contesting the idea that knowledge is something merely individual, I want to explore how these ideas was shaped socially through travels, correspondence, and meetings at e.g. congresses. The empirical sources consist of travel diaries and parts of Key’s Swedish and international correspondence. Drawing on Philipp Sarasin’s (2011) understanding of history of knowledge, this paper will explore how ideas emerge, are shaped and circulate in social networks over national boarders. In conclusion, I will discuss and reformulate the meaning of eugenic and Darwinist ideas and actors in Key's network and the European reform pedagogic movement. Keywords: Ellen Key, reform pedagogics, eugenics, history of knowledge, historical network analysis

Assessment in Norwegian teacher education – assessment practices in pedagogical studies

The history of assessment in pedagogical studies in Norwegian teacher education, seems to have varied along with the weight of the formative side of the education. The National curriculum of 1967 (Forsøksrådet, 1967), removed written exams. Students’ class attendance and delivering hand-ins constituted the assessment. How this was to be done, was left up the institutions themselves. In the 70-ies, the students’ individual development was emphasized, along with how they could use their own experiences in their education. Individual exams and testing were largely abandoned, until the Department of Education distributed a circular in 1983 instructing education institutions not to use groups when arranging exams. In the wake of the 1983 circular, at least 50 % of the final mark was to be based on individual exams. Today, according to the national guidelines for differentiated teacher education programs in Norway today, the teacher-students are to develop both knowledge and skills in assessment (Kunnskapsdepartementet, 2010, p. 6). When it comes to the realization of these learning outcomes, the guidelines still leave it up to each institution: “The institutions are responsible for showing the students varied working methods and formative and summative assessment during the teacher education.” (op.cit., p. 7). This study concentrate on how teacher educations realize the guidelines and put them into work, which assessment system they have produced.

The methods are interviews with teachers in pedagogical studies in different teacher education institutions and programs in Norway. We also use digital questionnaires. In the interviews there are also questions about the purpose of different assessment methods, and how satisfied the teacher educators are with the assessment methods. Would they prefer national exams or tests like in compulsory school? The study will be broadened and compare the results with data from other Nordic teacher educations. How do the assessment systems cover theoretical knowledge and practical skills, i.e. teaching competence? Potential conflicts of interest in performance assessment efforts will be clarified. Teacher educators are met with the challenge of ensuring that the future teachers in their classrooms are able to stay abreast of technological changes and be literate in multiple modalities. How do they...
implement this in their assessment procedures and methods? An overall interesting question for teacher education in general, is the relationship between assessment criteria and the research on teaching and learning. What can we say about its implications for teacher education?

\* \* \*

VOEIKOVA, MARIA (INSTITUTE FOR LINGUISTIC STUDIES - SAINT PETERSBURG STATE UNIVERSITY, MARIA.VOEIKOVA@GMAIL.COM)

PROKOFEVIA VICTORIA (SAINT PETERSBURG STATE UNIVERSITY, BDJILKO@YANDEX.RU)

Compensatory Factors for the Low SES Influence on the Early Speech Development

(Presented in English)

Our longitudinal case study of the speech development of a village girl in a big and poor Russian family has shown that her low SES had not played any significant role in her speech development, in spite of the fact that her elder siblings had serious speech delays. Her speech was transcribed and analyzed with the help of CLAN tools from the CHILDES database. Several of her measures (such as MLU, VOCD, and morphological richness) correspond to the mean age norms and even exceed them. The mean length of utterance (MLU) has changed from 2.1 at 2;1 to 4.0 at 3;0, exactly as the mean norm; between 2;0 and 2;4 she has demonstrated a vocabulary spurt and, later on, the transition from premorphology to protomorphology and the further development of the morphology proper. Thus, at 2;5 she already uses all significant case oppositions and makes miniparadigms from all frequent nouns (such as mama ‘mommy’, deda ‘granny’, čaška ‘cup’, bratik ‘brother-Dim’, kisa ‘cat’, sobačka ‘dog’ etc. The verb morphology is also presented by the opposition of past and present forms: like bežit / ubežala ‘run-Pres:3S/Past:Fem:S’. Relatively good results of the girl may be also explained: 1) by her inherited language aptitude (unlike her uncles and aunts); 2) by the rich and elaborated language technique of her grandmother (who gave birth to 7 children and was the 10th child in her own family); 3) by the necessity to adjust to different partners; and 4) by the cumulative richness and variability of their input. We also had investigated the input and stated that the main speech partners of the girl used several control strategies [Taylor, Donovan, Miles and Leavitt 2009] and demonstrated different levels of the fine-tuning to a child’s speech. The grandmother (who was the main caregiver) preferred a high guidance (HG) strategy but often uses also the high control (HC). A predictor of HC in her speech is the high percentage of verb forms in her speech (up to 30% to all tokens), and especially of the imperatives (8% to all tokens). However, her husband uses only a high negative control strategy (HNC) accompanied by the aggressive tone and obscene vocabulary. The child demonstrates a significant level of adaptation to her caregivers by using different percentage of repetitions towards every caregiver: 15.1% of all tokens are repeated after the grandmother, compared to only 7.2% of her grandfather’s tokens. The child is capable to choose her own strategy with every family member from the age of 2;0. Unexpectedly, the low level of the state social help seems to play a positive role: compared to the similar low-income families in Israel and in the United States the adults in our case need to look for a job and, thus, conserve more responsibility which influences also their speech. We consider several compensatory factors for this case: 1) the high level of empathy in the family, 2) the good impact of the siblings, and 3) the child’s physical and psychological health.

\* \* \*

VON AHLEFELD NISSER, DESIRÉE (DALARNA UNIVERSITY, DVA@DU.SE)

Professional collaborative consultation and its relationship to an inclusive school culture – how can it be understood? Experiences from a research project.

(Presented in English)

Professional collaborative consultation and its relation to an inclusive school culture – how can it be understood? Experiences from a research project. In this paper the focus is on the question of how collaborative professional learning, based on theories of communication, can promote an inclusive school culture. The aim is to discuss conditions and strategies that relate collaborative professional learning to the idea of evidence based practice and to the concept of an inclusive school culture. A research project was created based on different approaches, and in some sense contradictory, perspectives; one expert driven, top-down approach, one participant driven, bottom-up approach, and one interactive, deliberative approach. The data consists of recurrent critical reflecting and analyzing (collaborative meta-consultation) in groups of special education professionals (consultants) and a researcher whose focus was on collaborative consultation, consultants recurrently held with groups of teachers. The collaborative meta-consultations were based on Habermas' theory of
communication as well as Freire’s pedagogy of liberation. An approach of qualitative content analysis has been used to analyze the data. The result shows that it is possible to unite different perspectives when professionals in schools are given the opportunity to discuss, scrutinize and critically examine theories linked to their own practice. The result also shows that if the concept of collaborative consultation has guidelines such as communication, openness, respect, sincerity, participation and acceptance, the possibilities to create an inclusive school culture increase. This means that the concept of inclusion has to embrace how professionals collaboratively and deliberatively examine their practice, strategies and values.

Key words: Evidence based practice, collaborative professional learning, inclusive school culture, theory of communication, qualitative content analysis.

University business graduate employment outcomes and gender segregation in Finland

(Presented in English)

This paper examines the employment and placement in the working life of Finnish university master graduates in the study field of business, with special reference to gender. The graduate employment outcomes are key issues in current higher education. In parallel with greater emphasis on efficiency and accountability in society, graduate employment and work quality are important outcome measures of higher education. They are getting stronger social prominence from the viewpoint of society as whole, HE institutions, students, applicant and their parents (Schomburg & Teichler 2006; Puhakka, Rautopuro, Tuominen & Vuorinen-Lampila 2012). Due to expansion of higher education and the changes in labour market, the graduates are facing more difficulties in their employment. In addition, the graduate employment outcomes differ due to gender segregation, typically in favour of men (Duquet et. al. 2010; Einarsdottir 2007; Vuorinen-Lampila 2014). The employment outcomes are also clearly dependent on the field of study. Graduates from ‘soft’ fields tend to have lower returns than their peers from ‘hard’ fields (Klein 2011; Reimer, Noelke & Kucel 2008). The aim of this paper is to investigate 1) what kind of employment outcomes, career progression and earnings the master graduates have reached in study field of business, 2) how those differ between genders, and 3) whether there are differences in the employment and placement in working life between graduate cohorts of 2002, 2005, 2007 and 2009-2013. The data was collected by questionnaires from (i) graduates (n=5996) right after graduation, and (ii) from other graduate cohorts three to five years since graduation (n=1424). About two thirds of graduates were in full time jobs right after graduation. Five years later 86% were in full time job. In the earlier graduate cohort (2002) in practise all graduates (98%) had full-time jobs. 85% of graduates had permanent work contract. In all follow ups men were more often in permanent full time jobs. Men were also placed more often in expert positions, whereas women worked more often as officials/clerks. The average earnings of the master level graduates were 3178 Euros in 2013 salary level. Women’s earnings were 13% smaller than men’s earnings. According to the data of five years follow ups, the earnings and also the difference between genders increased towards later career stage. In addition, the results indicate that the careers and earnings vary by the majors that the graduates have studied, and according to the nature of gender segregation in the respective fields of study. To conclude, (1) it appears that the employment outcomes of master level business graduates have weakened from year 2002 to years 2005 and 2007; (2) male gender has positive impact to employment outcomes, career progression and earnings, and the gender difference increases during first three to five years on labor market (3); even though the percentage of unemployed graduates is very low after the graduates have reached the permanent placement in working life, these findings indicate clearly the increasing employment problems, instability and insecurity in graduate labor market in Finland.

Early childhood education - economy and pedagogy in a perfect combination?

(Presented in English)

Research aim: The aim of this paper is to critically explore the discourse of Early Childhood Education and Care (ECEC) in European transnational policy documents and its potential implications for the Swedish (and Nordic) pre-school development. The point of departure for this study is one of the EU benchmarks in the Strategic Framework for Education and Training 2020 (ET 2020), with the purpose of collecting quantitative information for comparative analysis: “At least 95 % of children
between the age of four and the age for starting compulsory primary education should participate in early childhood education”. The underlying assumption is that ECEC is “the essential foundation for successful lifelong learning, social integration, personal development and later employability” (European Commission 2011). In what ways do these economic and social expectations form a transnational policy discourse of ECEC? How can the Swedish Curriculum for the Preschool Lpö 98 Revised 2010 be categorised in relation to curriculum typology, and what are the convergences and divergences in relation to European transnational policy? In the paper the Curriculum for Preschool is discussed in relation to Nordic welfare societies and curricula traditions.

Theoretical framework: Drawing on Nancy Fraser’s theory of ‘politics of need interpretation’ in Western welfare-state societies, the focus shifts from needs to discourses about needs (Fraser, 1989). According to Fraser, the politics of need interpretation ‘tend to be nested, connected to one another in ramified chains of “in-order-to” relations’ (Fraser, 1989). When the needs are enclaved and depoliticized into the official-economic arena, the result will be limitations in the chains of in-order-to relations for interpreting people’s needs. The official-economic institutions are, according to Fraser, the most important depoliticized enclaves, in which interpretations of needs must be exceeded in order to become ‘political’ in a discourse sense; that is, to become runaway needs. The Curriculum for Preschool is analysed as a field of tension between official-economic needs and Nordic preschool traditions within a framework of curriculum typology (Kelly 2009).

Expected conclusions: In the transnational policy arena, the pattern of in-order-to chain is clear: in order to increase the share of students in tertiary education there is a need for more students with an exam from upper secondary school; for reaching that goal, there is a need to decrease the share of early school leavers; for making that to happen there is an increased need for students to meet the requirements of compulsory school; and for that purpose, there is a need for a broad participation in ECEC, which is the last link in the chain. On a national level, a language of child’s needs has largely been replaced by a language of learning (Biesta 2005). The emphasis on lifelong learning rests heavily on ECEC, with a curriculum as process and development in a mix of competencies and knowledge. Relevance to Nordic research: the study is relevant for all Nordic countries as part of Western welfare societies influenced by the European Union

WALLERSTEDT, CECILIA (THE LINNAEUS CENTRE FOR RESEARCH ON LEARNING, INTERACTION AND MEDIATED COMMUNICATION, CECILIA.WALLERSTEDT@GU.SE)

NIKLAS PRAMLING (THE LINNAEUS CENTRE FOR RESEARCH ON LEARNING, INTERACTION AND MEDIATED COMMUNICATION IN CONTEMPORARY SOCIETY (LINCS) UNIVERSITY OF GOTHENBURG, NIKLAS.PRAMLING@GU.SE)

Responsive teaching, informal learning and cultural tools in year nine ensemble practice: A lost opportunity

(Presented in English)

Music is an interest that many young people engage in in their leisure time, for example, through playing in a band. Playing in band has lately been modeling formal music education in compulsory schools in several countries. While these strategies are revolutionary in e.g. the UK (Green, 2008), they have been part of the Swedish curriculum since the 1970s (Georgii-Hemming & Westvall, 2010, Ericsson & Lindgren, 2011). Playing pop music in small ensembles is today the most prevalent activity in music class (Skolverket, 2015). When organizing for learning in line with such practices, a critical question is how educators contribute to children’s learning. Arguably, a more responsive rather than prescriptive teaching practice is implied. How this concretely plays out in educational practice is therefore of interest to research on instruction and learning. In the present study we investigate what problems adolescents in year-nine compulsory school face when trying to learn to play a song together, how they take on these, and how their teacher responds to these problems. The studied practice, where students are to form a band and learn to play a song together in music class, is an example of education modelled on more informal practices such as leisure-time band practice. Such remodeled educational practice highlights the question of how to understand teaching. Sociocultural theory (Vygotsky, 1997, 1998; Wretch, 1998) provides the framework for the analysis of video observations from classrooms in two year-nine (with 47 students 16 years old) music classes for an eight-week period. All video data were transcribed either as descriptions (detailed fieldnotes in a narrative form) or, when possible, verbatim in full. The analysis was conducted according to the principles of Interaction Analysis (Jordan & Henderson, 1995). The results are presented in two sections: first, a global mapping of all problems the eight groups (bands) faced during the project; second, an in-depth analysis of the processes of one of the groups in terms of the central problems they struggle with and how the
Making Bubbles in the Classroom – Using Multimodal Resources to Construct Speech and Thought Bubbles as Aspects of Comics Literacy

(Presented in English)

This presentation investigates teachers’ and pupils’ use of speech and thought bubbles as multimodal resources for classroom interaction. As sources for multiliteracy and multimodality, comic books open up for different reader experiences from that of text-based fiction, when used as classroom materials. Bubbles, as the given form of monologue and dialogue in comic books, gives the reader(s) a multifaceted way of understanding conveyed meaning and emotional expression, as well as expressions of sounds (e.g. the difference between producing a discreet, whispering call for attention through the textual ‘psst’, and a cupboard falling over, producing a loud ‘BANG!’). Through studying naturally occurring classroom interaction where participants use speech and thought bubbles as the subject of learning about reading and writing, the aim of this presentation is to increase knowledge of how, imagery, text and symbolism in speech bubbles are drawn upon in the talk-in-interaction. Excerpts from interactional video data show pupils and teachers in year 3 (ages 9-10), collectively producing speech and thought bubbles in a whole-classroom session. Analysis of detailed multimodal transcripts focuses on the action-oriented aspect of discursive psychology (Edwards & Potter, 1992; Potter, 2010): emphasis, intonation, repetition of words and phrases, as well as uptake and use of signs, symbols, and text in the comics material. When talking about speech and thought bubbles, participants use combinations of shape, conventional symbols, text, and punctuation, to collectively construct an understanding of what makes up a bubble, and what message that bubble produces to a reader. The teachers use students’

textual suggestions and drawn bubbles, and add to these a variety of verbal emphasis, tone of voice, gestures, movements, and sounds, thereby illustrating the effect of the visual modalities on the textual message. This presentation shows how constructing literary, aural, and embodied modalities in talk-in-interaction allows teachers to negotiate the construction and re-construction of what signifies the reading of a comic book bubble. In this way, speech and thought bubbles can be viewed as parts of a larger theme of literacy instruction with comics as a textual and interactional resource.

Wallner, Lars (Linköping University, lars.wallner@liu.se)

Wedin, Ann-Sofi (IBL, Linköping University, 58183 Linköping Sweden tel. +4613282672, ann-sofi.wedin@liu.se)

Interactive reflection and discussion-about content and participation rate in mentoring conversations during the practical part of teacher education

(Presented in English)

Teacher students in the Nordic countries often ascribe the practice periods of teacher education great value. But, what do we know about the mentoring conversations that take place. What content do they have? How does the participation rate look? Do the teacher students have any chance to make their voice heard in terms of equality? My research draws attention to the formal conversations between mentors and teacher students during the practical part of teacher education. I have an interest in how these conversations actually are carried out. The main interest is directed towards the content in these discussions and what happens in the interplay between supervisor and teacher student. 27 conversations were recorded. They didn’t have a content decided in advance, because the possibility for the teacher student and the mentor to sit down and talk was limited to twice a week for different reasons. We always joined the conversations which lasted between one and a half hour. That gave us approximately 30 pages transcribed text. Two of the mentors worked in primary school and one in middle school. An inductive content analysis has been made. In an initial run-through, the entire material of about 800 pages was reduced to 150 pages, a roughly edited text where the reading and sorting centered on the content and the call sequences around that content. One conclusion is that the main content in the mentoring conversations concerns the follow-up of completed lessons. Thereupon follows planning of lessons or other activities. Contextual discussions

NERA 2016 Social Justice, Equality and Solidarity in Education
concerning certain pupils and their problems, their parents, colleagues, the headmaster and the like, form other content but not to the same extent. The same goes for what I call induction of the students into their coming profession as teachers. The content varies, depending on the area the school is situated in. In multi-cultural and disadvantaged socio-economic neighborhoods, there often is a shift in the dialogues from the expected didactic content to conversations concerning different problems with the pupils. I note another conclusion: the conversations that concern a completed activity of the student such as leading a lesson do not take form of evaluation, as they often did earlier. They are more like a conversation between two interested parts that the mentor guides through questions that invite reflections about what has been carried out in the classroom. The same goes for content classified as contextual discussions and induction. The mentoring concerning planning, starts by being quite technical and instrumental with a focus on the how-aspect, but soon the mentors gradually change their instructions from control to a more balanced influence between student and mentor and the conversations become reflective, equal and interactive. To sum up, today’s mentoring conversations are characterized by interactive discussion and reflections between two equals, instead of what earlier studies have found: a high degree of control from the mentor.

WERLER, TOBIAS (UNIVERSITY COLLEGE BERGEN, TCWE@HIB.NO)
DZIUGINTA BARALDSNES (BERGEN UNIVERSITY COLLEGE, DZIUGINTA.BARALDSNES@HIB.NO)
ALICJA SADOWNIK (BERGEN UNIVERSITY COLLEGE, ALICJA.RENATA.SADOWNIK@HIB.NO)

“The Evolution of Nordic Schooling and peoples mind-sets”

Rural communities present special challenges to teachers, including large territorial distances, isolation from colleagues/professional environment, and limited access to resources for support, as well as unique community expectations and role conflicts. Much of current teaching practice seem to be based on models derived from urban knowledge and competence contexts, which have little in common with the demands of rural areas even though rural teacher work force counts for ca. 30 % of either Norway, Poland and Lithuania. Moreover, current international research on teacher professionalism seems to be neutral, in terms of distinction between urbanity and rurality. A way from some Canadian examples (Preston 2006) it does not consider rural ways of being a teacher. This is surprising, because pedagogy of place (Mendel 2006, 2009) as well as place-based education (Sobel 2004) comes with a clear argument that place matters. Places with their communities are creating particular inter-subjectivities that are framing (well)being of a (good) teacher. However, research on other professions (f. ex.: police) distinguishes between urban and rural context (Slade, 2013). This paper reports from a project that tries to fill the research gap. The project is aimed to explore unique qualities of educational professionalism at schools situated in different European rural areas (Norway, Poland and Lithuania), and thereby reconstruct unique contributions to community well-being, that can be introduced to teacher education. In this article, we focus on Norwegian specificity of rural teaching, but use “voices” from Poland and Lithuania as horizons of comparison (Bohnsack 2001). Since we see rural teacher professionalism as constructed in dynamic collaboration between teachers work and local community, introducing other qualities - established within historically different conceptualizations of rurality and school, make explored meanings and relations visible/accessible (ibid).

WERLER, TOBIAS (UNIVERSITY COLLEGE BERGEN, TCWE@HIB.NO)

The Evolution of Nordic Schooling and peoples mind-sets

Traditionally one describes schooling as a system per se or as part of the political system. However, analyses about “Nordic” schooling have not seen the relationship between the value set of a state formation and the origins and evolution of schools (Antikainen 2006, Telhaug et.al. 2006). The following paper will re-read both Scandinavian school histories as well as welfare state analysis in order to find those constitutional mind-sets. Beyond that value-focused curriculum, analysis of several Scandinavian school curriculum are carried out. This is done in order to test the hypothesis that Nordic goals and value-sets of schooling are heavily influenced by the value-set of the respective value-sets of state formations like welfare state and competition state (Moisio & Leppänen 2007, Antikainen 2010, Kaninen 2014). The Question In order to be able to test the hypothesis the paper asks for the role of schooling in the welfare state as well as in the competition state. Beyond that, it is asked for what kind of value-sets has been created and did it change people’s
teacher autonomy becomes more and more

our search results. Google scholar opens for a
much bigger amount of resources than EBSCO,
which only search in listed journals. In a first search
step we found more than 200 articles prominently
related (i.e. in abstracts, key words or titles) to
teacher autonomy. One important finding from our
search is though, that only few of those make a
significant effort in order to further develop the
conceptional and empirical nature of the
phenomenon in focus. In the best cases certain
models are employed, such as Cribbs and Gewirz’s
modes of autonomy and modes of constraints.
Furthermore, autonomy is used synonymously with
freedom using the dichotomy autonomy vs. control.
Finally, teacher autonomy becomes more and more
objective for international comparisons. However,
this might be dangerous, if our conceptional
understanding of the phenomenon and its relation
to different contexts. Due to the considerable few
studies we found in our directly related field, we will
also put forward non teacher related autonomy
research, such as from (i) organisational research,
here the issue of work autonomy; (ii) nursing
science putting much effort in the investigation of
the relation nurses and doctors, and nurses and
patients; and finally (iii), Psychology, regarding
personal and relational autonomy

Teacher autonomy as a conceptual and
empirical question: A review of
international literature

(Presented in English)

This contribution discusses both theoretical and
empirical approaches of understanding the
phenomenon of teacher autonomy. Teacher
autonomy is often dealt with as a normative issue of
the teaching profession, that means something
teacher should be in order to be called professional.
In regard to teachers it has been claimed, that they
are not full professionals, because of lacking
autonomy. However, besides such discussions, the
analytical form and also value of this concept has
been rather remained underilluminated. Here, we
aim to elaborate on analytically sophisticated
concepts of teacher autonomy and how it can be
measured. Consequently, we will not discuss the
professionalisation of teachers, nor their
professionalism, in which a certain amount of
autonomy is or should be part of. Instead different
of theoretical features of teacher autonomy
will be put forward: the multidimensionality,
the context dependency, the continuum
character of different autonomy types, and
the relation autonomy and control. Our
discussion draws on a literature review of
conceptual and empirical and instruments
that have been developed in order to
explain and to measure autonomy or perceived
autonomy. For this reason we have conduct
extensive and systematic searches in EBSCO,
ERIC and Google scholar. Due to our language
proficiency we also searched in German, Swedish
and Finish databases. In EBSCO/ERIC we
searched in abstracts, key words and titles, in
different combinations for teacher autonomy,
concept autonomy, autonomy scale. The same, we
did in Google scholar. Due to the restriction of the
latter database in terms of possible limitations of the
search results, we only searched for these terms in
titles. Both searches validated and complemented

Preventing and detecting child sexual
abuse at preschools: policy and
research

(Presented in English)

The aim of the paper is two-folded. Firstly,
we would like to describe on-going projects
on developing recommendations for
preschools regarding how to react when
experiencing accusations of child sexual abuse at
the preschool. Secondly, we would like to discuss
the recommendations in relation to a research
review that we previously have conducted. The
objective of the research review was to synthesize
research, published between 2000-2015, regarding
child sexual abuse, preschool and preschool
teachers. The review identified themes relevant for
the preschool teacher profession: child sexual
abuse at preschools, suspicions and consequences
for the preschool sector, preventing techniques and
the preschool teacher as a safe guarder.
Furthermore, important types of tensions inherent in
efforts to safeguard against child sexual abuse were identified: the importance of listening to children and avoiding false allegations, the preschool teacher as a safe guardian and a potential abuser and the importance of preventing child sexual abuse and providing qualitative care of children. Implications for the profession, the education of preschool teachers and the need for more research were addressed. In the present paper, we discuss these findings in relation to ongoing policy projects. We ask: in what ways are the tensions dealt with?

WILLIAMS, PIA (GOTHENBURG UNIVERSITY, DEPARTMENT OF EDUCATION, COMMUNICATION AND LEARNING, PIA.WILLIAMS@PED.GU.SE)

Group size in preschool. Implications for development and quality

(Presented in English)

According to the Swedish National Agency for Education, 2014, the number of children enrolled in preschool has increased during the last ten years. In Sweden, the majority of children, approximately 84 per cent, are enrolled in preschool, which constitutes the first step of the educational system and embraces children from one to five years of age. There is a limited amount of research about how group size impacts on preschool teachers’ working conditions and their ability to support children’s learning and development in line with the curriculum intentions. From a perspective on quality, this paper aims to describe conditions for children’s learning in preschool in relation to group size. Question at issue is: How do preschool teacher’s express views on group sizes in preschool? The study is based on Urie Bronfenbrenner’s ecological system theory. Methods used are semi-structured interviews and a survey answered by preschool teachers. Analyses are drawn on Bronfenbrenner’s theory to examine similarities, differences and the variation of available conditions for learning and knowledge formation. The study follows the Swedish research council guidelines and ethical rules in social science research. Ethical aspects of the research were taken into consideration, including in particular requirements for confidentiality, consent, information and autonomy, along with the emphasis that participation in the study was voluntary. The results indicate that group size in preschool is depended of interacting factors, such as: preschool teachers competence and qualifications, indoor and outdoor environment, number of children per adult and the composition of the child group. Preschool teacher express that fewer children in groups allows for greater communication and interaction and more opportunities to meet and stimulate children’s learning and development.

WILSON, DORDY (HEDMARK UNIVERSITY COLLEGE, DORDY.WILSON@HIHM.NO)

Inclusive Education in Classroom

(Presented in English)

The Norwegian education system has a lot of challenges when it comes to increase the students learning outcome. This matter is according to Haug (2014) connected to the principle of including all students in education. Furthermore, all students have a right to equal education, developing their full potential of learning, and feel social cohesion in the learning environment. The findings from previous studies in this field have highlighted current practices as contradictory. Some studies show on one side that inclusive practice does not increase a better learning. But on the other side no studies can show that there is not a better learning outcome in inclusive education. Thus I address the following question: How do teachers practice inclusive education in the classroom? The aim of this study is to create a description for professionalism in the classroom when it comes to inclusive education. I have carried out the study using an ethnographic approach by following two teachers and 38 students at the 10th grade in a Norwegian school. I have collected the data using observations and interviews. I have analysed the data using a constant comparative method. In this way, the coding and categorizing process structured and reduced the data so that their particular characteristics were reportable. So far, the findings from the analysis indicate that the teachers deal with inclusive education differently. One of the teachers looks into curriculum as guiding for the teaching. The other one focuses on the student’s ability to learn and expect differences in learning outcome based on the students’ former test results. Furthermore, I will discuss these findings from a sociocultural perspective and highlight the findings from different perspectives, such as the teachers understanding and reason for the teaching practice and the students’ response in the classroom.

WOLFF, LILI-ANN (UNIVERSITY OF HELSINKI, LILI-ANN.WOLFF@HELSINKI.FI)

ANN-CHRISTIN FURU (ABO AKADEMI UNIVERSITY, CHRISTIN.FURU@ABO.FI)
Preschool teacher students’ perception of the concept ‘sustainability’

(Submitted in English)

Preschool teacher students’ perception of the concept ‘sustainability’ Lili-Ann Wolff, Helsingfors universitet, lili-ann.wolff@helsinki.fi Ann-Christin Furu, Åbo Akademi, christin.furu@abo.fi. This study aims at investigating the perception of the concept ‘sustainability’ among future Finnish preschool teachers. Sustainability education is an obligation in the early childhood education (ECE) in Finland, since it is stipulated by the The Early Childhood Education Act (Varhaiskasvatuslaki 2 a §, 8.5.2015/580). According to the law one purpose with the early childhood education is to “guide the child towards ethical responsible and sustainable activities, respect for others and social membership” (auth. transl.). The new basic preschool curricula in Finland (published 2014, to be implemented 2016) assert all dimensions (social, cultural, economic and ecologic) of a sustainable lifestyle as fundamental principles of the preschool education. Yet, for this to happen, the sustainability issue need to be implemented thoroughly in the education and training of preschool teachers. However, sustainability is a complex and value dependent matter and its implementation in an education that trains students for a future in early childhood contexts needs thoughtful preparation. Of that reason, we as educators wanted to search for a starting point for our teaching in the students’ perception of the concepts. Thus, it is easier to help them to understand how their own knowledge, backgrounds, surroundings and daily life (both real and online) influence their world views and perceptions of sustainability. In addition, we have learnt how to use the students’ personal backgrounds, knowledge and sensitivity to support their learning and teaching. The first study is based on a phenomenographic research approach. The data consists of mind maps made by Finnish preschool teacher students with Swedish as their academic language, and it is collected during their first semester at the universities. The research questions were: 1. What does the concept ‘sustainability’ mean according to the students? 2. How do they reason about the issue? 3. What variation in the reasoning is obvious among the students? The analysis revealed interesting variations that emerged from the students’ perceptions. The mind map data collection will soon be supplemented with interviews about values in a succeeding study. Our study will benefit other Nordic preschool teacher educators to implement the complex sustainability topic in a way that acknowledges the students’ presuppositions and their various understandings of the concept. This knowledge is necessary when developing curricula and educational programs that really meet the students’ needs. The practical intention of the study is to create a student centered and encouraging learning about sustainability in future preschool education programs, an education that is built on an understanding for the students’ diverse perceptions and, therefore, supports a better learning.

WOLTER, JAN (CARL VON OSSIETZKY UNIVERSITY OLDENBURG, INSTITUT FÜR PÄDAGOGIK, JAN.WOLTER@UNI-OLDENBURG.DE)
ANKE SPIES (CARL VON OSSIETZKY UNIVERSITY OLDENBURG, INSTITUT FÜR PÄDAGOGIK, GERMANY, ANKE.SPIES@UNI-OLDENBURG.DE)

Rising social justice at German primary schools by school-social-work? Teachers and school-leaders perspectives on working side-by-side with social-pedagogy colleagues as an issue

(Submitted in English)

Research topic and theoretical/methodology framework Implementing school-social-work as social-pedagogy is an important topic of German school development. School-social-work is described as a supporting force to guarantee pupil educational success and to face the (re)production of social inequality in and through schools (Speck 2013). Concerning school-development processes, school-social-education at schools is looking for ways to create a pedagogical framework to rise up solidarity and justice at schools by counselling pupils, parents and teachers, for organising settings of non-formal learning as well as to improve social-learning and for giving case-work advice to the youth-welfare system. Especially the conceptualization of the pedagogical framework at German primary schools is changing from teachers ‘general competency’ (‘Allzuständigkeit’) to a pedagogical practice of multi-professional teams to fulfill the agenda of inclusion and to practice a relationship between teachers working side-by-side with school-social-workers to diminish the selectivity and segregation of German primary schools (Biermann/Powell 2014). In this presentation we focus on teachers and school leaders expectations of the implementation of school-social-work at primary schools and look for consequences in school-development processes: Our research is led by the question of transitions in the professional self-concept of teachers before starting to work in cooperation with social-pedagogy colleagues. We also focus on the acceptance, teacher show to the municipal concept for inclusive education, which designates school-social-work to advice and support teachers. First, we asked for the
expectations of eight primary school teachers and school leaders in problem-centered interviews (Witzel 2000) concerning the strongly demanded cooperation with school-social-work. Second, we asked about possible changes in the teacher’s professional concepts about their cooperation practice to find out collective attitudes as conditions of school development (Bonsen/Berkemeyer 2011). Using guidelines to structure the interview in the background made a dialogic conversation possible. The Interviews were analysed by changing between inductive to deductive, open-ended and axial codings (Mayring 2015; Witzel 2000). The Interviews were compared by themes and contrasted systematically regarding what differences and common ground the expectations showed. (Expected) conclusions/findings The results are similar to findings of two other completed research projects (de Boer/Spies 2014), which revealed on the side of school professionals an understanding of cooperation that is strongly bound to delegation of duties and tasks, so opportunities to optimize the pedagogical settings are unused. Relevance to Nordic educational research The ideas of social pedagogical ‘support’ (theories and methods) seem to have transitional impacts on teachers disciplinary and professional concepts influencing their pedagogical practice. On the background of the high selectivity of German primary schools, this paper presents ideas, which can be discussed on a general level, regarding possible hints to create a more ‘inclusive’ pedagogical institution and practice that is not only bound to the ideas of social justice and equality, but living it. Literature Biermann/Powell (2014). Institutionelle Dimensionen inklusiver Schulbildung - Herausforderungen der UN-Beihilfenrechtskonvention für Deutschland, Island und Schweden im Vergleich. Zeitschrift für Erziehungswissenschaft 679-700. doi:DOI 10.1007/s11618-014-0588-0 Bonsen/Berkemeyer (2011). Lehrerinnen und Lehrer in Schulentwicklungsprozessen. In Terhart et al., Handbuch der Forschung zum Lehrerberuf. (S. 731-747). de Boer /Spies (2014). Kooperationssettings Kooperationsettings im Kontext inklusiver Grundschulentwicklungsprozesse. In Lichtblau et al. Forschung zu inklusiver Bildung. Gemeinsam anders lehren und lernen (S. 186-198). Mayring, P. (2015). Qualitative Inhaltsanalyse: Grundlagen und Techniken. Speck, K. (2013). Bildungsreform und Sozialarbeit. Eine Analyse der Reformerwartungen und -potenziale von Schulsozialarbeit aus historischer, empirischer und förderpolitischer Perspektive. In Spies/Pötter, Schulsozialarbeit in der Bildungslandschaft. Möglichkeiten und Grenzen des Reformpotenzials. (S. 21 - 45). Witzel, A. (2000). Das problemzentrierte Interview. Forum: Qualitative Sozialforschung, 1(1), o.A. http://www.qualitative-research.net/index.php/fqs/article/view/1132/2519

ZAPP, MIKE (UNIVERSITY OF LUXEMBOURG, MIKE.ZAPP@uni.lu)
JO B. HELGETUN (UNIVERSITY OF LUXEMBOURG, )
JUSTIN POWELL (UNIVERSITY OF LUXEMBOURG, )

The (Re)Making of Empirical Educational Research in Norway

(Presented in English)

Educational research in Norway has seen unprecedented growth in the last two decades. The government and research council initiated a series of mid- and long-term programs, which host a plethora of smaller short-term projects. Other than just providing regulatory or financial support, research funding institutions also define priorities and themes of research lending cognitive blueprints to this burgeoning research infrastructure. Thus, we trace the process of institutionalization of empirical educational research in Norway beginning in the early late 1990s up to today. To do so, we identify key actors in research and research policy making and different forms of “institutional work” applied by them. The aim of this paper is twofold. Firstly, through the analysis of educational research programs we seek to grasp the mandate for educational research looking at the priorities, guidelines and the expected outcomes of educational research from national funding bodies. Secondly, through the analysis of the educational research projects we aim to shed light on the substance of educational research in order to understand the effects of research programs on the shape of educational research in Norway beginning in the late 1990s. Applying quantitative and qualitative (grounded theory) methods, we analyze the content of educational research programs since the late 1990s (N=7) and a large sample of related projects (N=286). In order to embed text material into a more contextual frame, we also conducted a series of interviews with researchers and policy-makers (N=10). Firstly, examining programs, we find a focus on evidence-based policy making, an ongoing demand for internationalization, the call for cross-disciplinary approaches, and the expected social impact as the main drivers of empirical educational research in Norway. We pay particular attention to the extent to which notions of social impact are used. Among these we can distinguish between inclusion, cohesion, equality and solidarity as well as more economic ideas of employability and skills formation. Secondly, analyzing the content of research projects, we highlight the multidisciplinary character of the field, the variety of academic traditions and the
proliferation of diverse objects of study. We conclude arguing that research programs created the material conditions to expand educational research, although this investment was accompanied by strengthening the clear mandates of the field – the underlying idea of evidence-based policy-making, a close link to clear social and economic goals, and the urge to internationalize Norwegian educational research.

ÅBERG, LINNEA (UNIVERSITY WEST, GOTHENBURG UNIVERSITY, LINNEA.ABERG@HV.SE)

The problem-presentation in integration work -Construction of information needs for newly arrived immigrants

(Presented in English)

Today people migrate and leave societies that cannot secure human life and safety, where one’s worth as a human is being violated. People are fleeing not only from, but also to places. When arriving to a new society it needs to be described, to make it possible to meet it and act in it. In dialogue and interaction with groups, society therefor must find and describe models for inclusion. In Sweden, as residence permits are obtained, so called ‘integration workers’ are engaged in Civic Orientation, to support the process by means of which individuals are to become knowledgeable enough to exert their agency as citizens (knowing your rights and obligations). The overall object is to create linkages between the state and the ‘newly arrived immigrants’. Civic orientation is a course for 60 h, regulated by Swedish law and EU has given directions that every member state is supposed to have some form of civic education, but every country is responsible for organizing and develop their own content. Often, in Sweden, the integration workers themselves have immigrated to Sweden and the course is given in the mother tongue of the immigrants. This study is a workplace study with interest in professional knowledge to create stable and flexible knowledge in the work, understood as how the workers construct relevance for their doings in interaction. In this study the specific interest is to understand the construction of newcomers’ information needs, the problem being worked with. The need of information is understood as not given or static, but as a (re)produced in regular social practices (Edwards, 2005), and both integration-workers and newcomers mutually orient to a set of ideas when constructing needs. The analytical interest is also to outline how some views is made more significant or more authoritative with respect to the matter at hand (Heritage and Raymond, 2005). In reasoning about needs, the access to countries, as epistemic domains is often used to make claims about what kind of information that is needed. In other words, the country that the immigrants comes from is often arranged to be the source of knowledge. The data material was generated through video recordings and interviews over a period of 1.5 years, from backstage (work-meetings) and frontstage work (with ‘newly arrived immigrants’). I identify two patterns that are analytically distinctive when looking at how the problem-presentation in civic orientation is negotiated. Either is it the knowledge about the Swedish society that is the matter at hand, or is it to educate those who have not yet come to a certain ‘understanding’. This are two very different work-tasks, but they seems to be connected in the practice.

ÅHSLUND, INGELA (DEPARTMENT OF EDUCATION, MID SWEDEN UNIVERSITY, INGELA.AHSLUND@MUN.SE)

EWA ANDERSSON (SUNDSVALLS KOMMUN, EVA.Z.ANDERSSON@SKOALA.UNDSVALL.SE)

VIKTORIA SKOOG (FOU VÄSTERNORRLAND, VIKTORIA.SKOOG@KFVN.SE)

For absent relations – about levelling out the field for school absentee

(Presented in English)

This article aims toward the examination of the students lived experience of being a school absentee, as well as their own description of possible ways back into school – experiences that are put into the context of the field of schools in Sweden today; arguing that lived experiences at an individual level are shaped by the social relations in the schools as well as the social relations of the society as a whole. Previous research concerning students absent from school has identified children and youth with different neuropsychiatric disabilities as a group at special risk. The consequences of a failed or interrupted school career can be severe, where the individual can be faced with different kinds of psychosocial problems as well as a risk of exclusion from society – an exclusion that is a cost for both the individual and society. A neuropsychiatric disability can make it harder to cope with the conditions which apply in school, especially the unwritten social rules and the ability to create beneficial relations with other students and personnel. Though the awareness regarding school absenteeism and its potential effects has increased, few research studies have addressed the stories of absenteees with neuropsychiatric disabilities, as well...
as their understanding about being absent. In order to achieve this, in-depth interviews were performed with an interpretive phenomenology approach, a method that allows the researcher to capture informants own experience and perspectives. The interviews were conducted during spring 2014, and participants were seven students from a small northern municipal. All the students had a history of a problematic school absenteeism and participated in a local school absenteeism project. Bourdieu’s field theory was used to analyse the empirical data, due to the argument that school absenteeism needs to be understood both in terms of individual and societal challenges. The following themes did emerged from the students stories: 1) a school failure that was incorporated in the self-conception (an opaque habitus), 2) a lack of social context and secure relationships with both peers and school personnel (in relation to social and cultural capital) and 3) a described alienation caused both by the individual’s difficulties to deal with the rules of the field, and by a school setting that wasn’t adjusted by the students’ need of support. This can be thought of as an absence of an inclusive approach, as well as a lack of knowledge about the requirements of an educational organization able to comprehend students with a neuropsychiatric disability. An understanding of the students’ needs as well as knowledge of the social context and its conditions is important and may increase the schools’ ability to build inclusive environments for all students, not only those with neuropsychiatric disabilities. Key words: Capital, field, neuropsychiatric disabilities, school absenteeism.

ÅKERBLOM, ERIKA (UNIVERSITY OF GÄVLE, EEO@HIG.SE) ANDREAS FEJES (LINKÖPING UNIVERSITY,)

Constructing the healthy citizen

(Presented in English)


ÖBERG, JOHANNA (STOCKHOLM UNIVERSITY, JOHOB@DSV.SU.SE)

From pupil to co-researcher, the follow-up interviews

(Presented in English)

The presentation focuses on the follow-up interviews made with the pupils that participated in the project "The Research Party". The aim of that study was to investigate what the pupils chose to research when they were acting as co-researchers in a study on democracy. The follow-up interviews have been performed over the past year and a half, with plans to extend for another three to four years. Since one of the goals of the previous study was to support the pupils in becoming participating pupils, the follow-up interviews are an important part of investigating the long term effects. How do the pupils reflect on their experiences over the years and can they themselves notice differences? The interviews were performed in small groups of 3-5 pupils, with different constellations in order to make sure that each pupil got to make their voice heard. The interviews were carried out at the university campus to make the setting in line with that of the project "The Research Party". The interviews were semi-structured, with different themes for each interview session. The themes started with experiences from the project, democracy in general, involvement, participation, and the ability to influence. Future

NERA 2016 Social Justice, Equality and Solidarity in Education  PAPERS

234
themes will be chosen depending on the outcome of the discussions during the interviews. The presentation will discuss the preliminary findings of the pupils' reasoning on their role in society, mentioned directly or indirectly. As well as their role connected to other contemporary tendencies in society.

ÖHMAN SANDBERG, ANN (ÖREBRO UNIVERSITY, ANN.OHMAN@ORU.SE)
CHRISTINA EHNESTROM (VETA ADVISOR, CHRISTINA.EHNESTROM@GMAIL.COM)

The swedish career reform as a tool for school development

(Presented in English)

The aim of this paper is to investigate how a Swedish career reform can serve as a tool for school development. The career reform implies that especially skilled teachers are appointed as Advanced Teachers. The third generation of cultural-historical activity theory (CHAT) is applied in the analysis. The cultural-historical activity theory is a framework aimed at transcending dichotomies eg. between micro- and macro, observation and intervention in analysis and redesign of work. The concept of object of activity and developmental contradictions in and between activity systems are focused. The contradiction between use value and exchange value are of special interest. An interactive research approach has been used in the study, ensuring that people in the project organization could take part in activities together with the researchers. The study has been carried out in a large Swedish community during 2015. The data consists of 12 semi structured thematic interviews with people holding strategic positions in the community administration and case studies at four schools. Each case study consists of: one semi structured interview with the principal, one group interview with teachers holding career positions at the schools and four semi structures interviews with teachers that was not holding career positions. The study finds that contradictions arise due to developmental challenges within and between the studied activity systems. The reform supported expansive learning efforts, school development and a change of practice when the motive (object of activity) answered to needs in within the interacting systems. A practical implication is that the reform can support change of practice and become sustainable learning practices if a bottom-up and top-down approach is applied. The activity theoretical perspective used in the analysis can contribute to a new understanding of how reforms can support and sustain school development.
Because some students of society academically need classes of society. The examination of university are the focus of this paper to education outcomes for students to enter parts of quality and quantity along with the results of this two favored the high income classes. The stemming from private education became endangered the nature of education in the turned these schools into financial institutions which followed by reduction of population growth rate over the time and dem became weak. The challenge of quality and quantity while the quality of education in these schools privately school in any cost. The lack of supervision on classes schools for their children percolated to lower income of high social classes to have a position in these new privately education and laboratory courses were revived in these privately-funded schools. The tendency of high social classes to have a position in these schools for their children percolated to lower income classes and the people tried to find a bench in the school in any cost. The lack of supervision on privately-funded schools made them independent while the quality of education in these schools became weak. The challenge of quality and quantity over the time and demographic changes in Iran followed by reduction of population growth rate turned these schools into financial institutions which endangered the nature of education in the country. The spread of shadow education stemming from private education became common in different layers of society which favored the high income classes. The results of this two-folded education in two parts of quality and quantity along with the education outcomes for students to enter the university are the focus of this paper to examine the social justice of education for different classes of society.

**Classification of schools for social classes**

(Poster in English)

The movement of education from governmental sector to private one in Iran started in 1960 when higher social classes did not prefer their children to be incorporated with ordinary students. This biased approach to education remained at little attention while after the revolution in 1979, the social gap in Iran became apparent and educational system was completely divided into private and public sector. Due to the existence of large funding in the private sector, good teachers chose to be involved with the private sector and even some part of education which was ignored in governmental sectors due to lack of funding such as physical education and laboratory courses were revived in these new privately-funded schools. The tendency of high social classes to have a position in these schools for their children percolated to lower income classes and the people tried to find a bench in the school in any cost. The lack of supervision on privately-funded schools made them independent while the quality of education in these schools became weak. The challenge of quality and quantity over the time and demographic changes in Iran followed by reduction of population growth rate turned these schools into financial institutions which endangered the nature of education in the country. The spread of shadow education stemming from private education became common in different layers of society which favored the high income classes. The results of this two-folded education in two parts of quality and quantity along with the education outcomes for students to enter the university are the focus of this paper to examine the social justice of education for different classes of society.

**Student's Attitudes Towards Homework**

(Poster in English)

In the longstanding tradition of homework in Iceland's compulsory schools it has commonly been assigned in the belief that it improves academic performance. However, Rønning (2010) found that though students from privileged backgrounds improve their academic achievement by completing homework, students from unprivileged ones benefit less, thereby suggesting that homework promotes educational inequalities, largely because some parents cannot sufficiently support their children in completing their homework. At the same time, Dumont et al. (2012) concluded that parental involvement in homework can even harm students' academic performance, as well as prompt struggles with and conflicts with parents, especially for students who perform poorly or are less confident. Bryan and Nelson (1994) furthermore reported that though the prospect of good grades can motivate some students to complete their homework, students who struggle academically need more support to complete the task. Though one study has revealed that most teachers think homework is important and want parents to help students with completing it (Sigurgeirsson, Björnsdóttir, Óskarsdóttir & Jónsdóttir, 2014), very little research in Iceland has examined students' attitudes toward homework. In response, in this study we investigate what students think about homework—particularly whether they think it is interesting—as well as how much time they spend completing it and whether time spent and attitudes differ by gender or self-confidence as students. The participants were students in Grades 7-10 in 14 compulsory schools in Iceland. The schools are in four municipalities and were selected by stratified random sample. The sample is large (N = 1821) or about 11% of all students in those grades. An online questionnaire was used. It was tested in a pilot study in one compulsory school and reviewed by an expert in survey construction. Students completed

**Authors**

SHABNAM ABOLFATHI (ISLAMIC AZAD UNIVERSITY, HAMEDAN, IRAN, SHABNAM.ABOLFATHI@YAHOO.COM)

KAVEH ALPANAH SOLTANIAN (ISLAMIC AZAD UNIVERSITY, HAMEDAN, IRAN, KAVEH.KING1@YAHOO.COM)

SHABNAM ABOLFATHI (ISLAMIC AZAD UNIVERSITY, HAMEDAN, IRAN, SHABNAM.ABOLFATHI@YAHOO.COM)

BAHRAMI, AMENE (BESAT HOSPITAL, AMENEBAHRAMI@2013@YAHOO.COM)

BETZHOLTZ, MIRJA (PHD STUDENT, MIRJA.BETZHOLTZ@LNU.SE)

Author of proposal and contact information Mirja Betzholtz, Ph.D. student and senior lecturer in the teacher training program at Linnaeus University, Sweden. Her research area is education and diversity in preschool, and her Ph.D. project is: Teacher’s talk about the diversity task in preschool and preschool classes in light of the terms and conditions for young children’s learning in a multicultural childhood context. Contact: Mirja Betzholtz

**Contact Information**

BJÖRNSDOTTIR, AMALÍA (UNIVERSITY OF ICELAND, AMALIABJ@HI.IS)
the questionnaire at school. Nearly 50% of students reported that they had to complete too much homework. Whereas approximately 15% did not know how much time on average they spent completing homework, 32% of students indicated spending an average of more than 39 minutes per day. Though some students with low confidence in their academic ability spent very little time completing homework, others reported spending a considerable amount time. Regardless of confidence in their ability, students in general did not think that homework was interesting, and most wanted their parents to help them with completing it. Altogether, these results paint a different picture of the study habits and attitudes of students based on their self-confidence as students. Bryan, T., & Nelson, C. (1994). Doing homework perspectives of elementary and junior high school students. Journal of Learning Disabilities, 27(8), 488-499. Dumont, H., Trautwein, U., Lüdtke, O., Neumann, M., Niggli, A., & Schnyder, I. (2012). Does parental homework involvement mediate the relationship between family background and educational outcomes?. Contemporary Educational Psychology, 37(1), 55-69. Rønning, M. (2011). Who benefits from homework assignments?. Economics of Education Review, 30(1), 55-64. Sigurgeirsson, I. Björnsdóttir, A., Oskarsdóttir, G. og Jónsdóttir, K. (2014). Kennsluhættir. In Gerður G. Öskarsdóttir (Eds.), Starfshættir í grunnskólum við upphaf 21. aldar (pp. 113-160). Reykjavik: Húskólaútgaðan.

GAMMER, ANJA (IBL, LINKÖPING UNIVERSITY, ANJA.GRAMMER@LIU.SE)

Literature as a Didactic Tool in Professional Education

(Poster in Swedish)

The overreaching aim of this project is to contribute knowledge on fiction as a didactic tool in professional education and training, specifically medical education and teacher training. The research field medical humanities focuses on how medical students could benefit from reading and discussing fiction, and how these benefits can contribute to students' medical practices. However, few empirical studies of such educational activities can be found. One exception in Sweden is Margareta Petersson and Margareta Årheim's ongoing study about literature studies at a medical school in Sweden (Petersson, 2010). This project investigates how and for what purposes literature is used in different kinds of professional education in Sweden. The empirical data includes both natural sciences professions (medical school) and humanistic professions (school of education), and involves video recordings of university-set discussions of literature in these higher-education contexts. The study is theoretically based in reader-response theory, where the reader is seen as a co-constructor of the text (see for example, Clifford, 1991; Iser, 1978; Rosenblatt, 1995). Since focus is on how literature is talked about and used, an interaction theory (discursive psychology - Edwards & Potter, 1992), is used on reader-response data. This approach is called discursive reception studies (Allington & Swann, 2009; Eriksson Barajas & Aronsson, 2009). Such approach provides possibilities to analyze the role of social interaction in the co-construction of the “reading” of a fictional oeuvre. Medical humanities theory is prevalent in the USA and Great Britain, where it is used to theorize around how and what medical students can learn from literature (see for example Charon, 2001; Hunter, Charon, & Coulehan, 1995). This study focuses on a field of inquiry which researchers know very little about. How students of professional education learn through use of fiction, and what they learn, are important issues in relation to questions about how professional education is and should be organized.

GUDJONSDOTTIR, HAFDIS (UNIVERSITY OF ICELAND, HAFDGUD@HI.IS)
JÖHANNA KARLSDOTTIR (UNIVERSITY OF ICELAND, JOHANNAK@HI.IS)
EDDA ÖSKARSDOTTIR (UNIVERSITY OF ICELAND, EDO6@HI.IS)

Subject teachers responding to diverse students in inclusive schools

(Poster in English)

The fundamental theoretical foundation of the Icelandic school system involves inclusion, accessibility and the participation of all students in the school community. However, integration and accessibility at school is not enough, inclusive schooling means that all students have opportunities to receive education that matters in their lives. This research is a part of an international project, TdvérS; conducted in collaboration with professionals from Germany, Iceland, Lithuania, Luxembourg, Spain, and Sweden. Inclusive education builds on a vision and hope for better school for all and the dimensions are human rights, justice, and respect for differences, democracy and active participation of all students. The goal is to reduce segregation that excludes or marginalizes people based on gender, social class, disability, nationality, family background, or learning abilities (Ainscow, 2007). Participation, community and equality are the leading light for decision-making on teaching (Artiles, Kozleski, & Waitoller, 2011; Booth, Nes & Strömstad, 2003; Loreman, Deppeler &

**ISOPAHKALA-BOURET, ULPUKKA (UNIVERSITY OF HELSINKI, ULPUKKA.ISOPAHKALA@HELSINKI.FI)**

**Diversification and inequalities in the Nordic higher education**

*(Poster in English)*

This poster is presenting the ongoing research of a research group: “Diversification and inequalities in the Nordic higher education” that includes senior researchers, post-doctoral researchers and PhD students from Nordic Centre of Excellence: Justice through education in the Nordic Countries (JustEd). Although the educational systems differ in many important ways from country to country, all Nordic countries have experienced a similar trend in the form of an increasing number of higher education degrees. Growing number of higher education graduates is usually explained by the changing demands of students and working life: post-industrial societies require highly educated workforce. Moreover, increase in the provision and diversity of higher education is often perceived as a democratizing force. Social justice through equal access has been one of the key discourses that has legitimized the expansion of higher education sector. However, as the Nordic higher education sector has become more complex, the differences between institutions, study programmes, and degrees have widened. As a consequence, not all graduate degrees have the same credibility and status in the labour market. In contrast to the rational of social justice, the deployment of neoliberal education reforms and the new discourses of positional competition, employability and learning outcomes have only increased the divide between different types of institutions, and moreover, the stratification of
higher education along social background. The research group is investigating how the Nordic principles of justice and educational equality have evolved as a consequence of diversification of higher education.

JENSSEN, LINE (Buskerud and Vestfold University College/Univ college of South-eastern Norway, lineLJ@HBV.NO)

Approaching the realisation of children's rights in schools through educational leadership development and Educational Design Research (EDR)

(Poster in English)

The focus of this paper is on children's rights and educational leadership development, by exploring an educational design aimed at enhancing educational leaders’ competences in recognising and realising children's rights in schools. The aim is to outline and problematize if and how a PhD study can be conducted within the framework of Educational Design Research (EDR) (McKenney & Reeves, 2012). This paper hence brings in perspectives on children’s rights coupled with an alternative approach to educational leadership development. Firstly, the educational leaders participating in the study voice their experiences and perceptions directly through the educational design. Secondly, key stakeholders are involved directly in the development of the educational design. Finally, the researches conduct an evaluation of the process and its potential impact in dialogue with the stakeholders. This is in line with principles of EDR, where researchers and practitioners work together in constructing new knowledge. This type of design study seems thematically relevant for the conference, as it explores a method of educational leadership development aimed at contributing to the realisation of children’s rights, as mirrored in the key themes of the conference- social justice, equality and solidarity. EDR as the theoretical framework for this paper is aiming to increase the relevance of educational research by contributing to theoretical understanding through the process of developing and exploring solutions to problems arising from educational practice settings. The purpose of EDR is to explore and evaluate the ability of particular interventions to improve educational practice, in this case an educational design within a PhD- study. Literature review finds EDR to be a promising and applicable approach for a PhD study, facilitating a focus on developing both theoretical insights and practical solutions to educational leadership development. In the presentation, design examples will be presented as a basis for discussion with the audience. This paper will contribute to the understanding of educational leadership development within the Nordic research community by providing insights into how a study of educational leader’s perception of their role regarding human rights issues in Norway can be conducted through the framework of EDR.

JÖNSDÓTTIR, KRISTÍN (University of Iceland, kjons@hi.is)

Parents' interest in coordinating rules about birthday parties and curfews

(Research in English)

The poster reports on parents opinions about coordinating rules regarding their children. Parents of children within the same class or same grade often organize through home-school organization at school or on parents meetings. Parents leading discussions regarding the matter often suggest that coordination of rules regarding whom to invite to birthday parties, and rules about when children should be at home on weekdays and weekends. On the surface there seems to be a rather common understanding that these rules are of importance for children's well-being, but our finding show different opinions and that several factors affect these opinions. Bronfenbrenner’s ecological system theory (Bronfenbrenner, 1979) and Epstein’s family-school-community partnership model (Epstein, 2011) form the theoretical framework of the study, bringing focus onto the student her/himself and how that partnership can be enhanced. Parents’ social capital affects the home-school relations (Bæck, 2009), and therefore the emphasis on quality and equity as main strengths of the educational systems in Nordic countries (Sahlberg, 2015) is a valuable perspective. This study on parents interest in coordination of rules is a part of a study on parental involvement in compulsory education in Iceland. It builds on data from a larger research project conducted in 20 schools in collaboration with staff, students and parents, see also Jönsdóttir (2013) and Jönsdóttir and Björnsdóttir (2012). Findings here build on data from an online questionnaire to all parents in the schools in spring 2011 (N=3481). Response rate was 67%. Main findings show that the majority of parents of the younger school children supported coordination of rules regarding birthday parties and curfews, but support falls, as the children become teenagers. There are interesting differences between schools, and educational background.

KIVELÄ, SUSANNA (PRINCIPAL LECTURER LAUREA UAS, SUSANNA.KIVELA@LAUREA.FI)
MINNA KOSKELO (FUTURES DESIGNER, FUTURES FIT™, MINNA.KOSKELO@GMAIL.COM)
ANU NOUSIAINEN (FUTURES DESIGNER, FUTURES FIT™, NUFLOW.ANUK@GMAIL.COM)
JAAKKO POROKUKKA (ALUMNI OF LAUREA UAS MASTER’S DEGREE PROGRAMME SID, JAAKKO.POROKUKKA@STUDENT.LAUREA.FI)
KATRIOJASALO@LAUREA.FI (DIRECTOR LAUREA UAS, KATRIOJOASALO@LAUREA.FI)

**Laurea Master’s Foresight Process-Master’s degree students running environmental scanning and foresight process**

(Poster in English)
Laurea University of Applied Sciences offers 12 Master’s degree programmes for professionals working in various fields. Master’s degree studies comprise programme-specific studies (30 credits), multiprofessional complementary studies (30 credits) and Thesis (30 credits). Complementary studies also include futures studies. In this poster presentation we describe why and how futures study units are integrated into a continuous environmental scanning and foresight process and what the expected learning outcomes are. Complementary studies in Laurea Master’s Programmes are available to all programmes, which enables a multidisciplinary and collaborative approach in futures studies. The study unit “Futures thinking and foresight methods” (5 credits) is available both in the autumn and spring term. Integrating study units from both terms enables implementing the whole foresight process from environmental scanning to changes in thinking. Master’s degree students have a long working experience from their respected fields, which makes them capable of evaluating possible, probable and desirable futures including possible implications. All prerequisites for piloting continuous Laurea Master’s Foresight Process are met. Laurea Master’s Foresight Process consists of three slightly overlapping phases. Information gathering and analyzing phase is accomplished by following the FuturesFit process. In interpretation and prospecting phase scenario and Delphi methods are used. In dissemination phase results of the foresight process are documented (open access). Documentation and open access data are used as an input for the next foresight round but also to boost future-oriented discussion relevant in Laurea Master’s Programmes. All three phases are illustrated in more detail in the poster. Laurea Master’s Foresight Process is expected to provide students with strong future orientation and transferring foresight competences. Future orientation appears in active and participative monitoring of future signals and collaboration while evaluating possible and desirable futures. Transferring foresight competences calls for applying the foresight process into students’ own working environments. The cumulative foresight knowledge is also expected to contribute the development and updating of Laurea Master’s degree programmes. Master’s students provide a huge but often poorly recognized and utilized resource for universities. Students could have a more active role in collaboration with the university. That collaboration would benefit both the students and the university.

KÄRNÄ-BEHM, JAANA (UNIVERSITY LECTURER, JAANA.KARNA-BEHM@HELSEINKI.FI)

**Design Probes as a Method of Collaborative Design in Higher Education of Craft**

(Poster in English)
Design Probes as a Method of Collaborative Design in Higher Education of Craft  Jaana Kärnä-Behm University of Helsinki Department of Teacher Education PO Box 8 (Siltavuorenenger 10) FI-00014 University of Helsinki e-mail: jaana.karnabehm@helsinki.fi ABSTRACT The poster focuses on my study of developing and analysing design probes as a new collaborative design method in teacher education in studies of interior design.
Among design, the role of users has become more and more important ever since the late 1990s, when new methods of user-centred design have challenged the traditional design methods. Various kinds of probes are among these new challenges. (Mattelmäki, 2006; Madden, & al., 2014) Design probes are an approach of user-centered design for understanding human phenomena and exploring design opportunities. (Mattelmäki 2006) Design probes are based on user participation and self-documentation. They exploit user’s personal context and emphasis of probing can be on inspiration or on collecting information. (Gaver et al. 1999; Mattelmäki, 2006; Keinonen, Jääskö, & Mattelmäki, 2008) In this study, the emphasis is more in latter mentioned even though the nature of inspiration was also examined significant. The study aims at (1) to learn about the suitability and development challenges of the probing method in teacher training, and (2) to analyze student’s reflections about the method connected with studies of interior design. Data of the study consist of textile-teacher students probing processes and reports (N=72), questionnaires (N=23) as well as my perceptions as a teacher of the course. The data is analyzed with qualitative, as well as quantitative content analysis methods. In results, student’s probing processes are analysed from the point of view of, what were the spaces probed and who participated in probing processes. Also feedback of the method and the possible future applications from the students is discussed. In a context of Nordic educational research, the study represents an application where craft is approached as design or problem solving (see Pöllänen 2009; Seitamaa-Hakkarainen 2010). The language of the poster is English. I propose the poster to be presented in the NERA group of Arts Culture and Education (first priority) or in the group of Higher Education. Keywords: craft, interior design, design education, design probes

LILJEBLAD, JAAKKO (UNIVERSITY OF HELSINKI/DEPARTMENT OF TEACHER EDUCATION, JAAKKO.LILJEBLAD@HELSEINKI.FI)

Current Debate Concerning the Finnish Model of Religious Education

(Poster in English)

In the focus of the poster are the results of a content analysis of the Finnish debate concerning the current model of religious education (RE) in public schools. Ultimately the aim of the poster is to reflect an appropriate description of the immediate background of an article based thesis which analyses RE in the light of Recognition theory. The poster would thus also be about making a case for the viability of researching RE in the light of Recognition theory. Recognition theory in general contends that the idea of recognition holds the key to understanding contemporary politics and goes to the heart of understanding what justice means today. Central concerns parallel those of fostering social justice, equality and solidarity since the idea of recognition expresses a fundamentally dialogical understanding of identities and the normative foundation this could provide for theories of justice. Despite the unifying rhetoric of multiculturalism in the argumentation of the sample analysed, there is a persisting disagreement concerning how RE should structurally facilitate a generally agreed upon necessity of interaction among pupils of diverse religious/non-religious backgrounds. The critics of the current model want to see this as an inbuilt structural property of RE while the supporters of the current model want to account for this need from within the current model: interaction between religions is to be an extension of the current praxis. The disagreement derives itself from different theological understandings concerning the nature and limits of inter-religious dialogue and different sociological as well as socio-political conceptions of what is required of a pluralistic society in order for it to be considered or to evolve into a functioning multicultural society. The possible connection between these two underlying issues is the focal point of the whole thesis and will be analyzed in the light of Recognition theory. At this stage, however, the discussion is limited to the recognition of different ideals of multiculturalism implicitly expressed in the debate. The limited intention here is to open up the nature of the Finnish debate for debate. In the preliminary results, multiculturalism serves as an incentive to develop the subject as well as a reality which requires the subject to modify its praxis. It also provides an encompassing frame of reference for debating the relevance of RE and a platform for debating the role of religion in society/public sphere in general. The two sides of the debate compress into two different strategies with which to confront the diversification of society through RE. The arguments critical of the current model can be grouped as seeking a credible alternative for the survival of the subject whilst the arguments supportive of the current model aim to appropriate RE as a survival strategy for a diversifying society. Critical arguments fall under categories titled as 1)interaction, 2)religiosity as such is not needed in the classroom, 3)equal rights, 4)societal relevance and 5)applicability. Supportive arguments fall under 1)the need for more interaction, 2)post-modern critique of modernity, 3)prerequisite for meaningful interaction, 4)sustainable peace and 5)critical counterforce.

...
RAJALA, ANTTI (UNIVERSITY OF HELSINKI, ANTTI.RAJALA@HELSINKI.FI)
KRISTIINA KUMPULAINEN (UNIVERSITY OF HELSINKI, KRISTIINA.KUMPULAINEN@HELSINKI.FI)

Learning-by-making and educational equity: STEM learning and identity development in a school-based makerspace

(Poster in English)

In this poster presentation, we present a research design for a project in which we will investigate how a novel educational makerspace called the FUSE Studio enables, restricts and challenges students’ engagement, learning and identity formation in science, technology, engineering, and mathematics (STEM) within the context of a Finnish elementary school. The project addresses long-standing cultural and gender disparities in STEM fields, and how these can potentially be overcome. Thus this poster presentation addresses the conference theme: how to promote social justice, equality and solidarity in education? By drawing on a sociocultural and activity-theoretical research approach, the project will examine: (i) How participation in the making practices of the FUSE Studio contributes to diverse students’ learning and identity development in STEM? (ii) What are the underlying mechanisms of learning within maker culture activities and what is the role of social and material resources for these processes?, and (iii) How the FUSE Studio and its practices become integrated into the school’s everyday life? Theoretically, the project will illuminate the sociocultural contextualization of the FUSE Studio in a Finnish elementary school context. By unpacking the dynamics between the motivations that young people bring into their maker activities and the demands that these activities pose on their engagement, learning and identity formation, the project will disclose the developmental potential of the FUSE Studio for individual growth, as well as institutional transformation. Methodologically, the project will develop novel ways of analysing ethnographic data by focusing on the interaction between three interrelated analytic levels: institutional (interaction between maker culture and formal school culture), relational (learning mechanisms) and personal (learning and identity development). Practically, understanding what triggers young people's engagement, learning and identity formation in making activities of the FUSE studio, potentiates ways of modifying educational ecologies and pedagogical practices towards inclusivity, involving diverse students in STEM learning. The findings of this research will offer significant insights into teacher education programs, curriculum development, and design of inclusive STEM learning environments. In our presentation, we will present the theoretical framework and research design of the project as well as preliminary findings.

SIPPPAINEN, ANNA (UNIVERSITY OF JYVÄSKYLÄ, ANNA.SIPPPAINEN@JYU.FI)

Governmentality, subjectification and intergenerational relations. Ethnographical research about child-adult relations in a daycare with extended opening hours

(Poster in English)

Intergenerational relations between children and adults are going through changes. The turn from governing to governance has also reached children and new kinds of intergenerational relationships are being constructed. According to many researchers, the same tendency has reached the Finnish educational system. Presentation is based on ongoing dissertation of early childhood education. In the qualitative case study intergenerational relations are researched in a daycare with extended opening hours from the point of view of governance. Both in Finland and internationally, the scientific production of knowledge about everyday life in daycare with extended opening hours has been largely overshadowed. The data is comprised of ethnographic and interview material collected in Finland in a daycare group that offers daycare with evening service for 3–5-year-olds. The daycare center was open from 5.30 a.m. to 22.30 p.m. and children were present based on their parents working hours. Most of the data consist of handwritten field notes but it also includes interviews of children and personnel. Theoretical ideas are adopted from childhood studies (Alanen 2009) and governmentality research (Foucault 1991, Rose 1999). Foucault developed the concept of “governmentality” in his later works. The concept refers to a specific way of exercising power by conducting people to conduct their selves (Rose 1999). It denotes that governmentality operates with a productive notion of power. Power lies in relations and operates through freedom and autonomy. (Dean 1999, 12–20.) This as a starting point, the study focuses on following questions: 1) how do the spatial organization of activities and child-educator proximity function in the government of children in daycare? 2) what kind of diversity does children’s gender and age produce in the everyday life of daycare center? 3) what kind of subject positions are given for both children and adults? The poster
presentation concentrates especially on the last research question and concluding remarks. Relations between children and adults in a daycare setting can be seen as representing different modes of power. Five discourses were identified in the analysis. Discourses were identified as social, responsible, teachable, caring and equal child. They offer different subject positions for both children and adults. The positions are situational, albeit there were some stable logics. Some children and adults had very equal relations that based for example on a shared sense of humor or a familiarity from other parts of life. In the research the concept “generationed habituality” is developed to interpret the intergenerational positioning. The results are both theoretical and practical. Based on the results can be agreed that governmentality research gives useful tools to interpret inequalities and diversifications in child adult relations. Revealing the discourses has also practical implications. Results show a constant tension between autonomy and surveillance. The study will be finished in the beginning of 2016.

TORIGOE, TAKASHI (HYOGO UNIVERSITY OF TEACHER EDUCATION, TORIGOE@HYOGO-U.AC.JP)

Learning together by deaf and hearing pupils in a primary school: A Norwegian attempt

(Poster in English)

The numbers of deaf and hard-of-hearing (DHH) children who enroll in the regular schools have increased these days. In the present paper, I dealt with the co-enrollment program for those inclusive DHH children in Norway. Three DHH and 10 hearing 4th-grade pupils learned together in a classroom of the primary school. Two teachers, one was the general education teacher and the other was the teacher of DHH, collaborated with each other. In addition, hearing pupils also learned the signed language. I observed and described ethnographically what happened in this inclusive classroom. Especially, I focused on DHH children's participation in the classroom's activities, clarifying the interaction between hearing and DHH pupils, the collaborations between the general education teacher and the teacher of DHH, and the relations between the signed and spoken languages. I found that the teachers put an emphasis on how the classroom became really bilingual, and how their learning became collaborative and interactive. In the whole-class teaching situations, when the general education teacher took the main teacher’s role, she used the spoken language only and the teacher of DHH took the role of signed language interpreter. When the teacher of DHH took the main teacher’ role, she always talked with signing, while the general education teacher supported the pupils individually. In small group learning situations, the teachers encouraged hearing and DHH pupils to interact with each other, while sometimes the teacher of DHH supported them as an interpreter. The hearing pupils tried to interact directly with DHH pupils by using the signed language only or by simultaneous speech and signing, though their signed language capabilities varied individually. Sometimes the hearing pupils who were good at signing took the interpreter’s role for less fluent signers. I also found two challenging situations; one was concerning the multiple flows of information, and the other was concerning overhearing by DHH children. When the information flowed singly, interpretation functioned well. When the learning was constructed socially and dynamically, children became initiative and active, and talked spontaneously and, sometimes, simultaneously. In that situation, the information flowed multiply, and sharing talks between DHH and hearing pupils became difficult. The teachers needed to take a role of controlling information. In small group learning situations, teachers move around and talked individually or to a group locally, which were usually not interpreted to DHH pupils if not directed to them. Hearing pupils could overhear those talks, and might learn something from them. Overhearing would give an opportunity for incidental learning, and DHH often missed it. However, if all local talks would be interpreted to them instantaneously, that might interrupt their ongoing learning. In that situation, the teacher of DHH needed to summarize afterwards what happened in the hearing/spoken world. These episodes showed that not only a language itself but also the new ways of communication and interaction (‘a culture' we can say) should be considered for full-participation by DHH children.

UMINO, AYUMI (UNIVERSITY OF COPENHAGEN, UMINO.AYUMI@PSY.KU.DK)

Does “prosocial experience and metacognitive intervention program” improve Danish children’s quality of life?

(Poster in English)

Research aim We investigated how a student-centered intervention which involved metacognitive strategies and prosocial experience affect children’s Quality of Life (QoL) in a school setting. Theoretical and methodology framework Educational service for children has become multifaceted and QoL has become a particular area of focus. Previous
research found that prosocial experiences are strongly correlated with increase in subjective satisfaction and well-being in early adolescent, suggesting the association between prosocial experience and QoL. Another area that is recently gaining attention is metacognition. Metacognitive strategies have been introduced in schooling to support the students toward success, enhance their performance and develop a sense of independence. While these strategies seem to point to a link between metacognition and QoL, few studies have been conducted that address this association. Therefore, it is important to conduct research with this focus and specifically to carry it out in an everyday school context and in a way that is children centered. Participants A fifth grade class of 45 children in Denmark between 11 and 13 years of age, (24(53%) were boys), were included. Intervention The intervention lasted 10 weeks and consisted of the following activities with focus on helping others' activities and self-evaluation. Measurements At the start and the end of the intervention, self-rating scales were fulfilled by the children: Metacognitive Awareness Inventory (MAI) (Schraw & Dennison, 1994) and Questionnaire for Measuring Health-Related Quality of Life in Children and Adolescents Revised Version (Kid-KINDLR) (Ravens-Sieberer & Bullinger 1998a, 1998b). Conclusions / findings The overall finding of this study was that the children (both boys and girls) scored higher on the total score of QoL questionnaire (t(41)=−2.03, p<.05) (Kid-KINDLR) and specifically, the self-esteem subscale(t(43)=−3.41, p<.01). This finding is in line with what previous research have found about the significant impact that prosocial intervention can have on the children's overall QoL and self-esteem. Overall, no significant differences were found with respect to metacognitive ability. Only a higher score on the Evaluation subscale (t(20)=−2.71, p<.05) of MAI among boys was found as a consequence of the intervention. Future research will need to apply different tests for metacognitive abilities. With regard to gender, boys scored significantly higher on their total score of the Kid-KINDLR (t(19)=−2.13, p<.05) and the subscale of self-esteem of Kid-KINDLR (t(20)=−3.40, p<.01) after the intervention compared to before. The educational intervention seems to have impact on the Danish children’s overall QoL and self-esteem. Schools and teachers might benefit from using these types of short and simple interventions to promote children’s QoL and other prosocial abilities. The children used only a few minutes to set goals and complete self-evaluations for helping others during the day at school.

• • •
Democratic education for competent children? An ethnographic study in preschools in different local contexts

(roundtable in English)

With the starting point in a planned study about democracy in different preschools, this roundtable invites to a deeper discussion about power relations in democratic fostering of children and the need and value of studying their situation in preschools in different local contexts. In Sweden, as well as in other Nordic countries, preschool is the first important step for many children in the education to be a democratic citizen. The goals in the Swedish curricula are ambitious; girls and boys from different backgrounds shall, for example, have the same possibilities to exercise influence and to learn about, and “to live”, democracy in preschool (Skolverket 2010). How this should be carried out is left to the pedagogues to decide. The democratic commission in the curricula is sometimes contradictory (e.g. solidarity with others and individual freedom of choice), and research from Nordic countries reports that the commission are understood in different ways, and often seen as difficult to implement (Jansen, Johansson & Eriksen Ødegaard 2011). One often emphasized key component for children’s possibilities to participate is to be seen as competent persons. However, what is understood as competent is not neutral, for example, in Kjørholt’s (2008) study, competences that were highly valued in other cultures than the Norwegian, ran the risk of being interpreted as shortcomings. The aim of the planned study is to develop knowledge about democratic fostering in preschools in different local contexts with respect to ethncial and socio-economic circumstances. Of special interest is the content and methods used in the pedagogic practice, as well as the children’s own attempts to influence in preschool. Questions about how democratic subjects are presented in the pedagogic practice, as well as questions about how, and what, the children are promoted to, and themselves try to, influence are focused. Three preschools will be selected to cover a variety of local contexts in terms of ethnicity and socio-economic circumstances, one from a rural area, and two from big cities (one district with a large number of immigrants and one district with a majority of “middle-upper class”). A critical ethnographic approach will be applied, and the empirical material will consist of observations, conversations, interviews and documents (two months in each preschool). The analyses will focus on power relations such as gender, ethnicity and social class perspectives, and the relation to local contexts. It is central to consider both different groups of children’s attempts to influence, and the power relations in the pedagogic practices, i.e. the relationship between agency and structures in the different environments. References Jansen, K E, Johansson, E & Eriksen Ødegaard (2011). På jakt etter demokratibegrep i barnehagen. Nordisk barnehageforsknings, 4(2), 61-64. Kjørholt, A T (2008). Children as new citizens: In the best Interests of the child? I: A James & A L James (eds.) European childhoods: Cultures, politics and childhoods in Europe. New York: Palgrave Macmillan. Skolverket (2010). Läroplan för förskolan Lpö 98. Reviderad 2010. Stockholm: Fritzes.

Gender in Teacher Education

(roundtable in English)

Gender equality in education has been a worldwide mission since the 1970s with numerous international resolutions and projects. Nordic countries, as well, have a long tradition of collaboration in projects on gender equality in education and teacher education since the 1980s. Even if outstanding studies in gender and education have a long tradition in the Nordic countries, the results of gender studies do not always reach institutions of teacher education and students that are interested in themes related to gender. With this in mind the focus of this round table is to share Nordic researchers’ experiences about gender equality and awareness in teacher education. Initiators to this round table are members of the Nordic Centre of Excellence JustEd (Justice in Education). Gender studies, addressed in relation to other dimensions of difference and (in)justice is one of the foci in the studies of JustEd. JustEd has received a Nordforsk funding aimed to promote gender perspective in teacher education. The main task of the spin-off project is to build a Nordic web
page for teacher education with resources for gender awareness in teaching. The idea with the round table is that shared experiences and research results will be part of the work. We are going to introduce the project, and discuss about the situation of teacher education in different Nordic countries. Moreover, we are going to mapping out needs and wishes of potential users and brainstorming new ways to promote implementation of gender equality issues in education. The participants in this round table will include researchers with experiences of gender in teacher education in different Nordic countries.

- - -

JENSSEN, EIRIK S. (UNIVERSITY COLLEGE OF SOGN OG FJORDANE, NORWAY, EIRIK.JENSSSEN@HISF.NO)
INGRID FOSSOY (UNIVERSITY COLLEGE OF SOGN OG FJORDANE, NORWAY, INGRID.FOSSOY@HISF.NO)
FRODE OLAV HAARA (UNIVERSITY COLLEGE OF SOGN OG FJORDANE, NORWAY, FRODE.OLAV.HAARA@HISF.NO)
INGER KARIN ROE ØDEGÅRD (UNIVERSITY COLLEGE OF SOGN OG FJORDANE, NORWAY, INGER.KARIN.ROE.ODEGARD@HISF.NO)

Research on the school leader’s role in sustained priority of entrepreneurship as part of the school’s pedagogical foundation

(roundtable in Norwegian)

At the University College of Sogn og Fjordane (Norway) the research group RiPE (Research in Pedagogical Entrepreneurship) is established. The foundation of RiPE is based on a considerable portfolio of developmental work related to entrepreneurship, such as in-service courses, a recently published anthology (Haara & Røe Ødegård, 2015), and development of entrepreneurial approaches for use in teacher education. The research group has six internal members and cooperates quite closely with the regional council in Sogn (SRC) and compulsory schools attached to the institution’s teacher education programs. Up-coming research on pedagogical entrepreneurship in compulsory school and teacher education (Haara, Jenssen, Fossoy & Rør Ødegård, under review), reveals that there is a lack of research on pedagogical entrepreneurship and on the role of school leaders in compulsory schools that are persistent in their priority of entrepreneurship as part of the school’s foundation. Furthermore, the SRC points to several examples of such schools and how this consistency seem to coincide with results from entrepreneurial work on entrepreneurship exhibitions, results on national tests and surveys on student contentment. In close cooperation with the SRC, RiPE aims to develop a project application for a research project on this matter. The application might be sent to the Regional Research Foundation Vestlandet (RFF). However, at this preliminary stage, we would like to establish contact with other research environments within teacher education, for two reasons. First, we want to invite to discussions about the foundation for the research project outlined above, and possible research designs that might be applied. Second, we want to explore the possibility for cooperation and joint effort with other research environments, with the aim of development of an international project application. Hence, the roundtable discussion invites to improve and develop both a quite narrow research design perspective, and to search for cooperation for a broad entrance to a joint initiative emphasizing research on teaching and learning strategies in teacher education (for instance on the Nordic venue), and pedagogical entrepreneurship as one such learning strategy. References: Haara, F. O., Jenssen, E. S., Fossoy, I. & Rør Ødegård, I. K. (under review). The Ambiguity of Pedagogical Entrepreneurship. A State of the Art and its Challenges. Education Inquiry. Haara, F. O. & Rør Ødegård, I. K. (2015). Grunnskolelærerutdanning gjennom pedagogisk entreprenørskap. Oslo: Cappelen Damm Akademisk.

- - -

ERIKSSON, LISBETH (LINKÖPING UNIVERSITY/FÖU-NORDVÄST, LISBETH.ERIKSSON@LIU.SE)
ELISABET CEDERSUND (LINKÖPING UNIVERSITY, ELISABET.CEDERSUND@LIU.SE)
ELINA NIVALA (UNIVERSITY OF EASTERN FINLAND, ELINA@NIVALA.NET)
TANJA MILLER (UNIVERSITY COLLEGE, NORDJYLLAND, TNM@UCN.DK)

Social pedagogical perspectives on participation

(roundtable in English)

This roundtable discussion looks at participation from a social-pedagogical perspective. The starting point for the discussion is an empirical study on children’s participation in situations where their families are getting support from the society. The debaters are going to reflect the findings of the study by taking different social-pedagogical concepts as their tools to analyse the ways children and people in general can and should be able to participate. Social-pedagogical work is often about meeting
people: about meeting them face-to-face and about meeting their different needs. A central question in these meetings is how to create a situation where people can be active and are able to make decisions about their own lives. Participation is not just about having a say in one’s own matter but people should be supported to define their needs and even find their hopes and dreams. Participation is also about together taking steps that will bring one closer to these dreams: it is about doing things together. It is something that contributes to the well-being of the individual and supports one’s citizenship.

***

**ISOPAHKALA-BOUET, ULPUKKA (UNIVERSITY OF HELSINKI, ULPUKKA.ISOPAHKALA@HELSINKI.FI) SONJA KOSUNEN (UNIVERSITY OF HELSINKI, SONJA.KOSUNEN@HELSINKI.FI) ANNA MEDVEDEVA (UNIVERSITY OF HELSINKI, ANNA.MEDVEDEVA@HELSINKI.FI) MONIKA SCHATZ (UNIVERSITY OF HELSINKI, MONIKA.SCHATZ@HELSINKI.FI) ANNUKKA JAUHAIJNEN (UNIVERSITY OF TURKU, ANNUKKA.JAUHAIJNEN@UTU.FI) ARTO JAUHAIJNEN (UNIVERSITY OF TURKU, ARTOJAU@UTU.FI) ANNE LAIHO (UNIVERSITY OF TURKU, ANNLAI@UTU.FI)**

**The emergence of new divisions in the Finnish higher education**

(roundtable in English)

Finland has been regarded as a forerunner in the move from an elite university to mass higher education (HE) largely funded and controlled by the state and tuition-free. As in other Nordic countries, higher education has been seen as an important pillar in the welfare system, not only through the emphasis on broad and equal access, but also by educating the professionals needed for the development of the welfare state. The system has been relatively homogenous because of this with no formalized institutional hierarchy dividing ‘elite’ and ‘secondary’ institutions. Recent developments are, however, challenging this in ways that conflict with ideals of justice and equality in/through education. Since non-tertiary institutions have been gradually moving to the HE arena, the HE system has taken on more diverse forms and resulting in an array of institutions that vary in academic orientation, selectivity and prestige. Moreover, in line with the neo-liberal education policy regime, public systems have been moving to the direction of ‘knowledge capitalism’, academic leadership has become more managerialist and more power is given to external stakeholders. Universities have introduced new competitive practices, performance-based funding, and new forms of steering. This aim of this Roundtable Discussion is to examine how higher education policy reforms and the formation of such competitive practices produce prestige, excellence and ‘elitism’ in the Finish higher education landscape. The specific practices that will be discussed are as follows: - Emergence of new mediators that possibly create a socially biased pre-selection to the body of compatible HE applicants, such as tuition-based preparatory courses prior to entrance examinations - Diversification of degree program provision and the establishment of new selective Master’s and PhD programs - Changes in the formation of academic community and academic work - The responses of Finnish higher education institutions to the challenge of internationalization and educational export The common focus in our discussion will be on the effects that these current changes in Finnish higher education have on educational opportunities and equality (in regards to gender, academic/non-academic family background, immigration background, prior education, etc.), and how they change the egalitarian basis of the Finnish higher education. After the organizers have given short introductory presentations about their specific topics, all Roundtable participants will be engaged in an open-ended discussion.

***
A global epidemic of mental ill-health? Interdisciplinary perspectives on the educational implications of reconfiguring social, economic and human crises

This collaborative Symposia is for researchers who share an interest in trying to understand the social, political, and educational roots and outcomes of an era of ‘multiple crises’. It responds to a phenomenon in growing numbers of countries around the world for policy makers, media pundits, researchers and citizens themselves to depict apocryphal discourses of crisis. These range from parenting and education, to civic engagement, capitalism itself, the legitimacy of the state and its agencies, experts and authority. Amidst these crises, mental health, emotional well-being and vulnerability, have taken centre stage. Claims from the World Health Organisation that we face a global epidemic of mental ill-health intertwine with claims that we face unprecedented levels of civic disengagement, educational disaffection, poor parenting and economic recession. In many countries, educational settings have become key sites for rising levels of both targeted and generic psycho-emotional interventions. Leaving aside the stark and pessimistic tones of crisis discourses, it does seem that there is a crisis of mental health amongst rising numbers of children, young people and adults. There has been a big increase in diagnosis of syndromes, disorders and other psychological conditions and in prescribed drugs and compulsory specialist interventions, state-sponsored programmes in kindergarten/nurseries, schools, vocational, adult and higher education. But more widely, images of psycho-emotional vulnerability has led to a big rise in programmes to develop competences and attributes of emotional literacy, emotional management, resilience, empathy and self-esteem. And the language of trauma, abuse, stress, anxiety, depression and vulnerability is everywhere, from policy texts to everyday work and home conversations, and teachers’ discussions about their students. Untangling and making sense of the nature and extent of a crisis of mental health is far from easy. It demands imaginative, inter-disciplinary and open minded debate. Can we explain a preoccupation with mental health as a re-defining of everyday life and challenges as part of what some sociologists and educationalists call ‘therapeutic culture’? Is it predominantly a social construction exploited and fuelled by global drug companies and the wider psychology industry? Or do governments unable to address intractable structural social and economic crisis benefit by attributing crisis to individuals’ weak psychological resilience? Is it that governments are trying to toughen us up psychologically to meet the demands of a highly competitive, neo-liberal, marketised world? What images of human subjects are implicated in these discourses and questions? More practically, what role does formal and informal education, at all levels, have in addressing these questions and in developing resilience? Chairs This Symposia will be chaired by professors Kristiina Brunila, University of Helsinki, Kathryn Ecclestone, University of Sheffield and and Lisbeth Lundahl, University of Umeå and in association with the Nordic Centre of Excellence: Justice through Education in the Nordic Countries.

Governing vulnerable, irrational, neurotic citizens in a world without a subject

KATHRYN ECCLESTONE, PROFESSOR OF EDUCATION, UNIVERSITY OF SHEFFIELD, UK

‘Relentless problematisations’ (Isin 2004) of multiple crises create a spectrum from war, endemic poverty and violence to myriad diffused and vague meanings of vulnerability, risk and harm in everyday life and relationships. In family life, the whole education system, and workplaces, mental illness has become a particular target for a state-sponsored market of ‘early intervention’, ‘inoculation’ and ‘prevention’. The paper argues that a focus on attempts by the market and the state to make people psychologically responsible for structural crisis overlooks a wider crisis of subjectivity. Taking higher education as a focus, I explore how the mentally, emotionally, psychologically vulnerable, irrational and neurotic subject permeates formal systems and processes, everyday institutional relationships. I argue that this subject arises from an ontological crisis of the human subject and an epistemological crisis of curriculum knowledge. Although this subject is an easy target for circular, self-fulfilling forms of governance that are ultimately self-defeating, the wider crisis of subjectivity is a bigger problem.
The therapeutic trend in youth education: A question of finding one’s ‘innermost’ in order to become more qualified colleagues

SARA IRISDOTTER ALDENMYR & MARIA OLSEN, Professors, Dalarna University, Sweden

The presentation takes point of departure in the relatively new international phenomenon of therapeutic education. This phenomenon is part of the commissioned task in the Nordic countries and internationally to see to the emotional formation of young people in youth education. Taking on Swedish teacher descriptions of how this task is played out in the classroom, we highlight emotional rationales that emerge in these descriptions. In addition, we discuss how these rationales relate to a normative project of fostering qualified collective beings, partly by encouraging the students to search for their “innermost” in order to share it with each other and thereby making their innermost a matter for the collective.

- Economic worries – therapeutic solutions? Entrepreneurial and therapeutic governing of transitions of young adults

KRISTIINA BRUNILA, Professor (Tenure), University of Helsinki, Finland

In order to tackle the crisis and concern related to young people’s unemployment, the responses of both the European Union and local governments have focused on creating smoother transitions from school to working life. In order to make transitions more efficient, the rise of short-term entrepreneurial and therapeutic education and training programmes have been seen all over Europe. This presentation examines the situation in Finland by asking how young peoples’ transitions are governed with entrepreneurial and therapeutic discourses and what kind of subjectivities are these discourses offering.

- The Double Binds of Mindfulness: Examining mediation literature for teachers

ANNTTI SAARI, Post Doctoral Researcher, University of Tampere, Finland

Since the turn of the millennium, mindfulness literature has penetrated various areas of therapy culture from management theories to pedagogy. One recent sub-genre of such literature is mindfulness and teaching. This literature seeks to help teachers to address emotional and cognitive problems in the schools (such as stress, low self-esteem, depression, attention deficit disorders) with meditative techniques. The paper situates American mindful teaching literature on the matrix of practices and discourses of Western Buddhism, the neuroscience of emotions, and positive psychology. These comprise technologies of the self that inculcate responsible, autonomous teachers and pupils who control their own emotions and are present, authentic and focused. The paper also identifies several double binds, i.e. conflicting messages, as to how and to what ends teachers’ and pupils’ private emotions and thoughts should be identified and managed.

- Time to panic? producing dis-ease in epidemic proportions

CHINA MILLS, Lecturer, University of Sheffield, UK

The World Health Organization tells us that mental disorders constitute a global epidemic, a huge worldwide burden of disease, and an obstacle to individual, national and economic development. Here the logic of epidemiology is applied to mental disorders, which although not infectious are said to spread. This enmeshes us within a discourse of crisis, where acting with urgency (fast and cheaply) becomes framed as the only ethical response, especially in countries of the global South. This paper will explore how crisis discourse creates a space where the global dis-ease (anxiety, insecurity, stress) endemic to the reality of global capitalism (insecure or dangerous work, unemployment, retrenched or non-existent welfare, poverty and inequality etc) is (re)configured as individual disease - mental disorder - projected globally through epidemiological tools. Rather than seeing mental disorder as an obstacle to economic development, this paper will explore how the production of distress is an integral component to economic development (in its neoliberal forms). The framing of this dis-ease as mental disorder (situated in the brain and not in the economic body) not only obscures socio-economic sources of distress but, furthermore, creates global markets out of epidemics, from the very disorders it constructs as burdens.
Evidence suggests that we have only years, not decades, to restore the balance before we tip the planet’s natural systems into irreversible cycles that will wreak havoc on vast swathes of nature and on the lives of billions of people around the world. The looming global environmental crisis requires learning and agency that go beyond and across the confines of disciplines, age groups, institutions and cultures. Such learning and agency building must be part and parcel of efforts to create and maintain sustainable and equitable forms of livelihood and communal life, that is, alternatives to capitalism as we know it. It is the task of engaged researchers to identify, analyze and foster them. This view calls for reorientation of educational research toward the dialectics of agency and transformation in activities and communities in turmoil. This reorientation involves two major shifts. The first shift is moving beyond (but not excluding) classrooms and schools, toward communities, work activities and social movements as sites of learning. The second shift is moving beyond observations and analysis toward theoretically grounded interventions. The key ideas of such a reorientation include the following:

- Learning to survive: Contradictions and object formation in a food cooperative in Finland

YRJÖ ENGESTRÖM AND JUHANA RANTAVUORI

The paper presents an analysis of contradictions and object formation taking place in a social movement focused on sustainable food production. The social movement, organized as the Herttoniemi Food Cooperative, was founded 2011 and is located in the metropolitan area of Helsinki. The cooperative has about 200 members. It rents a field 30 kilometers from the center of Helsinki where a hired farmer produces vegetables for the cooperative. During the harvest season, vegetables are transported weekly from the field into the city to distribution points where members can come to pick up their share. In spite of its growing popularity, the continuity of the food cooperative is constantly at risk. Small-scale ecological farming is very labor-intensive and has to compete with the heavily subsidized farm products of large food store chains. The analytical framework of this activity-theoretical study is the theory of expansive learning (Engeström, 2015). In this study we focus on two important aspects of expansive learning, namely contradictions and object formation. The theory of expansive learning sees contradictions as historically evolving tensions that can be detected and dealt with in real activity systems. Contradictions are seen as the driving force behind expansive transformation. Contradictions cannot be observed directly; they can only be identified through their manifestations (Engeström & Sannino, 2011). Specific linguistic cues are used to identify discursive manifestations of contradictions in conversational or interview data. Four types of such discursive manifestations of contradictions are used in this study, namely dilemmas, conflicts, critical conflicts, and double binds. In the theory of expansive learning, learning is seen as qualitative transformation of collective activity systems, such as work units and communities. Expansion refers to a type of learning in which the object of the activity is qualitatively widened and nobody knows ahead of time what exactly needs to be learned. Expansive learning leads to the formation of a new, expanded object and pattern of activity oriented to the object. Three ideal‐typical phases of the formation of the object in expansive learning may be identified, namely 1) emergence of an initial diffuse object; 2) formation of a consciously articulated, abstract “germ cell” object, and 3) construction of a concrete expanded object. The data of this study consists of 12 audi-taped board meetings of food cooperative held in 2015. In the analysis, the transcript of each meeting is first divided into meaningful episodes by using content analysis. Second, the manifestations of contradictions are identified and after that a hypothesis of the contradictions behind these manifestations is formed with the help of historical background material. Third, the phases of object formation are identified and named. As a result of the analysis, the phase structure and trajectory of the entire learning process of the board of the food cooperative is constructed and examined in light of the theoretical model of the expansive learning cycle. The aim of this study is to identify dynamics that trigger, sustain or prevent expansive learning in a social movements facing a major challenge of survival and sustainability. Our aim is also to
understand how productive social movements may stabilize their achievements and accomplish longevity.

- **Agency as a process of overcoming alienation: Toward a transformative agenda for educational research**

  **ANNALISA SANNINO**

Is educational research effectively responding to the acute worldwide challenges of equity, global health and ecological sustainability? This question is addressed in dialogue with recent analyses (e.g., Scott, 2015; Wooltorton et al., 2015) which claim that scholarly work in education should be more relevant and engaged in supporting transformative agency emerging in the struggles for fundamental human rights. A theoretical and methodological argument is developed drawing on examples from authoritative educational research literature engaged with locally-initiated transformative efforts for social justice. The paper argues for the necessity of novel investigations of agency mobilizing dialectical thinking and the philosophical category of alienation. The philosopher Sève (2012) defines alienation as a foundational category of dialectics having both an ontological and a gnoseological scope. This category allows grasping the essence of the historical development of human beings and provides methodological insights for investigating this historical development. Alienation is a result of the separation between productive work and social wealth established by the capital throughout history. Within alienated activities intrinsic antagonistic forces are at play: On the one hand, the conditions of production and development separated from individuals turn into subjugating forces; on the other hand, an unlimited emancipatory development of all forms of social wealth gains momentum. Within this dialectical perspective, alienation both prevents and enables transformative agency. Two promising and innovative tendencies in contemporary educational research are identified which allow exploring and materially supporting the formation of agency: 1) a tendency to move from studies of schools only to communities, workplaces and social movements; 2) a tendency to move from studies based on observations only to interventions, participatory design and participatory analyses. The selected examples from the literature, however, show a puzzling fragmentation of foci and perspectives, disconnected from dialectical analyses of the common socio-economic origins of current global crises. Dialectical thinking has the potential to overcome this fragmentation by going beyond enclosed foci which can lead to static and isolated causal explanations that tend to become self-perpetuating and tautological. Pushing forward these two emerging tendencies is instrumental for education to pursue a transformative agentive agenda toward the creation of new socio-economic conditions and corresponding subjective capabilities. Understanding the limitations and potentials of alienation in capitalism is a necessary condition for supporting «instances in which we see the market being effectively reembedded—where investment and production decisions are being driven by social needs rather than private-profit considerations» (Adler, 2015, p. 24). Educational research can align with local and global agentic efforts of transformation in communities and social movements to pursue interventionist scholarly work and training aimed at enhancing these efforts by means of dialectical thinking, analysis and design.

- **“This Is Not Your Debt!” - Emancipation from the Emotional Prison of Guilt in the Spanish Housing Rights Movement**

  **MIKAEL BRUNILA AND KUKKA RANTA**

Yet to be delivered.

- **Fighting off the Vultures: How one Spanish Movement has Seriously Challenged the next Round of Real Estate Speculation**

  **MIKAEL BRUNILA AND KUKKA RANTA**

Yet to be delivered.

- **Indigenous funds of knowledge, learning and identity construction**

  **ANDERS BREIDLID**

In this paper I argue that the hegemony of Western knowledge production in learning spaces in the global South means a dislocation of home and indigenous languages, epistemologies and cultures with negative consequences for learning and identity construction. The paper looks at the potential of indigenous knowledges as a counterhegemonic force in educational settings in the global South. The concept of indigenous knowledges is historically situated within a global context of colonial relations, as well as in current
national struggles of indigenous people in the educational arena. The paper argues, by using South Africa and Chile as cases, that policies and practices for including indigenous knowledges into the national curricula are generally superficial and Western in their approach, and the paper therefore advocates for an epistemological shift that relinquishes the ongoing colonial control over knowledge making in the global South. Greater indigenous agency driven by an indigenous consciousness is suggested as one means for promoting knowledge diversity in this region. Being indigenous means experiencing a social, cultural, political and ontological domination by a hegemonic form of Western thought and social organization. It also means resisting that domination by making use of new ways of knowing offered by the marginalized groups. In this regard the different ontological and epistemological perspectives of indigenous people offer a particularly rich source. The concept of anticolonialism provides a lens through which modes of domination in terms of categories of race, class and gender are united and historically situated under “a common zone to resist oppression” (Dei and Asgharzadeh 2001, p. 318) This is particularly relevant for indigenous communities and their resistance to the cultural invasion which has a distinct purpose even as it is continually changing shape. As Shiza states: Colonially educated teachers create a cultural dissonance between the learners’ acquired life experiences and the abstractions of Euro-American science. Neo-colonial education driven by neoliberalism and the credentialization of learning for market-place certification invalidates African sciences to the extent that they are regarded as ‘backward’ and ‘retrogressive.’ (Shizha 2010, p. 37) Even as various Marxist, feminist and postmodernist intellectuals alert us to the multiple ways in which individuals and groups are being marginalized, their indebtedness to the knowledge traditions which they question leave us wondering if even these critical voices are capable of more than, albeit progressive, rhetorical and ideological re-positioning. How far can those of us working from inside a privileged cultural-epistemological space go to undermine the exclusivity of that position and the benefits it affords us? This is not to say that the indigenous people are not implicated in these processes of subjugation as I will show both in relation to Black South Africans and the Mapuche in Chile. Such positions are to a large extent the result of a powerful internalization of negative images of indigeneity projected by the dominating cultures. There is, however, an urgent need to address the hegemonic knowledge production in the global South, not only because the results for indigenous people in educational institutions are often dismal, but also because the learning regime in the global South does something to the identity construction self- worth of indigenous people.
Kauko, Jaakko (University of Helsinki, jaakko.kauko@helsinki.fi)

**Approaches to Comparing Dynamics in Education Politics**

(symposium in English)

The symposium, drawing on the experiences from three comparative research projects, develops a perspective to analyse dynamics in the complexities of interaction between actors (Kauko, Simola, Varjo, & Kalalah, 2012). The presentations on the projects in different stages give an overview of a lifecycle of the comparative analysis of dynamics. These projects on education politics in basic education apply concepts of relationality and contingency to identify dynamics in education politics. With regard to relationality they aim at “being attentive to the elements which comprise the constitutive interactions that give life and shape to [international processes of education policy formation]” (Edwards, 2012). Regarding contingency they apply a three-dimensional framework (Kauko, 2014; Kauko, Simola, Varjo, & Kalalah, 2012), each related to the stages of analysis: the political situation, political possibilities and the political Spielraum or politicking. On one hand the symposium answers the challenge on how large-scale assessments continue to triumph as an ‘obligatory point of passage’ (Carvalho, 2013) or as a ‘projection surface’ (Waldow, 2010) for educational reforms, and, on the other hand, how knowledge, experts and politics intertwine (Fenwick, Mangez, & Ozga, 2014; Lawn & Segerholm, 2011). The control by means of comparative knowledge highlights the need for critical theory-based comparative education research (Nóvoa & Yarin-Mashal, 2003). A further contribution by the symposium is to the comparative education discussions. Targets of macro-level analysis range from borrowing and lending in the theoretical contexts of cross-national attraction (Phillips & Ochs, 2003; 2004) and legitimising and standardising reforms (Waldow, 2012), to transnational flows in world systems, in which global carriers diffuse scripts enabling isomorphism within different nations (Meyer & Ramirez, 2003; Ramirez, 2012), and the identification of global functional equivalences and configuration patterns (Schriewer, 2000; 2003). Different traditions have their points of disagreement such as isomorphism (Steiner-Khamsi, 2010, p. 332; Steiner-Khamsi & Stolpe, 2006) and the extent to which take into account local adaptations and reformulations (Waldow, 2012). The analysis presented in the symposium consider the question of post-comparative criticism (Lawn & Ozga, 2012): research should not be too embedded in the context to allow the identification of key similarities and differences on the macro level, nor should it be too far removed from the context in the search for an all-encompassing explanation of global education policy. Symposium programme Introduction: - Kauko, Jaakko: Approaches to Comparing Dynamics in Education Politics Project “Dynamics in Basic Education Politics in Nordic Countries” (DYNO, 2014-2018): - Kosunen, Sonja & Hansen, Petteri: Fractions in the Storyline of Comprehensive School: Notions from Finland, Denmark and Norway Project “Transnational Dynamics in Quality Assurance and Evaluation Politics of Basic Education in Brazil, China and Russia” (BCR, 2009-2012): - Seppänen, Piia & Carrasco, Alejandro: Comparing School Choice Policy in Chile and Finland: Analysing Dynamics Discussant’s remarks: - Alexiadou, Nafsika

**Approaches to Comparing Dynamics in Education Politics**

Kauko, Jaakko

This presentation is an introduction to the symposium “Approaches to Comparing Dynamics in Education Politics”. It outlines the theoretical concepts that are used as methodological tools to compare education policies in different countries in the presented three projects. The two important theoretical concepts are relationality and contingency. Relationality is a starting point and an epistemological choice of choosing to focus on actor relations rather than actors (Emirbayer, 1997). Schriewer hits the nail on the head in encouraging researchers to “throw fully into relief the complexity” (Schriewer, 2000, p. 328). In this vein, dynamics track the constitutive interactions in education policy (Edwards, 2012). Turning to contingency, there is impressive evidence of how political reforms seldom follow plans. Neoinstitutionalists have repeatedly pointed out the institutional continuities opposing political reforms (March & Olsen, 1989). Path dependency (Pierson, 2000) and different restrictions due to the nature of the political process (Jenkins-Smith & Sabatier, 1993; Lindblom, 1959; Kingdon, 2003) are well identified. For theoretically grasping the relational world, the presentations deploy a three-dimensional framework for analysing contingency (Kauko, 2014; Kauko, Simola, Varjo, & Kalalah, 2012). The framework represents an attempt to analyse historic-structural, discursive and action-related dimensions of contingency: the political situation, political possibilities and the
Every Nordic country has a comprehensive school with its own history. Although interesting studies focusing on the historical construction of Nordic comprehensive school systems have been conducted, there seems to be a need for further research aiming to understand differences and similarities of Nordic basic education politics from a perspective of transnational comparison. We focus on the national narratives of the comprehensive school. Concerning comprehensive education, not only the history of the system, but also the current developments (e.g. processes of privatisation, urbanisation and urban segregation, multicultural school and private providers in the field of education) in the society will be discussed in relation to comprehensive school as a system. As a theoretical frame we use the approach of dynamics in education politics, which has been applied in other studies. The dynamics approach considers education politics as a fluid and relativist target of study, which operates and changes in space and time. Kauko et al. (2012; see also Kauko 2011; Palonen 2006) have distinguished three dimensions of dynamics in politics: the political situation, the political possibilities and Spielraum. Politics as a situation bears the idea of a distinguished moment when politics can be changed. It illustrates the moment of Kairos where a historical rupture is visible. Political possibilities concern what is up to seize in a certain frame of a political situation. Actors evaluate their chances and develop an understanding of their possibilities to manoeuvre. Finally, framed by the political situation and possibilities, an essential element for the dynamics in politics is the Spielraum for ‘politicking’. This refers to the potential of actors to capitalise on existing situations and possibilities, compared with opponents less ready to tolerate or make use of the presence of contingency. In this presentation we concentrate on the Finnish storyline of comprehensive school discussed by the Finnish power elite in education (n≈8). The interviewees are long-term policymakers, politicians and researchers. The interviews are subjected to qualitative content analyses and are further elaborated on in a discourse analytical frame. We also focus on the current developments in two other Nordic countries and aim to explore, how is the Finnish comprehensive system could be positioned in relation to other Nordic comprehensive school systems on a discursive level. The preliminary notions from Denmark and Norway are discussed. This study participates in the discussion around equity and social justice within Nordic comprehensive schooling and tackles the phenomenon of national narratives in relation to one another. The diversity across Nordic countries is explored in this work from another point of view including but not concentrating only on governance level nor e.g. educational achievement issues, but also the discursive level of the interconnections in the local developments. With the theoretical concept of dynamics we pursue to illustrate a specific social field of education by analysing the relationship between structure, agency and coincidence. This relates to the core of NERAs network of politics and policy-studies in education and also the symposium concentrating on comparative educational research.
International Organisations’ Role in Brazilian Education Quality Policy

Kauko, JaaKKo; CenTenO, veRa; camDidO, Helena & Klutas, AnnI

This presentation is part of the symposium “Approaches to Comparing Dynamics in Education Politics”. It contributes to the discussion of theory-building in comparative research. Related to the central concepts of the symposium, it aims to describe the interrelations between international organisations and Brazilian actors. Drawing on the idea of contingency, the presentation gives early results of the analysis on how the international organisations’ role has changed over time according to the political situation, and what kind of political possibilities they aim to open. In addition to the theoretical part, the substance of the presentation shows how conceptions of equality and quality measurement are embedded in the socio-economic realities and how these create other possibilities of discussion, which could inform corresponding debates in the Nordic countries. In Brazilian education policy, the questions regarding quality and assessment have a strong connection to international organisations. The interconnections were built during the different development programmes during and before the military dictatorship, but the effects started to blossom only after the quality entered more heavily into the public discourse. Brazil has networked with international organisations for a long time, for instance through the Ford and Rockefeller Foundations programmes from the 1920s to the 1950s, the Brazilian-American Commissions before the 1960s, the USAID programme since the 1960s, the World Bank programmes since the 1980s and UNESCO’s Education for All since the 1990s. In recent decades, with the help of boosting economy, Brazilian government has developed indicators and steering capacity through education indicators that combine evaluation of the education system with student performance testing. These indicators again, have been praised by the leading international organisations in the field, as for instance the OECD. At the moment Brazil has set the aim of reaching OECD average levels of student performance before 2022. The presentation uses data from a review, document analysis and interviews of Brazilian policy-makers and officials, as well as staff of the international organisations. The analysis follows the stages presented in the introductory section. In the first stage a review was conducted where the central recurring debates of quality were identified, such as teacher quality and social inequality. In the second stage the analysis is based on interviews and documentary material focusing on how actors and organisations see their possibilities and those of the other actors, and how they find and create different alternatives for acting ‘otherwise’ by shaping the discursive formations. It is an on-going analysis and the early results are thus tentative. The early analysis describes a shift in the focus of the international organisations. First, whereas earlier the main co-operative partner would be the national government, now the main partners for international organisations are the sub-national units: states and municipalities. Second, it is also possible to point out the differences in the forms and possibilities of influence by the different organisations. Third, in education, the measurement of quality is a popular tool for influencing education.

Comparing School Choice Policy in Chile and Finland: Analysing Dynamics

Seppänen, Pia & Carrasco, Alejandro

This presentation is part of the symposium “Approaches to Comparing Dynamics in Education Politics”. The presentation is based on concluding remarks (Seppänen, Carrasco, Kalalahti, Rinne, Simola & Raczyński 2015) of the book Contrasting Dynamics in Education Politics of Extremes: school choice in Chile and Finland (Sense Publishers, 2015). We will discuss how concept of dynamics was utilised to understand how the travelling policy of school choice has become embedded in two very different socio-historical, political and cultural contexts: its trailblazer country Latin American Chile and Finland that persists in keeping Nordic comprehensive schooling tradition and known as the ‘European PISA leader’. In the book a wide range of sociologists of education, 19 contributors, offer novel analyses of and perspectives on the operation of school-choice policies using methodological triangulation with quantitative and qualitative data. The presentation is organized around the three dimensions for analysing dynamics in education politics (Kauko, Corvalán, Simola & Carrasco, 2015): first, what was opportune in a specific socio-historical situation for a school-choice policy to emerge, and what forms it took; second, what was and was not politicised in the discourses as a possibility for action promoting school choice; and third, how the relevant actors capitalised on the existing situations and possibilities of ‘choice’. First it is described how extreme political landscapes shaped educational policies towards school choice in these countries. In both countries the neoliberal reforms coincided with significant political situations that might have played a “crisis politics” role (Slater 2014; Klein 2007). Although education reforms have carried similar policy names attached to neoliberalism, there are fundamental differences between Finland and Chile in terms of their features. Policy of school choice
boosted the development of education as a private good in Chile in the early 1990s. The principle of education as a public good has dominated basic education politics in Finland although it introduced policies of school choice since mid-1990s. Secondly, the rise of ‘individuality’ discourse legitimised choice and selection in both countries, although the dominant discourses framing the space of political possibilities have been strikingly different in Chile and Finland. As the third and final dimension of dynamics it is outlined, focusing around 2010, how the actors involved in developing pupil-allocation policies, the actions of the families and the role of education in social reproduction. In the book we argue that both versions of school choice – hard and soft – manifest in Chile as the necessity of choice (i.e. every family ‘must choose’) and in Finland as the option for choice (i.e. in addition to pupil allocation by residence and selection by schools) create exclusivity in compulsory schooling in both countries: families end up educating their children at some distance from the predominant lower classes. Some schools and families use such a policy as a tool to gain advantage over others. If it is accepted that social class remains divisive in contemporary societies, then ‘parentocracy’ (Brown 1990) in educational decision-making will not promote fairness in educational provision any more than democratic institutions will. (Seppänen et al. 2015)

VESTERINEN, VELI-MATTI (UNIVERSITY OF TURKU, VELI-MATTI.VESTERINEN@UTU.FI)
ALLYSON MACDONALD (UNIVERSITY OF ICELAND, ALLYSON@HI.IS)
AUDUR PALSÐOTTIR (UNIVERSITY OF ICELAND, AUDURP@HI.IS)
ÁSTHILDUR BJÖRG JONSÐOTTIR (ICELAND ACADEMY OF THE ARTS, ASTAJONS@LHI.IS)
SUSAN GOLLIER (UNIVERSITY OF ICELAND, SUSANGOLLIER@YAHOO.CO.UK)
SAKARI TOLPPANEN (UNIVERSITY OF HELSINKI, SAKARI.TOLPPANEN@HELSINKI.FI)

Action for sustainability in higher education: Supporting student-driven initiatives in six Nordic institutions

(symposium in English)

Education and sustainability are key concerns that are inextricably linked and promoted as key determinants of the present and future, as reflected in 21st century education policy making. Promoting principles of sustainability in higher education is underpinned by a social justice agenda that aims for increased social, economic and ecological wellbeing. Education with and for sustainability requires transdisciplinary knowledge, critical thinking skills, and understanding of mutually shared responsibility. In order to achieve these requirements in higher education, student-driven education is called for, as it builds on action, participatory or collaborative approaches, peer learning, active involvement, agency, co-responsibility and partnerships within and outside the academy. To promote and develop education for sustainability in higher education participants from six institutions across the Nordic countries participated in the three-year project ActSHEN—Action for Sustainability in Higher Education in the Nordic region. The aim of the project is to develop guiding principles that strengthen student-driven pedagogy when working with sustainability in higher education. The development of guiding principles was based on a collaborative design process, which included a review of the relevant research literature, policies and practices for sustainability in higher education as well as application of the principles on pilot courses run by the partner institutions. The presentations on this symposium discuss the principles and the development and piloting process. The first paper focuses on collaboration within the development of the guiding principles. The second paper discusses the guiding principles from an institutional point of view, tracing the process from construction of sustainability policy in central university administrative settings, through decision-making in departmental units, to the relocation of the sustainability discourse in pedagogy and practice in a range of settings accessible to students. The third paper addresses what type of pedagogical approach is acceptable when working with sustainability. The fourth paper discusses assessment in student-driven pedagogy when working with sustainability in higher education. And finally, the fifth paper focuses on the possibilities of increasing student-influence on the organization of education as well as on making decisions about educational outcomes and pedagogical practices used.

Veli-Matti Vesterinen

Development of guiding principles for student-driven education for sustainability in higher education

To promote and develop education for sustainability in higher education participants from six institutions across the Nordic countries participated in the three-year project ActSHEN—Action for Sustainability in Higher Education in the Nordic region. The aim of the project was to develop guiding principles that strengthen student-driven...
pedagogy when working with sustainability in higher education. To respond to the gap between research and practice, the project was carried out in two phases. During the first phase, the guiding principles were defined in a participatory design process that sought to capture, coalesce and synthesize previous research, relevant policies and examples of good practice on student driven education for sustainability in higher education. In the second phase these guiding principles were employed in the design and development of nine higher education courses on various fields. In this study, we explore the development of the guiding principles and the role of the principles in the design of the courses. During the first phase the project partners visited each other to familiarize themselves with each other’s current practices on sustainability education and to discuss relevant research and policies. As the partners had a wide variety of settings and goals, such collaborative knowledge building played a crucial part in creating a community of practitioners capable of finding agreement on the core elements of student-driven education for sustainability on higher education. In the end, the guiding principles were described on three levels: organization of education, educational outcomes and pedagogical practices. Main focus was on enhancing student participation on all these levels. The second phase ended with the evaluation of the developed courses and the iterative refinement of the principles. The results show that the guiding principles assisted educators in developing and creating new courses and approaches for student-driven higher education. The focus on general guiding principles instead of one-size-fits-all pedagogic models provided a common framework for development, but also allowed for the local customization of the courses.

We illustrate this by providing examples of the way principles were creatively used in the design of the courses. We conclude that although participatory development of guiding principles can play a crucial role in developing and promoting education for sustainability in higher education, the developed principles should be referred to with certain modesty. Rather than employing the principles designed in the project, we would encourage others to engage in participatory development of their own guiding principles, which then best suit the needs of their communities of practitioners.

‘Sustainability education’ as a course of study in higher education: Issues of epistemological access and social justice

ALLYSON MACDONALD, AUBUR PÁLSDÓTTIR

In recent years a growing proportion of institutions of higher education offer courses on education for sustainable development or sustainability education (SE). Many of those working with ESD and SE, both teachers and students, have their roots in environmental education but not all; in a university class in SE or ESD one will find students from varied disciplinary backgrounds, and from a range of countries and cultures. The specific question this paper addresses is: What type of university governance is appropriate in a university that wishes to support and encourage teachers and students who want to work with and for sustainability? Governance can be broken down into three stages a) it is a process which sets standards in research and teaching b) defines mechanisms to deliver standards and c) describes monitoring and assessment arrangements. The paper arises from work done as part of a Nordic development project, ActiSHEN, funded by NordPlus 2013-2016. The theoretical approach is based on concepts from institutional development, knowledge creation and from the sociology of knowledge and the sociology of education. Individual disciplines are central to university governance and organisation. When working with the creation of new knowledge in an attempt to solve the wicked problems in a field such as sustainability, inter- or transdisciplinary approaches are often needed, which for some administrators, teachers and students is a complex challenge both administratively and pedagogically. The methodological approach is based on an analysis of the three stages of governance drawing on Bernstein’s recontextualisation of knowledge: first, the process of construction of sustainability policy in central university administrative settings, then decision-making in departments and finally the relocation of the sustainability discourse in pedagogy and practice. This study shows the difficulty of accommodating inter- or transdisciplinary knowledge within the university. There are some limits in research funding on the creation of knowledge that is outside the box, students may find this knowledge difficult to understand if they are insufficiently prepared for this kind of work. Assessment in sustainability courses within the university have not found a happy medium between pass/fail and numerical grades. Research indicates that ‘participatory’ virtues of inclusiveness, engagement and epistemic productivity within universities can support social justice and the acquisition of new knowledge. A variety of students would have a larger role in university governance, especially teaching, staff and students would be willing to work together and to produce non-traditional knowledge and financial systems would be adapted to other teaching and research arrangements than those available now.
This paper addresses what type of pedagogical approach is acceptable when working with sustainability. Muller (2014) explains how knowledge specialisation and differentiation will continue to increase, defining conditions that educators in concept-rich domains like science and technology have to adapt to. Also, Muller argues, differentiation of knowledge is inevitable because different knowledges (disciplines and their curricular carriers) have different epistemic and social properties. Young and Muller (2010) have identified three futures in education, based on different kinds of knowledge. In Future 1 subject boundaries are fixed, familiar and traditional. Such education is content-based. Elite schooling underlies Future 1 and access by a range of social forces is limited. Access could be improved by removing boundaries. In Future 2 there is a weakening of boundaries or in many cases they are invisible. This approach difficult. Assessment is based on outcomes, not input. Knowledge in Future 2 is skills-based. In Future 3 concepts, skills and content, will all be part of the curriculum and will have positive consequences for social justice. Boundaries can both exist and be crossed. It is this that will facilitate the creation of new knowledge and courses on sustainability. Some creation of knowledge is cumulative in nature yet epistemically different; they require different kinds of stipulation, entail different recognition and realisation rules, have different evaluation criteria and they entail different pedagogic relations (Muller, 2014). For student-led HE we need to illuminate the recognition and realisation rules more clearly than students are offered (in Future 1 or 2), i.e. illuminate the differential internal epistemic and pedagogic architecture that we require students to negotiate. In order for sustainability education to be appropriate for university students then we need to have borders and be able to cross borders between discourses. Thus we need to prepare for Future 3, because neither Future 1 nor Future 2 will provide feasible solutions to the wicked problems we will face in the coming decades. This project has focused on student-led and/or student influenced educational options in universities. Students need to be better equipped to negotiate the specialisations of the future. Future 2 emphasises skills and over-socializes the concept of knowledge and Future 1 emphasises content yet under-socialises it. Future 1 is not appropriate as it is elite and restrictive and socially unjust. Future 2 can be deceptive because the boundaries are invisible.
represents. The analysis of student responses was guided by three questions: How much action is possible in our institutions? How much action is possible in society? What can be learned from being/having been a subject? (Biesta, 2006). Preliminary findings suggest clear signs of strong student ownership. However, student responses revealed emerging dichotomies between students used to working independently in art studio settings and students used to traditional lecture formats. We explore such dichotomies—such as the course representing a constraint to organic flexible responses for some and as overwhelming but liberating for others because of mutual pedagogic responsibility—in the context of promoting education with and for sustainability. The findings contribute to strengthening student-driven pedagogy when working with sustainability in higher education in Iceland and internationally.

Supporting student influence in higher education to increase action for sustainability in a changing world

Sakari Tolppanen, Caitlin Wilson, Jakob Grandin

The aim of this paper is to examine how student influence in higher education can be increased to support action for sustainable development. Sustainable development in higher education calls for learner-centered arrangements, where students are able to influence what and how they learn. Previous research has shown that giving students responsibility and autonomy over their learning supports learning outcomes. However higher education is still dominated by a teacher-centered approach in which teachers transmit knowledge to student recipients. In a rapidly changing world where acquiring a number of different skills is essential, students should be given a more active role on what and how they learn. This is especially the case in education for sustainable development, as it deals with multiple wicked problems, where no single right answer to the challenges exist, and where teachers may not know the solutions to the multidisciplinary problems involved. This section of the symposia will present cases where students’ influence has been increased in Finland, Iceland and Sweden to support education for sustainable development. When MA-level students in Helsinki were given full autonomy to plan and implement a course on sustainable development, both opportunities and challenges were observed in the research findings. Working in a multidisciplinary team helped the course designers increase their understanding of sustainable development and pedagogical approaches. They felt that the planning process was empowering and was helpful for their career development. However, course designers also found it challenging that they came from different backgrounds. Furthermore, they found it hard to find a common goal for the course. Student influence has been institutionalized in a center for student-led education for sustainable development at Uppsala University. The student course coordinators emphasize their significant creative freedom to shape both the content and form of the course, and that they acquire career-relevant skills. While the courses promote participatory learning methods, the challenge remains of how to broaden the sphere of student influence from predominantly the course coordinators to the whole student group of a course. Another challenge is to sustain a creative and participatory organizational environment for both students and course coordinators within an increasingly institutionalized structure. In Iceland, an established MA-level course was significantly redesigned to “make space” for students by adopting reflexive, student-centered pedagogy for class sessions and course evaluation. Two rounds of interviews with students during the course and four months after the course ended show that students benefited from their active role primarily in their identity formation as researchers. Preliminary analysis of the interviews also indicates tension between student expectations and their experience, inconsistency between pedagogy and assessment, different meanings of participation, and the importance of trust in student-centered higher education. Sustainability as pedagogy has yet to gain ground in higher education, making it important to learn from these cases which represent a pan-Nordic effort to create an educational response to unsustainability.
YANG, SHEN-KENG (NATIONAL TAIWAN NORMAL UNIVERSITY, SKYANG@NTNU.EDU.TW)
CHIU RONG WANG YANG (YU DA UNIVERSITY OF SCIENCE AND TECHNOLOGY, CRWANGYANG@GMAIL.COM)
(KENT) SHENG YAO CHENG (NATIONAL CHUNG CHENG UNIVERSITY, HY3398@GMAIL.COM)
YUNG-ming SHU, REN-JIE VINCENT LIN (NATIONAL HSINCHU UNIVERSITY OF EDUCATION, NATIONAL TAIWAN UNIVERSITY OF SPORT, YMS47@MS52.HINET.NET, LORENZ1.TW@GMAIL.COM)
YU-FEI LIU (CHINESE CULTURE UNIVERSITY, LIIURAINFLY@HOTMAIL.COM)
WEN-JOU HUNG (NATIONAL CHI NAN UNIVERSITY, HUNGJ05@GMAIL.COM)

A Comparison of Social Justice in Education Systems in Six Countries
(symposium in English)

A Comparison of Social Justice in Education Systems in Six Countries. The Symposium composed of six presentations based on the preliminary results of the Integrated Joint Research Project financed by the Department of Science and Technology, Taiwan will deal with the issues if the structure and functional operation of education systems in Germany, France, the UK, the USA, New Zealand and Japan meet the requirement as mandated by the principles of social justice. With a common theoretical framework synthesizing of various theories of social justice, e.g. J. Rawls', M. M. Young's, N. Fraser's, A. Sen's etc., the six presentations move to investigate the infrastructure, class management, curriculum and teaching, school leaving and entrance criteria of higher level and of various kinds of schools at different school levels in six countries to test if they meet the demands of social justice. Governmental policy documents in the studied countries are also analyzed to show what measures are taken to promote educational justice in each country.

A Study of Social Justice and the Capacity for Self-Development in France's Educational System, with a view to improving
CHIU RONG WANG YANG

This study is a part of a larger, integrated research project entitled "The Studies on Social Justice and the Capacity for Self-Development in Educational Systems in France." It will investigate how France educational institutions realize social justice and enhance France students' capacity for individual self-development. This will be a historical investigation which relies on the analysis of documents and interviews. French and Taiwanese people’s capacity for global competition will be facilitated by the betterment of practical mechanism of social justice at any level of education system. Keywords: educational justice, educational system, France, teacher education

The Discourse between Social Justice and Schooling
(KENT) SHENG YAO CHENG

The pursuit of social justice and capacity for self-development has been regarded as one of the major goals that all the liberal societies should run for it. However, along with the gaps between to-have and to-have-not, the divide of educational opportunities becomes much larger than before. Instead of promoting the generational upper mobility, the schooling has forced to serve as the agent for internationalization, marketization, and accountability without paying attention on disadvantaged students and their learning. To answer the research questions, the researcher reviews and reflects the theoretical backgrounds from John Rawls, James Coleman, Michael Walzer, Amartya Sen, Iris Young, Michael Sandel, and Thomas Piketty, and conducts a field study and in-depth interview with scholars and educators in the United States. Secondly, the researcher juxtaposes and compares the interplay among social justice and educational policies along with field studies and in-depth interview. As the result, the researcher would provide the suggestions for the future development of the educational policies along with the issues related to social justice. Keywords: Social Justice, the United States, and Educational Policy

The Discourse between Social Justice and Schooling
YUNG-ming SHU, REN-JIE VINCENT LIN

Educational system is closely connected with social justice. On the one side, Education is conditioned by social structure. Education will reproduce existing social classes. At this time, education is taken as a dependent variable. However, education can be an independent variable which will enhance social justice by fully developing everyone's talent and ignoring the background factors of the pupils. This study is to review the schooling in Britain and its relation with social justice. The schooling in each

260
level is included which are nursery education, primary education, junior high school education, senior high school education, technological education, higher education, teacher education, education for the disadvantaged, newcomer education, and career education. In each stage, the entrance and outcome are discussed. The interaction and dialogue between British educational system and the principle of social justice are the foci of the study. Keywords: Social Justice, Schooling in the United Kingdom, Educational Policy

Shen-Keng Yang

SOCIAL JUSTICE IN THE EDUCATION SYSTEM IN GERMANY

The proposed presentation will address itself to the issue if the structure and the functional operation of education system in Germany meet the requirement as mandated by the principles of social justice. First of all, various theories of social justice, e.g. J. Rawls', I. M. Young's, N. Fraser's, A. Sens's etc, are reviewed in order to propose synthetically a theoretical framework for analyzing German education system. With the proposed framework, the paper will move to investigate the infrastructure, class management, curriculum and teaching, school leaving and entrance criteria of higher level and of various kinds of schools at different levels of German system to test if they meet the demands of principles of social justice. Governmental policy documents are also analyzed to show what measures are taken by Federal and States (Länder) Governments to promote educational justice. Finally, after critique of German education system, recommendations are suggested for innovating education system to meet the requirement of the principles of social justice.

A Study on Social Justice in Educational System in New Zealand

WEN-JOU HUNG

Under the fierce global-wide economic competition, market-driven neo-liberalist education reform has been launched in New Zealand since 1980s. The approaches of education policies turned from focusing on equality and equity to efficiency and excellence. This article is a preliminary study on social justice in Educational System in New Zealand. This article focuses on exploring how social justice is implemented in New Zealand education system and policies, such as free 20 hours policy of early-childhood education, independent Maori education system, the promotion of literacy and numeracy on primary education level, the enhancement of course selection and career development on secondary education level.

Social Justice in Educational System of Japan

YU-FEI LIU

This study is part of an integrated research project entitled “Comparative Studies on Social Justice and the Capacity for Self-Development in Educational Systems.” The purpose of this sub-project is to investigate how Japanese educational institutions realize social justice for individual self-development. This will be an historical investigation relying the analysis of documents, field studies and in-depth interviews. However, because of Japanese special social and cultural background, the preliminary analysis of this study showed that although equal opportunity in education is often highly stressed and discussed, social justice is rarely used in their educational policies and researches. Therefore, first of all, this paper will explore concepts of social justice and equality in education within Japanese social and cultural background. Secondly, this paper will concentrate on the relationship between social justice (educational equality) and capacity for self-development in educational system in Japan including themes of early childhood education, elementary education, lower secondary education, upper secondary education, technical and vocational education, higher education, teacher education, disadvantaged schooling, new immigrants’ education, and life-long learning. Finally, as a basis for comparison studies, this study will provide Japanese ideas and strategies of realizing social justice (educational equality). Keywords: Social Justice, Japan, and Educational Policy
CIE - Creativity, innovation and entrepreneurship in the Nordic Countries.

(symposium in English)

As in the rest of Europe, the Nordic countries face a number of challenges. These are said to be met and dealt with if the Nordic countries have innovative, well-educated, and entrepreneurial-minded citizens. A spirit of inquisitiveness new ways to think is an imperative in order to establish the courage to meet and adapt to challenges facing them in the future. Moreover, a dynamic and innovative economy will require a greater number of young people who are willing to be able to become entrepreneurs in different areas of life – young people who will launch and successfully develop their commercial and social ventures, or who will become innovators in a wider perspective and within the organizations in which they work. Because education is one of the keys to shaping young people’s attitudes, skills and culture, it is vital that entrepreneurship is also addressed from a social justice and an equality perspective.

Pedagogical entrepreneurship can be understood as essential not only to shape the mindsets of young people but also to provide the skills and knowledge that are central to developing tomorrow’s citizens. The main question is: How does this affect the students’ learning and the role of the student in the classroom? In this symposium the participants want to explore pedagogical entrepreneurship in the Nordic countries. The aim is to discuss and problematize pedagogical entrepreneurship as well as presenting different Nordic research in the field.

Strategies for entrepreneurship in the educational system are present in all Nordic countries. Different research efforts have been made linked to these strategies. The purpose of this paper is to review the most recent research in pedagogical entrepreneurship from three Nordic countries: Finland, Iceland and Sweden. The review includes 21 articles covering aims, methods, concepts, references and results and draws a rather fragmented picture of the research. The main results are that the reviewed research is mostly qualitative and covers the spectrum from theoretical research to practice oriented research. A variety of concepts are used. Analysis of the references used in research uncovers a need to be more aware of including sources from the neighboring region. However, the research field seems to be quite lively and still developing. It would benefit from a better dialogue between researchers in order to strengthen the contribution of Nordic research on pedagogical entrepreneurship.

Pedagogical entrepreneurship – what are the challenges for schools in their fostering mission?

EVA LEFFLER AND GUDRUN SVEDBERG

Policy documents for schools and education are being increasingly standardized all over the world and some research claims that a global curriculum is developing in which aspects as entrepreneurship, lifelong learning and sustainable development are common denominators. This is regarded as a sign that economic rationality is gaining more and more ground in education alongside or at the expense of a democratic educational ideal. Entrepreneurship as a phenomenon has been described as something good both for society and the individual (Stevenson & Lundström, 2002; Lackéus, 2014). However, the concept of entrepreneurship has ideological and political connotation and it is questioned which relations between the individual and society entrepreneurship symbolizes. Earlier studies have argued that schools’ democracy education is essential when it comes to respond to the criticism and counter the fears associated with entrepreneurship in a school context (Leffler, Svedberg & Botha, 2010). The aim of this presentation is thus to discuss the phenomenon of entrepreneurship in a school context and to put entrepreneurship in relation to the democracy fostering mission of education. Following questions are in focus in our presentation: What values does the concept of entrepreneurship bring to education? What citizens are schools fostering in the spirit of entrepreneurship? What are the challenges for schools in their fostering mission?
Entrepreneurial Schools – Entrepreneurial Learning Environments and a Changed Teacher Role

HELENA SAGAR

Research Topic The aim was to identify requirements for creating, developing and/or assessing entrepreneurial schools for students at the ages 1-19 years. Theoretical and methodology framework A multitude of actors, from the fields of research and politics, argue for changes in teacher practices towards allowing and encouraging student entrepreneurship. The arguments are based in higher student motivation and preparation for future lives in rapidly changing societies. Entrepreneurship in education is meant to add value on different levels; personal, cultural, social, ecological and not only economical, thus it is of great value for citizen entrepreneurship aiming at Social justice, Equality and Solidarity. Data on approaches, efforts and components required for creating or developing entrepreneurial schools were collected from international research evidence and from current school practices. Research evidence was gathered from peer-reviewed and published scientific articles on findings from studies, with varied foci, on entrepreneurship in education on different school levels covering the student ages 1-19 years, including Vocational Education and Training (VET). The school practice evidence was gathered from systematically mapping 32 cases of entrepreneurial schools in different European countries. The data were collected from each school’s own description, according to a common template, of their entrepreneurial education. These data were confirmed and complemented, on the basis of specified and common questions in line with the aim of the study, from work-shops during a five-day conference. Findings/Conclusions Previous studies have revealed teachers’ hesitation to introducing entrepreneurship in education due to its political, economic and ideological connotations. The present study confirms that teachers frequently hold this narrow interpretation of entrepreneurship in education. This is despite the fact that the call for case studies was embedded in a broad interpretation of entrepreneurship; the interpretation in which social, cultural and ecological entrepreneurship is recognized and valued. However, the findings in this study indicate that there is a geographically based difference in interpretation; the Scandinavian and the British case descriptions reflected broad interpretations of entrepreneurship rather than mainly relating to production and execution of business plans. This issue of a narrow or broad (teacher) understanding could possibly partly be eliminated through evidence of positive effects on student motivation and learning from introducing entrepreneurship in education on the relevant school levels. However, another finding from this study is the identification of lack of such research evidence. Current evidence draws findings from 1) entrepreneurship at higher levels of education and in relation to innovation and business and/or 2) education research on teaching practices which do not directly point to entrepreneurial learning but rather include approaches similar to those representing an entrepreneurial learning environment for the students. Hence, education research on student motivation and learning directly drawing on entrepreneurship in education or entrepreneurial learning is in strong demand. The relevance to the Nordic education research emerges from the strong school political demands on encouraging student entrepreneurship at all school levels in education.

Entrepreneurship education for non-business students

IDA LINDH

The definitions of and understanding for what entrepreneurship in education is and implies have shown to vary. Some scholars have focused on entrepreneurship in education as mean to prepare students for a life and career as entrepreneur, whereas others have adapted a broad definition of entrepreneurship as a pedagogical approach. Research in both these literature streams have, however, concluded that the teachers implementing entrepreneurship in education are crucial for outcome it may lead to.

The associations to entrepreneurs and business life have shown to contribute to a resistant attitude among many teachers, leading to distance entrepreneurship in education from the terminology of entrepreneurship and business life. This is supported by the stream of research arguing that entrepreneurship in school should focus on stimulating pupil’s entrepreneurial competences, such as creativity, ability to cooperate and take responsibility without relating them explicitly to entrepreneurship. Less attention, however, has been devoted to the pupils perceptions and definitions of entrepreneurship or their understanding of the importance and value in developing the entrepreneurial competences further.

Students are embedded in a wider context than the classroom, in which social, cultural and economic factors can be anticipated to influence the pupils’ ...
perception and construction of entrepreneurship. Pupils’ experiences of family business, entrepreneurial culture and/or knowledge about entrepreneurship, or their lack of the same, may thus be important as barrier or motivator for how or why they develop their entrepreneurial competences further. The question this study aims to address is thus the following:

- How might primary school pupils’ perceptions of the meaning and value of entrepreneurship and the entrepreneurial competences vary in relation to their cultural, social and entrepreneurial capital?
- How can entrepreneurship in education change or develop such perceptions among primary school pupils?

This study take departure from Bourdieu and his work on the cultural, social and economic capital in relation to the development of educational capital and the individual strategies employed to develop the tenacity of such capital further. According to Bourdieu, there is a specific room of opportunity connected to the development of individual’s holding of capital, encompassing a range of different alternatives and opportunities for action. This particular study also draw on literature on reflective learning, and especially Dewey’s thoughts about the role of reflection as a disciplined meaning-making process that moves a pupil from one experience into the next with a deeper understanding of its relations and connections to other experiences.

This study adopts a longitudinal exploratory qualitative approach with multiple data sources. Three groups of pupils (age 9-10 years) from two different schools were followed for a period of 6-9 month. An interactive research design was chosen in which the researcher, the teacher and the pupils took an active part in designing lectures and in continuous discussions about ideas for different assignments, and on the results of those assignments.

The result from this study indicates that students are embedded in a social and cultural understanding of entrepreneurship and that may be a reason for the varying results of entrepreneurship in education.

This presentation is based on an action research project conducted in 2014 in a primary school in the city of Vaasa in Finland. The project focused on developing the practice of integrating enterprise education as a part of everyday teaching in grade three. At the time of the project, entrepreneurship education and enterprise education were expressed in the Finnish national core curriculum, from 2004, through the cross curricular theme Participatory citizenship and entrepreneurship. The scope and focus of the theme point to a broad interpretation of pedagogic entrepreneurship in Finnish educational policy.

The research is situated in the framework of pedagogic entrepreneurship. The action research project involved three class teachers, the headmaster and a university researcher. The aim of the project was to develop the practice of enterprise education by implementing principles of enterprise education gathered from previous research in everyday teaching in grade three. This resulted in the planning and realisation of a four week teaching programme. The subject content of the programme revolved around “the plans in the yard”.

This presentation focuses on the teachers’ perceptions on the benefits and the challenges of the project. The teachers viewed the project as beneficial to their own professional development as well as to the students’ learning. The process, however, also revealed several challenges associated with applying enterprise education in grade three, such as time or different personalities. Based on the experiences from this particular project, the article broadens the understanding of how enterprise education can be realised in grade three, as well as its benefits and challenges. This is relevant in a Nordic perspective since pedagogical entrepreneurship as a phenomenon is present in all Nordic countries, though appearing in slightly different shapes and contexts.

A search for the common thread - a study of learning synapses in entrepreneurship education.

KARIN AXELSSON

Introducing entrepreneurship in the school setting could be perceived as a strategic move by politics in trying to foster future entrepreneurial citizens able to contribute to a nation’s growth and development. There is an expressed need of entrepreneurial people everywhere in society (Berglund et al., 2012). This worldwide development results in countries seeking to promote enterprising behaviour.
through education policy and curriculum (Gibb, 1993; Komulainen et al. 2011; Seikkula-Leino, 2011). However even if pedagogical entrepreneurship is a current topic, research on enterprising learning is in its early stages needed to be explored further (Leffler, 2014).

Focusing on the Swedish strategy for entrepreneurship in education (Regeringskansliet, 2009) the work of implementing entrepreneurship throughout the education system is suggested to be linked together through the levels of education. This is in the strategy symbolically referred to as the 'red' or 'common' thread. However, the strategy portray no solution on how the linkages are to be framed. This is to be solved in practice by management within each municipality and its schools. Considering this, an intriguing question is if and how the red thread is being woven? Are the synapses of entrepreneurship education transferring information as well as learning between management and teachers on different school levels? Moreover, since there is a lack of studies on how to introduce and implement strategies in the public sector (Höglund, 2014) this study seeks to contribute to an understanding on how the political steering approach through strategy on a national level, work through management on a municipality and is being developed, if so, on an individual school level.

This study rely on empirical material from a Swedish county, gathered both through 30 questionnaires and 20 interviews with both political leaders, civil servants on a management level and teachers from the ten municipalities within this county.

• • •
Citizenship education, democracy and the market

(symposium in English)

Education is not only a matter of knowledge and skills provision, but also of training - of formation of citizens. Education is characterized by an ambition to secure two historically established principles; that of democracy and that of the market. These two principles interact and mobilize both collective and individually oriented notions of what it means to be a citizen in different educational levels. Although far from entirely or exclusively, the former can be seen as more collective and the latter more individually adapted in this respect (Carlbaum 2012; Dovemark 2004; Olson & Dahlstedt 2014). The centrality of the two principles of democracy and the market, and their tension-filled relationship in educational citizen formation over time, has lately been problematized (cf. Molnar, 2006; Sandlin, Burdick and Norris, 2012). Not least the historical change in which the market increasingly has come to be denoted as a situation in which several educational providers compete to accomplish public tasks (cf. Ball and Yodell, 2008). The vitality of the principles and of the tension between them has been identified as being particularly influential in post-war Swedish education policy (Englund 1999; Lundahl 2006; Dahlstedt 2009; Lundahl and Olson, 2013). However, less emphasis has been put on the role of this tension-filled relationship in education in relation to its commissioned task of citizen formation in policy and practice. This is not least the case in adult education, and educational practice that is assigned to live up to practically the same commissioned objectives as compulsory and upper secondary school. In this symposium the focus is directed at how these tensions between democracy and market is played out in contemporary Swedish education. More specifically, the focus is put on the formation of citizens within formal (municipal adult education [MAE]) as well as non-formal adult education (folk high schools [FHS]). How do students construct themselves as citizens? What are the material and discursive conditions for such constructions? How does such constructions relate to the ways in which teachers construct students as citizen subjects?

Individualisation through collectivisation: Citizen formation in Swedish adult education

Andreas Fejes, Maria Olson, Lina Rahm, Magnus Dahlstedt, Fredrik Sandberg

The aim of this article is to identify how the principles of democracy and the market are mobilized within adult education in Sweden, and how, as an "effect", certain kinds of citizens are shaped. Drawing on a post-structural discursive analysis of interviews with teachers and students within formal (municipal adult education [MAE]) and non-formal adult education (folk high schools [FHS]), we wish to illustrate how these principles are mobilized differently in these two educational settings, thus shaping different kinds of citizen subjectivities. Our analysis illustrates how an individual citizen is shaped in both sites. However, in the former this is done through individualized discourses, while in the latter individualization is performed through collective forms of community building.

Formation of respectable citizens: precarious work and uncertain futures in a f-cked up world

Magnus Dahlstedt, Fredrik Sandberg, Andreas Fejes, Maria Olson, Lina Rahm

Drawing on interviews with 37 students in municipal adult education, this paper focus on analysing adult students views of the future, and more specifically, imagined occupations. What type of occupation do students imagine and in what ways do they see adult education as a means to fulfill that future goal? In order to scrutinise how the students create (im)possible futures by relating to the past in the present, the analysis draw on Beverly Skeggs idea of respectability. In students narratives of the future and possible future occupation there is a strong will to work, fulfil their duties and therefore help other individuals. A pattern that is both class-specific and gendered.
Digitizing Sweden: discourses on computerization and citizenship

LINA RAHM

In a time when digitalisation and new media technologies have become a ubiquitous part of social life, knowledge about how to use such media is positioned (often through policy making) as central in enactment of citizenship. Popular education is repeatedly described as especially suitable for various projects related to digital inclusion. For example, the popular education guiding principle: “free and voluntary” has been described as an important prerequisite for effectively digitizing Sweden. From this we may be (mis)led to understand that the mission of public education to promote the digital citizen is a new quest. However, popular education has played a central role in the digitization of citizens for over 40 years now. In this paper, drawing on the work of Michel Foucault, I analyse documents related to state funded project on digitalisation from the 1960s to the present. I provide a genealogy of digitalisation in popular education in Sweden in order to shed light on how the citizen, through discourses on democracy and the market, is constructed in contemporary time, and how such construction is a temporary fluid one, and only one of many constructions possible. The analysis illustrates how discourse has changed over time. Today, computer skills are seen as necessary for full membership in society as citizens. Those without such skills are positioned as outside of society.

Self-destruction and the formation of reactive nihilistic citizens

MARIA OLSON, ANDREAS FEJES, MAGNUS DAHLSTEDT, LINA RAHM, FREDRIK SANDBERG

The on-going role of education in citizen subjectivity-making has been well mapped out in youth education. What has been less studied is how this task falls out in adult education. By providing illustrative empirical examples from a recently carried out study of young Swedish adult students enrolled in adult education, this paper aims to offer a theoretical response to these questions. Taking on Diken’s concept of ‘reactive nihilism’, two points are being made. First, that citizen subjectivity-making in adult education, when students are asked about it, emerges as a process of re(dis)covery of (one’s own) will, in order to be(come) a successful citizen in society. Secondly, that this process, which can be depicted as an expression of reactive nihilism, is a political one: it calls for a radical modification (of one’s own will), in order to adapt to the prevailing social situation in society, which is not considered as possible to change.

Koch, Marie D. (Copenhagen Institute of Interaction Design, CIID, Education and Research, m.koch@ciid.dk)
Eva Ahlskog-Björkman (Stockholm University, Department of Child and Youth Studies, eva.ahlskog.bjorkman@buv.su.se)
Marte S. Gulliksen (Høgskolens skole for kunst og kultur, Telemark Arts and Crafts as Culture Education, marте.gulliksen@hit.no)

Dialogue across borders: Material culture in action

(symposium in English)

An invitation to students, teachers and researchers to investigate past, present and future directions in arts and craft/sloyd/material culture studies by focusing on past, present and future engagement in Education and their impact to the Nordic culture. The theme of NERA2016 conference is “Social Justice, Equality and Solidarity in education?” The question asked is what potential education has from promoting these values? In the Nordic countries, arts and craft education has traditionally played a large role in primary and secondary education. The purpose of the symposium is to generate a platform for constructive dialogue in art and craft education thinking and to bring the discussion into place between critical thinking and active engagement. We hope to generate a cross-disciplinary dialogue, engaging theorists and artists, thinkers, makers and collectors/connoisseurs of objects. Suggested areas of discussion include, but are not limited to: culture education, cultural heritage, critical thinking and critical making, the making of culture, future perspectives on art and culture education and im/material culture.

Arts and Crafts in Early Childhood Education

Eva Ahlskog-Björkman

In a critical reflection on sloyd in preschool education activities are often associated with practical skills training. The creative side of sloyd education is not sufficiently emphasized. Early childhood education is however today based on learning through play and imagination. The national
guidelines for preschool in Finland emphasize that preschool education should strive to develop children’s ability to express themselves through Arts and Crafts. Of special interest in this study is to investigate what kind of meaning children are expressing when they are talking about their own textile work. The motive is thereby to investigate creating with textiles as a possible form of expression in educational contexts. The children participating in this study have been provided with a creative room to create imaginative and unique marionette puppet horses. The study aims to investigate what the children are talking about when they discuss their textile work, in other words, in what way the artefacts mediate experiences and learning. The following research questions are formulated in relation to the children’s talk about their textile horses: 1. In what way do children talk about earlier experiences? 2. In what way do children talk about their emotions? 3. What kind of social meanings emerge in children’s talk about their horses? In the study, learning is based on the socio-cultural perspective, where creating with textiles can be seen as a tool for communication and further how this communication can mediate experiences and learning. The discursive analysis method is chosen in the study. The empirical study comprises twenty 6-year-old children in pre-school, who have taken part in videotaped interviews where the child and the researcher was talking about their textile work. Through highlighting what children are talking about in relation to their created textile artefacts, preschool teachers can arrive at a greater understanding of using creating with textiles as a form of expression in educational contexts.

Arts and Crafts as Culture Education
Marte S. Gulliksen

The presentation will draw on a theoretical framework concerning bildung (dannelse), the notion of preparatory knowledge (Shulman, 1986), and in particular the model of the pedagogical content knowledge of the teacher education (Gulliksen, 2014). Three keywords will focus the discussion: Metareflection, specific examples, and transfer of knowledge. Telemark University College (from Januar 2016 University College of Southeastern Norway – USN) has since 1938 been a central actor in art and craft teacher education at BA and MA levels in the Nordic countries. In 2012 the PhD-program in Culture studies were established at USN, providing teachers in Arts and Crafts with a path towards research on the top educational level. The program places Arts and Crafts within the context of Culture Education, and in this paper I will discuss what such a culture education context could mean for arts and crafts in schools and arts and crafts in teacher education. Further, I will discuss future directions in arts and craft as culture education and their (possible) impact to the Nordic culture. In particular I will address challenges for teachers in arts and crafts and thus how teacher education in arts and crafts can approach this challenge. The PhD-program of Culture Studies at USN uses a broad notion of culture, related to values, attitudes, knowledge, behavior, social relationships, meaningful expressions, artifacts, art and aesthetic practice. Culture is seen as both a process and a result or a product in the form of material objects, services or activities in the community. Culture education is a central cornerstone of the program, in the sense education towards understanding the basic conditions and issues in developing, learning or growing into a culture (in singular or in plural) within and outside of the established educational institutions – from kindergarten to university. Education in schools is one central site of culture education. Here, children and young adults are immersed in a setting of cultural performance and develop their understanding of who they are, who they could be and what they could do to change the world to the better, i.e. to be a part of making their own culture. Art and crafts education in schools has traditionally served a key role in culture education, in particular related to understanding, learning about and mastering aspects of the material and visual culture. Looking at Arts and Craft as a particular form of culture education emphasizes this role and makes it possible to analyze it as such related to the keywords metareflection, examples and transfer of knowledge in the context of preparatory knowledge. The discussion will address possibilities and challenges for choosing paths in the future for developing arts and craft education as a future oriented subject preparing the younger generation to face challenges which may arise in an unknown future.

Cultural Criticism on Arts and Crafts Education
Marie D. Koch

The presentation discusses how cultural critique on Arts and Craft Education could bring forth new valuation and thinking, which may add new useful knowledge to the field of material culture research. Furthermore the critique could to show the different and overlooked philosophical and cultural potential in a reflexive mode of expression, which mirrors the normative understanding of craftsmanship. In the presentation, learning and identity will be described
and put into perspective in a process that discuss the discourses from Danish institutional prerequisites for learning such as laws, ministerial orders, curricula. The normative understanding of craft and related understandings of identity and learning will question alternative practices of craft such as activism using craft as a tool (craftivism). The overall purpose is meant to lead to a mirroring of learning and identity in formal learning spaces and in informal spaces. The discussion will focus on values and cultural potential and draw a perspective into the discourses of learning and identity in informal settings in the cultural context of the mode of craftivism (Koch, 2012). The presentation is combining a post structural and a sociocultural position. Initially the poststructuralist position is introduced through Butler’s theory of performance and her concept of ‘doing’ different cultural categories (Butler, 1997, 1999). Davies’ argues for a poststructuralist approach to the acting subject (2000, 2003) and in doing that uses Foucault’s (1993, 1994) archaeological approach to the discursive history of the Western world. This is followed by the second theoretical position of the presentation: The sociocultural perspective. According to Säljö, and Lave and Wegner (2003), the social context must be included in learning perspectives, as it’s mediated through tools and artifacts (Säljö, 2000, 2005). Research in the material culture of schools and education (Hartvik, 2013; Mäkalä, 2011) show how tools, materials, and artifacts are in a continued interaction with the relations between student, teacher, and peers. Research also points to a need to include more factors in the learning perspective. Bronwyn Davies (2003, 2006) points out how subjectivity is continuously developed in interaction with the context of the school. Existing research have focused on institutional frameworks characterized by having their own legal framework, politics, and defined purpose, whereas public space (the scene of activism), is not subject to similar regulation. The lack of a defined institutional purpose in craft activism is an interesting object of inquiry, since it allows possibilities for alternative perspectives on learning. The presentation presents possible learning perspectives from the outcome of mirroring learning and identity in formal learning spaces and in informal spaces.

Educational leadership in Nordic countries

(symposium in English)

In this symposium we present and discuss Educational Leadership in the Nordic countries. We investigate how the Nordic countries respond to the international policy. The following themes are focused: How do educational leaders face the new demands for various forms of accountability? How does this development influence the different levels of the education system; the district, the superintendent and the school leader. All presentations are research based, referring to empirical studies in the different countries. Various aspects of the Nordic dimension are discussed. The topics have international relevance. The authors represent Finland, Iceland, Norway and Sweden.

Examining Norwegian and Swedish leadership training programs in the light of international research

MARIT AAS, UNIVERSITY OF OSLO, NORWAY; MONIKA TÖRNSÉN, UMEÅ UNIVERSITY, SWEDEN

In this paper we examine and compare principal training programs in Sweden and Norway, the two Nordic countries with national leadership programs for already active school leaders. To investigate the knowledge base and design of the programs we draw on two research-derived tools about successful professional learning programs for school leaders. Based on the examinations, we suggest that the programs reflect international research as regards both content and process factors. In addition, we identify topics and issues balancing democratic participation with managerial decision-making, which can be characterized as a Nordic profile.

TÖRNSÉN, MONIKA (CENTER FOR PRINCIPAL DEVELOPMENT, UMEA UNIVERSITY, SWEDEN, MONIKA.TORNSEN@UMU.SE)
MARIT AAS (DEPARTEMENT OF TEACHER EDUCATION AND SCHOOL RESEARCH, UNIVERSITY OF OSLO, NORWAY, MARIT.AAS@ILS.UIO.NO)
The Assessment Culture of School Leadership

FORSBERG, E., HORTLUND, T. & MALMBERG, K., UPPSALA UNIVERSITY, SWEDEN

In this article we report on a study within the field of school management and performance. We analyse texts produced by Swedish principals participating in a professional training course. The research question focuses on how the assessment culture of school leadership is articulated with regard to both assessment practices and outcome discourses. The findings reveal a multi-faceted picture of principals’ interaction with, meaning-making of and value attached to, educational outcomes. We identify four facets of the assessment culture of school leadership: the narrative, the archive, the number, and the demand. In addition, the data reveals two discourses of outcomes related to different objectives of education: the performance discourse and the care discourse.

Leadership and diversity in Icelandic schools

SVAVARSSON, HANSEN, GUDJÓNSDÓTTIR, RAGNARSDÓTTIR & LEEFIVER, ICELAND UNIV. OF ED.

This article focuses on challenges principals and lead teachers meet in diverse schools in Iceland. The study was conducted in nine schools at three school levels that have been successful in implementing social justice and in creating inclusive learning spaces. The framework of path-goal theory and transactional and transformational leadership guided the study. All the principals and lead teachers had a vision of student well-being and achievement. The findings show that all the principals and lead teachers were primarily participative in their leadership style. However, the leaders who were identified as being most proactive appeared to be more directive in style.

Doing a Good Job as a Superintendent

LARS SVEDBERG, KARLSTAD UNIVERSITY, SWEDEN

This study focuses the work of Swedish superintendents and what they consider to be a “good job.” In Western countries, particularly in Sweden, education, policy processes, and policy-making are delivered by stakeholders and organizations with shifting interests, methods, and discourses. This is related to the global emergence of new forms of governance, as a response to changing and often uncertain conditions. An overview of the research in Sweden shows that superintendents’ work is negotiated, conditioned, and categorized within three dimensions: politics and profession, national intentions and local conditions, and education as democracy or education as a commercialized commodity in a market.

External control and professional trust at the street level of school governing

JAN MEROK PUALSEN, OSLO & AKERSHUS UNIV.COLLEGE OF APPLIED SCIENCES, NORWAY

The premise of the current paper posits that the various shapes and forms of national inspection, evaluation, and supervision systems visible in the Nordic educational systems can be seen as manifestations of how central and local governing actors address the dialectical phenomena of external control and organizational trust. The paper follows this line of reasoning, and by focusing analytically on the relationship between municipal superintendents and school principals, it aims to illuminate the existence of control and trust at the “street level”, that is in the governance line from municipalities towards schools. The paper builds on two datasets, collected among superintendents in 2009 and school principals in 2013. Implications for theory development, policy and practice are discussed.

Commitment, care, and coherence featuring successful multi-level school development in Finland. A non-affirmative appr.

MICHAEL ULIJENS, ROLF SUNDOVIST & ANN-SOFIE SÅBO AKADEMI, FINLAND

Based on a non-affirmative education theory and a discursive curriculum leadership approach this study reports an empirical reconstruction of a successful 10-year multi-level and district-led school developmental turnaround process (2003-2012) in the south-west of Finland, i.e. the Åland Islands. Successful school development was identified using school achievement results from PISA 2003, 2009, and 2012. In 2003 the schools in this region in average performed below the national mean score in Mathematics in Finland. By 2012 the situation was turned around in that Åland performed above the national level in Mathematics. Already in
2009 this region was over-performing. The study explores educational development initiatives and discourses between different levels (transnational, national, district, municipality, school) and professional actors by analyzing experiences and explanations offered by involved principals, superintendents, and regional district leaders in two focus group interviews and analysis of policy and other documents covering a longer period (1995-2013). The results show how clear ambitions and goal setting, commitment, care, and coherence, systematic development-driven initiatives starting well before PISA 2003 on the part of the regional and district authorities create a common and coordinated discursive spaces moving towards improvement in a distributed multi-professional and multi-level system with several mediating levels.

**OS, ELLEN (OSLO AND AKERSHUS UNIVERSITY COLLEGE, ELLEN.OS@HIOA.NO)**

**ELISABETH BJØRNESTAD (OSLO AND AKERSHUS UNIVERSITY COLLEGE, ELISABETH.BJØRNESTAD@HIOA.NO)**

**ANNE TRINE KJØRHOLT (NORWEIGAN UNIVERSITY OF SCIENCE AND TECHNOLOGY, ANNE.TRINE.KJØRHOLT@SVT.TNU.NO)**

**TÖNA GULPINAR (DEPARTMENT OF EARLY CHILDHOOD EDUCATION AT OSLO AND AKERSHUS UNIVERSITY COLLEGE OF APPLIED SCIENCES, TÖNA.GULPINAR@HIOA.NO)**

**LEIF HERNES (DEPARTMENT OF EARLY CHILDHOOD EDUCATION AT OSLO AND AKERSHUS UNIVERSITY COLLEGE OF APPLIED SCIENCES, LEIF.HERNES@HIOA.NO)**

**Good enough? Early Childhood Education and Care for children below the age of three. Part 1**

(symposium in English)

There is a massive change in day care situation in Norway with substantial increase of youngest children enrolled in ECEC, a transition from small and fixed groups towards larger and more flexible group compositions and variations of different group compositions. The situation is challenging and complex. To secure future quality in day care, these transitions have to be closely researched. Two ongoing research projects “Better Provision for Norway’s children in ECEC” and “Searching for qualities - Relations, play and learning in different group compositions”, developed at Oslo and Akershus University College, are large ongoing research projects (2012-2018) financed by Norwegian Research Council, aimed at contributing to research-based knowledge about the new situation in day care in Norway. The research projects consist of quantitative and qualitative approaches aiming to identify and analyze different aspects of structural and process-related dimensions of quality for children below the age of three. The following presentations based on data from the projects “Better Provision” and “Searching for Qualities”, will discuss some central results in these projects.

**Quality in interactions between children and caregivers in Norwegian ECEC measured with Caregiver Interaction Profile Sc**

**ASSOCIATE PROFESSORS ELISABETH BJØRNESTAD AND ASSOCIATE PROFESSOR ELLEN OS**

The aim of the presentation is to describe results based on measured caregiver-child interaction in Norwegian classroom enrolling toddlers. High quality interactions between children and caregivers are core aspects of process quality in ECEC. Using the Dutch Caregiver Interaction Profile Scales (CIP) developed by Netherlands Consortium of Child Care Research (NCKO), caregivers’ interactive skills in everyday situations were measured. The presentation is based on data conducted within two ongoing Norwegian research projects; “Better Provision for Norway’s children in ECEC” and “Searching for qualities”, funded by Research Council Norway. CIP build on previous research and is translated and adapted to a Norwegian context in close collaboration with NCKO, owner of the CIP scales. The CIP scales are based on developmental theories and focus on 1) sensitive responsiveness, 2) respect for autonomy, 3) structure and limit settings, 4) verbal communication, 5) developmental stimulations and 6) fostering peer interaction. In the study we have a random sample of 206 classrooms stratified by five regions in Norway. All classrooms have been assessed with ITERS-R and 168 caregivers in 110 classrooms, both preschool teachers and assistants, have been videotaped and rated with CIP. Four independently observers have rated the videotaped caregiver-child interaction episodes. Each caregiver was recorded for 8-10 minutes in four to six different settings; free play, diapering, lunch, transitions between activities, outdoor play and teacher lead activities. Norwegian Data Protection Authority has approved the study. The participants’ confidentiality has been well considered in all intervening situations, and anonymity of the participants is guaranteed. We will present and discuss the strengths and weaknesses in Norwegian
Aesthetic Activities in Norwegian Kindergartens

ASSISTANT PROFESSOR TONA GULPINAR AND PROFESSOR LEIF HERNES

Research question: Children’s participation in aesthetic activities in Norwegian kindergartens. Two perspectives: parents’ expectations vs the pedagogue’s priorities. Main objectives: Our main objectives are to generate research-based knowledge about aesthetic processes and aesthetic learning for children under the age of 3.

Methodology: We will demonstrate and discuss our methodology by presenting results from our analyses of surveys from 1,200 kindergartens and 1,100 parents, and how these data can form the basis for examining how and where aesthetic learning may occur in the kindergarten. We will discuss how kindergarten teachers and parents look upon aesthetic activities in Norwegian kindergarten. We will also develop the methodology through the empirical data we have available from observing aesthetic activities in the kindergarten. By discussing practice on the basis of own experiences and by analysing videos, we as practitioners will gain insight into areas of practice that may create new ways to recognize aesthetic learning. Data available will not be possible to trace. References: Analytical generalization can be linked to Grounded Theory, which is appropriate when the study attempts to explain the interactions or processes, and does not aim to test or verify an existing theory (Glaser and Strauss 1999). In this project, researchers / artists will use their personal experiences as creative and performing artists in dance and visual art in an artistic and art educational work with children. (Hustvedt 2014). Calle 2013, Lillehammer kunstmuseum. Serra 2014, Bilbao. Ono 2013, Lousiana. Preliminary findings: We try to generate research-based knowledge about aesthetic processes and aesthetic learning for children under the age of 3. Through our analyses we find that there is a correlation between how parents and kindergarten teachers look upon aesthetic activities in Norwegian Kindergartens.

• • •
Children’s spaces of non-formal care and education in light of shifting political landscapes

PROFESSOR ANNE TRINE KJØRHOLT

Early childhood education and care as a space for care, belonging and learning for infants and toddlers up to the age of 3 years has lately received specific attention among politicians, and professionals. ECEC institutions represent equal opportunities for all children from an early age to experience learning and care in stimulating pedagogical and social environment. However, in order to reach the ambitious political and pedagogical aims of ensuring learning and care to all, quality is a key issue. Today, 90% of Norwegian children, aged 1-6 attend barnehager and 80% of children up to 3 years spend their everyday lives in institutional settings. This rapidly increasing institutionalization in Norway (7% of children aged 1-6 in 1980) can be seen as a feature of modern child life shaping children’s identities and spaces of action through particular cultural understandings of the child and ‘the good childhood’ within a historical and cultural context. The particular social and cultural space of a kindergarten also represents and produces particular notions of quality related to learning, knowledge and care. Discourses of the ‘good childhood’ in Norway connected to play have historically been strong, valuing nature and out-door spaces as proper places for non-formal learning. We may argue that the ‘Nordic approach’ represents a particular combination of care and education, including play, children’s rights and ‘children’s culture’, seen as important elements and values in early childhood. Global discourses on neo-liberalism, social investment and flexibility are becoming increasingly prevalent, contesting and changing non-formal spaces in early childhood. However, how is this Nordicness’ challenged and revised by the current global trends? How do they affect equality of children’s spaces for non-formal education within ECEC settings? Flexibility is reflected in recent changes in architectural style of kindergarten building and organization. Global discourses on neo-liberalism, social investment and flexibility are increasingly prevalent, contesting and changing spaces of learning, play and care in early childhood. Flexibility, a key term in neo-liberal discourses, also reflected in recent changes in architectural style of kindergarten building and organization. The aim of this paper is to discuss non-formal education in early childhood from a childhood perspective in light of shifting and competing discourses from the mid-1970s to present, with specific focus on how different organization of time and place – as exemplified in
three different institutional settings: ‘nature-kindergarten’, ‘flexible architecture’ and ‘traditional settings’ affect quality in ECEC and spaces of play, care and non-formal learning. The paper will include discussion of the increasingly prevalent construction of the children, including toddlers, as competent social actors, implying a danger of underestimating their vulnerability.

•

Small children’s welfare in day care

HANNE FEHNI DAHLE, BRIT EIDE, KRISTIN DANIELSEN WOLF & NINA WINGER

In the research project “Quality of life, well-being and dignity for small children in day care – a question of belonging and care” a research-group study qualities of daily life for children below 3 within daycare centers in Norway, within different group compositions. This is a sub-project within the research project “Searching for Qualities”. 90 % of children below 5 and about 80% of children 1-2 years old in Norway attend day care institutions for several hours every day. In this subproject we study qualities of daily life within some of these settings with special emphasis on children’s well-being in an institutionalized setting. Day care is a structured setting with formal acts, explicit and implicit understandings, knowledge and traditions, regulations, routines and activities. It is a complex group-life with multiple interactional processes, where each child is entitled to well-being and a meaningful, stimulating, safe daily life. In our study we aim to identify, describe and discuss different aspects of day care quality. Our main research question is: To what extent may small children experience quality of life and dignity in day care. Central sub-questions are: What are central values, routines, activities and «qualities that count» in day care settings? To what extent are small children acknowledged as contributing participants in defining agendas for everyday life in day care - in different group settings? By a collaborative ethnographic approach 4 researchers have conducted team-based fieldwork in 6 different day care settings in Norway, searching for indicators of quality with “children’s best interests” in mind. The research material consists of “walking-along”-observations of children’s activities, relations and expressions. Research-group aims to identify what “goes on” in different places in day care settings and asks whether physical environments, rooms and materials seems to represent contexts for meaningful daily lives. Interviews with leaders, focus-groups with staff and parents, informal talks are conducted and photo-documentations is collected. Research ethics are underlined in every phase of the research process.

Findings show that qualities of everyday life in day care differ to in various group settings. The size of day care institution, organizational model and number of staff per children are central issues. In large base-organized day care settings quality of children’s daily life to seems dependent on logistics and structural dimensions. Staffs possibilities for interacting with the individual child vary, and amount of time spent with children seems more limited in some large entities in comparison with smaller entities. In this presentation we will especially focus children’s positions in different group compositions and discuss to what extent small children are seen – and treated- as irreplaceable, participating subjects in collective, democratic processes in different day care settings. We pay attention to whether daily life in day care seems be arenas for dignity and sense of belonging for the youngest children. The results will be discussed in light of theoretical perspectives on welfare and well-being, with special emphasis on Erik Allardts (1989) concepts having, loving and being as analytic frame of reference.

•

Improving quality for the youngest children; perspectives from the teachers

BRIT EIDE, ANNE TRINE KJØRHOLT, ELLEN OS & NINA WINGER

In 2014 about 80 % of all Norwegian children 1-2 years of age attended some kind of day care (barnehage). There is a large amount of different types of day care settings with various organizational models, from large base-organized settings to small traditional centers. Due to the massive changes in the public pedagogical care system, there has recently become an increased focus on whether structural factors, such as size, and organizational structure may influence quality of life for children. This new and challenging situation raises multiple questions and calls for research and close examinations. The research project «Searching for Qualities» is a multimethod project studying different aspects of quality for the youngest children in ECEC institutions in Norway, conducting quantitative as well as qualitative subprojects. This project aims to generate research-based knowledge about institutional life for children under the age of three, and to develop tools for researching, evaluating and enhancing quality in day care for the youngest children. An important issue is to examine to what extent different group compositions affect the quality in relation to care, social relations, play and learning for small children in day care. In this paper, we will present some results from a survey.
conducted within this project with a representative sample of 1200 preschool teachers. Questions in this survey are related to staff’s experiences and considerations on themes regarding practical organizations, structure, pedagogical content, and their individual experiences about their daily work with small children in different day care models, from large base- to traditional day care institutions. In this paper, we will primarily pay attention to some open items in this survey, inviting respondents to express their subjective opinions on the following question: “According to your opinion, what might improve quality of daily life in day care for children?”. Results show that majority of respondents express that time, number of staff, stability and logistics are central aspects of quality. Preschool teachers express concern for the present situation in day care, and question whether they are able to meet smallest children’s need for care, interaction and high quality in daily activities. They argue that more staff is needed to fulfill this aim. In our paper, results from this survey will be presented and discussed in light of relevant Nordic and international research and theories of quality and care for the youngest children in day care. Methodological and ethical issues in this study will be addressed. Furthermore, the data will be interpreted within a cultural analytical and political framework.

**How to integrate user’s voice in research and strength socialpedagogical praxis from cradle to grave**

**(symposium in English)**

The focus of this symposium is research on participation as experienced from the position of children, parents, young people and elderly people. The contributions include empirical as well as theoretical studies. The studies are going to reflect the findings by taking different ways of investigating and involving the social groups who are depending of help and support from the welfare society. How does the system meet people and how do the professionals integrate the user’s point of view in their work? How do children at risk make their case and how do pedagogues and teachers support their efforts? How do elderly people make their case when they first have moved to a home? How can young people on the edge of society make themselves heard? The symposium is occupied with discussions about how to ensure social groups in research in order to support citizenship and participation in decision-making in all corners of their lives.

**A Child perspective ’a floating signifier’**

**HANNE WARMING**

The concept of ‘a child perspective’ is a powerful concept. Everyone seems to agree that the child perspective is important – however what does it mean to take on a child perspective? In this presentation I argue that the concept is a floating signifier. Therefore, I suggest tripartite clarification, and demonstrate how this clarification is helpful in analyzing socialpedagogical praxis, including powerrelations and negotiations over ‘the child perspective’, as well as in regard to a reflexive research practice aiming at doing research with children rather than on children.

**How to make sense of vulnerable parents and children’s experience dealing with everyday life problems and joy?**

**TANJA MILLER, SVEND SKOV, GITTE LARSEN**

This study capture a description and interpretation of 7 families including separates interviews with the children in the means of getting closer to understand what’s matters in their perspective. The study builds on the assumption that children look at their lives as every other kid and don’t regard themselves as children at risk. If that the cases – what do they then thing about their everyday life? What works and what does not work. How do they look upon schools, parents, foster parents, siblings, fathers and their spare time? The parents in the study ask the same type of questions except from a stronger weight on the future and their thought, concerns and view on their own kids. The most important concepts in the study are relationships, everyday life and children’s perspective. The findings are muddy. On the one side it is very clear that the children in the case study are struggling with issues which are beyond the what most kids have to struggle with – on the other hand are their view on what’s matters in the everyday life corresponding to what occupies children’s mind in general. By
Neuropedogology and differentiated inclusion

ANNI MORTENSEN

This projects approach is a new perspective in Danish education, neuropedogology and are focused on inclusion and learning outcomes processes. The aim of the project is to investigate demonstrate how neuropedogology can provide new optics for analysis, assessment, and assistance of teachers working in different ways with inclusion. Based on cognitive analysis of inclusion processes, it highlights relationships between inclusion and learning outcomes in third grade classrooms. By interview with children and providing them a voice in relation to inclusion and learning outcomes it gives some new perspectives of inclusion processes. Learning is defined on the basis of extended cognition based on cognitive neuroscience. The interviews show an astonishing picture of children’s construction of their own world and how they capture inclusive practice or rather how they don’t notice this agenda as meaningful.

Unheard Voices: Parentally Bereaved Danish Students’ Experiences and Perceptions of the Support Received.

MARTIN LYTJE

Research on children’s experiences surrounding the loss of a caregiver have traditionally been rare. Reasons for this include a scarcity of belief in the value of consulting children in addition to the ethical challenges associated with conducting research on bereavement with vulnerable participants (e.g. Clark, 2010; Punch, 2002). When consulting bereavement professionals, they often argue that this was due to a strong opinion within the past, that children were simply not able of talking about their own grief. Consequently, when the Danish school bereavement response system (b-system) was introduced in the early 1990’s, it was based entirely on the views of teachers and professionals, whereas student views were completely unheeded (Lytje, 2013). Based on a co-participatory research stance, this current PhD project undertook an exploratory study on the challenges that parentally bereaved students face today when returning to school. Moreover, it investigated what types of help they would prefer. Eighteen focus group interviews with 39 participants aged 9 to 17 were conducted. All participants had experienced the loss of a primary caregiver. The study utilised a pragmatic multi-method design framework. The primary data analysis method was thematic analysis of focus groups discussions. This was supported by a document analysis used to generate data for discussion purposes among participants. Data collection was divided into two phases. In Phase I, 22 participants from four grief groups, were interviewed four times over the course of a year. Here, returning to school was debated and students were encouraged to discuss how this experience could have been improved. Thematic analysis of the focus group interviews revealed 11 categories of experience. These included struggling to reconnect with classmates and the feeling that their experiences had made them different. Having a range of set rules for when one is allowed to leave class if feeling sad could also help the immediate return. Long-term support also appeared to be nonexistent. Phase II was based on questions arising from Phase I. Here, confirmatory focus groups were undertaken with the 17 participants. Sessions explored three themes that had initially been glimpsed during Phase I as key aspects of experience influencing how children navigate their grief in a social context. These were the loss of power over one’s own life, feeling different from classmates, and trying to function in school while struck by grief. This presentation is linked to the symposium: How to Integrate Users Voices in Research and Strengthen their Possibilities for Decisions Making? It aims to discuss the ethical challenges embedded in a project that endeavours to explore the views of vulnerable children on a distressing topic. Can such a project ever be defended or does it simply break too many ethical ground principles in the process. During the presentation I will highlight the steps I took to protect my participants as well as the ethical dilemmas that arose during the data generation. Concluding, I will detail what the recommendations of children are in relation to student voice, as well as discuss how the participants evaluated the interview themselves.

Object of intervention or stakeholder?

ANN- MERETE IVERSEN

The paper describes the entering of an idealistic action researcher into the field of paedagogical practice and social work done with – and to
youngsters at risk of becoming criminals and/or drug abusers. The research project follows the coming to be of a drop-in center where the political vision for the drop-in center entails an extended cooperation with stakeholders in the local area and in the municipality, public as well as private. The overall fixpoint of the research project is co-creation and how it can (and maybe cannot) be facilitated in the crossfield of research and professional practice. The research project takes its point of departure in the assumption that co-creation is a possible methodological approach to making users voices heard in social interventions. Within the frames of this research project co-creation is defined as a process of collective creativity that leads to the creation of new concepts and strategies. Stakeholders sharing a wish, a vision or a problem takes part in a generative democratic dialogical process. Co-creation is managed from within and the outcome is the result of the people involved in the process. Introducing co-creation in social work represents an attempt to develop a new type of participatory creative knowledge production leading to new or other types of social interventions. Developing intervention strategies hereby becomes a socio-epistemological process (Peschl & Fundneider, 2008) resembling the processes typically seen in design- and product innovation (Sanders & Stappers, 2008) or radical organizational innovation (Scharmer & Kaüfer, 2014). Taking co-creation processes into the world of social work however, envoques a number of questions. Basically; what is the problem and to whom? Who are the stakeholders and what is their motivation? How is power distributed and who decides what? Articulated or not these questions are crucial to the process but often ignored, considered secondary to measurable actions or even looked upon as disturbing the process. Furthermore the notion of co-creation builds on the idealistic presumption that the involved stakeholders are equal partners (Fenwick 2012), which in some cases is not entirely true. Preliminary findings indicate that the mindset required for co-creation to take place is not necessarily in tune with professional habits in social work nor with public governance. A gap between political vision and paedagogical day to day practice has appeared and calls for a discussion of the applicability of design thinking and radical innovation methodology in the field of social work. Leaving the question whether social workers and public servants are ready to look at young people as equal stakeholders in the development of social interventions?

- Action Research and empowerment of care workers and residents in public nursing homes in Denmark.
Education has become increasingly important for youth at the age of 25 have still not completed their vocational training or schooling. Despite efforts from the school authorities and the schools, this number has been quite stable over the last ten years. The topic of drop-out has been researched by many over the years. In Norway most of the research has been quantitative, and has uncovered several risk factors, as the pupils grades, their families socio-economic background, sex and ethnicity. The differences between the students when they enter the Norwegian school system increases during their obligatory schooling (Markussen 2014, Markussen, Frøseth & Sandberg 2011; Falch & Nyhus 2011). By not completing school, these youths are in danger of being marginalized and then socially excluded.

The risk of marginalization could be explained by youth not finding their place in education or failing to meet the school’s requirements (Nordli Hansen 1986). Parenting practices and social home environment do to various degrees motivate youth to take education seriously. According to Bourdon (1974) educational choices constitute traditionalist action that is passed between generations. A cultural class differences means that youth from the working class for the first are little interested in education, and that for the second, if they take education - prefer shorter educations faster rewarding in terms of money in your wallet. One consequence could be that youth from the working class more easily choose vocational education than youth from the middle class. Social differences may also be explained by the fact that middle class youth achieve better grades, and easily adapt to the school system compared to students from lower social classes. These school institutions do not speak the same language with values as is familiar with the lower social strata. In this symposium, we will major on the youth that has dropped out of school and that are in the welfare system, and will look at how the youth’s life stories are mirrored in their narratives about dropping out.

Inactive youth, the greatest challenge of our time?

(symposium in English)

What is our perspective? Drop out in context, youth in and out of school, that is searching for Margareth Fine’s (1991) “push out” and “pull in” mechanisms in today’s education. Education has become increasingly important for young people trying to establish a place in society. To complete school, and not drop out, has become one of the conditions to succeed in Norway as well as in the rest of the western world. In Norway there are very few private schools and special school, inclusion is an important principle to ensure that all children will develop and learn throughout their 10 years of obligatory schooling. Nevertheless, 40 % of older people’s loneliness and social isolation, and compare these with ideas from social pedagogy about togetherness as an important cohesive element between people. In the paper I will be questioning how approaches used in social pedagogy could help to reduce or remove social exclusion of older people, and how ideas and theories in social pedagogy can help to show how older people can participate more in communal togetherness. I will use the selected examples from texts describing studies of older people's inclusion or exclusion, and compare these with ideas about togetherness as an important cohesive element between people. Particular focus of the paper will be on research methods that may involve collaboration between applicable organisations, and researchers, and that link to the work of these organisations in arranging meetings intended to promote a greater feeling of togetherness among old people. With this paper I will moreover try to contribute to the discussions on the challenges and the needs for theoretical and methodological approaches in the context of elder care. Reference Hämäläinen, J. (2003) Developing social pedagogy as an academic discipline. In: Gustavsson, A., Hermansson, H-E. & Hämäläinen, J. (eds.) Perspectives and Theories in Social Pedagogy. Göteborg: Daidalos.
Self-regulation is forward as perhaps the important skill in meeting the demands of the 21st century’s society. In Norway the Ludvigsenutvalget has delivered a white paper about the focus and basic skills in education, where self-regulation is perhaps the most central one. Children coming from families with parents with higher education have often been stimulated to develop such skills from an early age. Other children have not. Schools and teachers are therefore challenged to compensate this difference, as to give the pupils an equal chance in meeting society’s demand. Our research question is therefore: How do teachers meet the challenge of developing the pupils self-regulation skills? And how do the pupils describe this from their perspective? We use data from a qualitative study done in schools in Norway interviewing both teachers and pupils, as well as data from a longitudinal qualitative study interviewing youths in the welfare system. So far, what we find is that the teaching of self-regulation is present in the schools, and both teachers and pupils have little or no relationship to the term or similar terms, like learning strategies, learning to learn.

Dropout youths’ stories of childhood outdoor life: relations between playground and school yard

ELISABETH GULLØY

Outdoor playgrounds and streets in the neighborhood form an integral part of childhood memories. Everyday spaces in childhood are important arenas for early experiences of inclusion/exclusion and belonging.

This paper is based in an ethnographic longitudinal study of vulnerable youth living in an old industrial region of Norway. The sample consists of youth characterized as school dropouts, and the following questions will be asked:

• What characterizes these youths’ stories of their childhood outdoor spaces?
• What kind of descriptions do they give of the physical and social environment of their childhoods?
• Are there experiences which point to a later vulnerability in education or social relations?

Findings will be discussed in relation to two key concepts in youth studies: transition and belonging.

«Under the wing or in the line of fire?»
A qualitative study of youth in Telemark and their stories about teachers.

HELLE A. ZIELINSKI AND EVA WIKSTØL

This article is based on the youth’s stories about teachers. During a school day the teacher is the grown up person who students have the most contact with, and that can compensate for the differences students bring with them into school. The teacher is an essential part of how students perceive their everyday in school, and whether they feel included. We know that the relationship the pupil has to his/hers teacher is important, so when the relationship is negative it might be seen as a contribution to the school interruption, and vice versa when it is positive it can help to prevent school interruption. Therefore we look at the youth’s narratives about teachers as an expression of their relationship to the school.

The relationship between a teacher and a student also affect students’ motivation and learning, which is central when they become participants in the knowledge society.

What can the stories we received from youth about their teachers, tell us about their relationship to school and the process of growing up in Telemark today?

Our findings are that the pupils view the teacher’s responsibility differently. One group are of the opinion that all responsibility for how they are doing in school is down to themselves, and it looks like they adapt to the schools and the teacher’s expectations. However, it seems that not all of the informants share the same opinion. The other half of the selection, blame the teacher for their situation in school, and they seem to oppose the school and the teacher. None of the these informants seem to have experienced good support from the teacher, but it may appear that the group that protects the teacher feel more safeguarded than the group of youth who seem to resist.

• • •

279
Immigrant youth and educational transitions in Nordic countries

(symposium in English)

The population of Nordic countries is rapidly changing more ethnically diverse. The previous research shows that in Nordic countries—contrast to countries with longer and more widespread tradition in meeting the diverse population (e.g. Australia, Canada) – the educational performance and trajectories of immigrant youth in general tend to remain lower than for the native counterparts. The inclusion of a diverse ethnical population is a major challenge for the schooling and Nordic society in general. This symposium will be based on the findings of three research groups focusing on the experiences of immigrant youth and their families in Finland, Norway and in Sweden. The presentations will describe the educational experiences of migrant youth and/or their transitions to further education and work. The education policy as well as pedagogical implications of the research findings will be discussed.

Winding paths through school and after. Careers of young Swedes of Non-European origin

Lisbeth Lundahl & Michael Lindblad

Not completing secondary education has been linked to multiple interacting causes related to the student and his/her family, to educational practices and policies (Dale 2010; Rumberger and Lim 2008). Generally non-completers have more limited life chances and less opportunities for social mobility than other youths; this is also clearly connected to social class, gender, ethnicity and disability. Non-completion increases the risks of unemployment, unsatisfactory working conditions and poverty (Fenton and Dermott 2006). The fact that immigrants are at the margins of the labour market is most countries (Behtoui 2004; OECD 2010) can be partly explained by lower than average educational attainment (OECD 2010), but socio-economic background and being a refugee, migrant or guest worker are also contributory factors (Rumbaut and Komaie 2010). In Sweden as in other late-modern nations, a ‘transition machinery’ of policies and measures has emerged in the last decades to prevent and repair school failure and drop-out, and support young people’s entrance into the labour market. However unusually far-going decentralisation and marketization of education, and the disappearance of many ‘entrance jobs’ in Sweden have rendered such efforts more difficult. Young people now have to navigate through a veritable jungle of school and educational choices (Lidström et al. 2014). There are further unreasonably large local variations in e.g. special needs education, career counselling and measures addressing young people not in employment, education or training (Lundahl and Olofsson 2014). Emanating from the research project ‘Unsafe transitions’, funded by the Swedish Research Council, this paper aims to deepen the knowledge of careers in and after school of young people of Non-European origin in Sweden. Based on life-history interviews, we analyse the careers and encounters with the Swedish ‘transition machinery’ of 26 young people (14 males, 12 females) of Non-European origin who failed upper secondary education. Their careers through school and after are also compared and contrasted to the careers of the other young people in a group of altogether 100 young Swedes in their early twenties (mean age: 21.5 years) who left school without complete upper secondary qualifications. Using careership theory (Hodkinson & Sparkes 1997, Hodkinson 2008), the careers of the young people involved are analyzed in terms of pragmatic-rational choices, routines, breaking points and horizons of action. Departing from a critical perspective (Said 1978, Anthias 2002, Trondman 2007), ‘otherness’ is used to analyse and understand the stories of the young adults. There are both common denominators and interesting and somewhat unexpected differences in the career patterns over time between youths with Swedish and migration background. The latter encounter certain common difficulties in school, e.g. to be treated as the ‘other’, and also lack of understanding of the common need to work parallel to the studies in order to support the family. They however succeed to get jobs at an early stage to higher extent than other youth in the study – but often what may be considered as dead-end jobs.
Children with immigrant backgrounds in Mid-Norway; their school experiences

ÅSA DAHL BERGE; GRO MARTE STRAND

Research topic This presentation takes its part of departure in a study of school-home relationships with families of immigrant backgrounds in Mid-Norway. The aim of this presentation is to elaborate on how pupils experience learning, mastery and belonging. Theoretical and methodology framework The project builds on a phenomenological research tradition whose purpose is to obtain individuals' experiences of a given phenomenon (Denzin & Lincoln, 1994). The empirical material builds on 14 videotaped focus group interviews of all together 71 pupils with immigrant background, aged 8, 13 or 16 years. Focus groups are often used to study how knowledge, values and behaviour develop and operate in a given context (Marková, Linell, Grossen & Orvig, 2007). Earlier studies have shown that pupils with immigrant backgrounds tend to have lower grades compared to ethnic Norwegian pupils. Regarding experiences of school mastery in Norwegian schools, studies have shown that young people with and without immigrant backgrounds have approximately the same opinion of their performances, despite the fact that their results may be different (Froyland & Gjerustad, 2012). Furthermore, the same study indicate that young people with immigrant backgrounds have a more positive experience of the learning environments than ethnic Norwegian pupils have, and that they also experience their parents to have high positive experience of the learning environments for both groups were found to be very similar. This positive orientation despite the difficulties could be called as ‘immigrant paradox’: based on previous research, the immigrant students tend to drop-out of further studies significantly more often than non-migrants.

Firstly, this presentation will describe these young people’s educational aspirations as well as their school experiences while still in compulsory school. This data was gathered in the end part Grade 9, when they need to apply to upper secondary education. Main findings are that compulsory school experiences of immigrant youth were more positive than for native Finns, although they reported to have experienced more difficulties related to learning and studying. The future educational aspirations for both groups were found to be very similar. This positive orientation despite the difficulties could be called as ‘immigrant paradox’: based on previous research, the immigrant students tend to drop-out of further studies significantly more often than non-migrants.

Secondly, the presentation will describe the actualized educational situation of the follow-up group after the transition from compulsory to upper secondary schools. This data is gathered during Fall 2015 using short mobile surveys and/or phone interviews. The actualized situation during the first post-compulsory year will be compared to the educational choices made during the Grade 9 using person-oriented approach. The educational policy as well as pedagogical implications will be discussed.

Imigrant youth in transition to upper secondary education in Finland

MIRA KALALAHTI, JANNE VARJO, TUOMAS ZACHEUS, MARJA-LIISA MÄKELÄ, MINNA SAARINEN, JOEL KIVIRAUMA & MARKKU JAHNUKAINEN

TRANSIT project is a prospective, longitudinal study exploring the educational transitions of > 400 students from compulsory education (Grade 9) to upper secondary education during 4 years period. The target group has been recruited from several schools from Helsinki metropolitan area and from Turku region. The study goal is to reach a comprehensive picture of the variety of trajectories of immigrant/multicultural youth, compare those to the native counterparts’ trajectories and explain the transition mechanisms.

Interplay with texts in different modalities

(side symposium in English)

This symposium session will be devoted to the empirical study of situated interplay and interaction with texts in different modalities and classroom settings, including both preschool and compulsory school. Our research interest relates the interactional conditions of everyday literacy practices to the structured teaching of reading and writing in school. More precisely, the object of interest in these studies is the way in which students demonstrate learning through participation in a
gradually more complex interplay with texts. Our conceptual and theoretical understanding, thus, takes its departure from a sociocultural perspective on language learning and social interaction. This means that we emphasize the role of interaction between actors as well as between actors and artefacts in the development and distribution of knowledge. It also means that literacy practices are recognized as heterogeneous and plural phenomena, situated in their social, cultural, and historical contexts.

The studies presented in the session are based on analyses of classroom interaction about text in various forms using data of different formats. A point of departure, that we carry with us from previous studies in this area, is that these interactions could, and should, be scrutinized from a range of different perspectives. First of all, communication about shared experiences of reading and writing provides a multitude of resources for collective transformation of both specific text comprehension and literacy learning in general. Secondly, the texts themselves need to be understood as active participants in classroom dialogues, meaning that they contribute both to the shape and content of interaction. Thirdly, in order to assess the implications for learning and development in these literacy practices, textual and interactional resources need to be seen as a dynamic network characterized by an ongoing transformation. The overall aim of the symposium is, therefore, to highlight, from different methodological perspectives, this dynamic interplay between texts, teachers and students in the everyday literacy practices in school.

The four studies originate from larger research projects with different aims and methodological framings. Common to them all, however, is a theoretical and analytical perspective from which literacy learning is seen as a gradual change of the way individuals participate and interact with text in literacy events of various kinds. These events are studied using data of different modalities and formats in order to lay bare ways in which the interplay with texts is organized and supported within different educational settings. The four contributions cover the following angles: 1) the exploration and development of preschoolers own strategies for reading when reading electronic books; 2) the pedagogical motivations of reading textbooks aloud in sixth grade L1 classrooms; 3) the role that material texts play in the interactional organization of learning and instruction in a classroom setting; and 4) the constitutions of interactional positions in primary schoolchildren’s processes of negotiations in collective text production. By analyzing reading and writing practices such as these, located in both Finnish and Swedish educational contexts, the symposium session aims at contributing a deeper understanding of the interactional conditions of literacy practices in Nordic schools.

- Six-year-olds’ emerging comprehension strategies when reading digital texts

**CARINA HERMANNSSON AND CHRISTINA OLIN-SCHELLER**

Students’ ability to use reading and comprehension strategies for understanding and interpreting texts are highlighted as an important goal in L1 reading curricula in Sweden as well as in every country involved in the PIRLS11 assessment (PIRLS 2012, 12-13). Linked to this goal is a call for developing teaching strategies for reading and the need for effective reading instructions and methods (cf. The Council of the European Union, 2012). In Sweden these global edupolitical discourses promote not just a market for reading promoting activities at school, as well as textbooks and digital productions (cf Gonzalez, Wedsberg & Wendéus, 2014) but also research agendas in which accountability, best practice and efficiency are central. However, research of this type tend to neglect children’s own multifaceted strategies in becoming readers, specifically with concern to digital reading in early childhood education.

As part of a larger study concerned with understanding the complexity of digital reading practices in early childhood education, this presentation describes and discusses how Swedish children explore and develop their own strategies for reading when reading electronic books. The empirical data consists of video documentation, field notes and interviews, collected in a Swedish preschool class during five months. The 27 six-year-olds and the teacher had access to his/her own tablet computer.

The study draws on a rhizomatic approach (Masny, 2013; Alvermann, 2001) via the nomad thought of Deleuze and Guattari (1987). Young children’s strategies for reading digital texts are seen as a result of in which ways various tools, auditive processes, alphabetic texts, bodies and feelings interact (cf. Hermansson, 2013; Lenz Taguchi, 2011; Waterhouse, 2011).

The analysis shows that in the interface between the digital talk, the digital device and the reader emerges a seemingly unpredicted way in which various strategies are created. The analysis also illustrates the importance of corporal strategies for
reading and, moreover, how they are constituted in the digital reading event in which the force of the voice of the sound recorder seems to be vital.

The discussion highlights the situatedness of what strategies for reading and how these strategies emerges in the digital reading events. Highlighting this implies a need to broadly acknowledge that what happens in the reading event, not only on a theoretical level but also in the empirical analysis, in research as well as in classroom practices.

- Reading the textbook aloud in L1-classrooms’

ANNA SLOTTE AND LIISA TAINIO

The practice of reading aloud in L1 education is pedagogically not entirely transparent. “Reading aloud with fluency and correct intonation” is mentioned as an important goal in L1 education (PIRLS 2012, 12-13), and oral reading is used as a diagnostic tool (Reschly et al. 2009). Otherwise the pedagogical purposes of this activity are not specified or are considered potentially problematic (Goodman & Goodman 2013). However, reading aloud seems to be a frequent phenomenon in L1-classroom interaction, at least in the Finnish comprehensive school.

Literacy skills are defined as a capacity to “reflect on and engage with written texts, in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate in society” (OECD 2010, 47). Thus the capacity of disciplinary thinking and acting upon an instructional text is one of the most important skills that are targeted to in schools. Most of the written instructions the students meet in the school are found in textbooks and exercise books in different subjects. During classroom interaction, the teacher often reads the instructions aloud, but still has to do a lot of work with individual explanations to the students (Tanner 2014).

In our data, which consists of 28 video-recorded L1-lessons, in all but one lesson, either teacher or student(s), on demand of the teacher, read aloud some kind of a text. In most of these lessons the participants read aloud the textbook – the text that all of them have a visual access to. We will use conversation analysis as our method (e.g. Sidnell & Stivers 2013). Our data consists of classroom interaction both in Finnish- and Swedish speaking schools (grade 6; students 12 years old).

The aim of our presentation is to explore the pedagogical motivations of reading aloud in classrooms in relation to textbooks. Through our empirical analysis, we seek answers to the following questions: What is the role of the text in the organization of turn taking in classroom? What is the role of the text in the organization of verbal and non-verbal interaction, particularly gaze, while topicalizing and creating a shared reference point for participants? How is the text tied to the organization and management of task activities, e.g., in working with exercises provided in the textbooks?

- The role of material texts in classroom interaction – constraints and possibilities for dialogical learning and instruct

MARIE TANNER, CHRISTINA OLIN-SCHELLER, AND MICHAEL TENGBERG

Material texts are often treated as implicit parts of classroom interaction that brings with them different voices or connections to other contexts, whereas the explicit materiality of texts seldom has been analytically foregrounded. In this presentation, the aim is to further explore how texts are oriented to as material artefacts in interaction, and how this could be understood from a pedagogical perspective.

The presentation is part of a larger study designed to improve proficiency in critical reading of argumentative texts. The study concerns implementation of dialogic reading strategies in teaching Swedish as first language, planned in close cooperation between researchers and teachers. The instructional focus in this study is related to a framework called Dialogic Strategy Instruction, DSI. Dialogic reading strategies are based upon theories of dialogicity (cf. Vygotsky 1978; Bakthin 1981; Nystrand et al., 1997; Wilkinson & Son, 2011) and meta cognition (Israel & Block, 2005), and strives to combine reading with writing and orality. Our analysis of texts in interaction is theoretically informed by the ethnomethodological stance of Conversation Analysis, CA (Hutchby & Wootfitt, 2008; Schegloff, 2007; Sidnell & Stivers, 2013). The study takes a multimodal perspective on the organization of interaction as constituted within participation frameworks (Goodwin, 2000; 2007), i.e. constellations of language, body and material structures to form relevant actions. In line with this theoretical framework, teaching and learning are understood as social actions constituted in human interaction (Lee, 2010; Martin, 2004; Melander, 2009; Sahlström, 2011; Hellerman & Pekarek Doehler, 2010 ; Tanner, 2014).
The empirical data used in this presentation consists of 12 hours of video recordings from eight lessons in Swedish in year nine. The studied school is situated in a small town in Sweden and the class consists of a total of 20 students, 10 girls and 10 boys. An example showing a situation when a group of students and their teacher in year nine are reading and discussing argumentative texts in the subject of Swedish has been selected for analysis, an example that illustrates many recurring features from the data material as a whole. The result shows how the text is used as a material structure to:

- establish joint focus of attention that enables the joint construction of learning content
- negotiate epistemic responsibility and primacy in problem solving
- preserve the answer as a materialized "message".

The result also shows how the intended dialogic dimension of this learning activity gets challenged by a pressure to solve the problem by making the solution into a materialized form. In general, the result points at a need for teachers’ awareness about how dialogical and critical aspects of reading easily gets subordinated by a pressure towards problem solving in the material environment of the classroom.

### Primary School Children’s Interactional Positions in Collective Text Production

**EVA HULTIN AND MARIA WESTMAN**

The aim of this study is to explore different types of interactional positions in processes of collective text productions in Primary School. Theoretically, the study takes its departure from Critical Literacy and Discourse Analysis (Janks, 2010; Frances, 2005; Gee, 2012/1996). Especially Janks work on Critical Literacy and her four concepts model of power and literacy (domination, access, diversity, and design) allow us to understand power as both structures and agency in classrooms activities. In other words, all classroom activities are power embedded, where social action and interaction (re)produce power.

The study has an ethnographical approach and the constructed material is based on three hours videotaped lessons of collective text production in a group of six 3d graders and their teacher. This study is part of a larger study where the particular class with its pupils and teachers have been studied for three years. The main analytical focus of this part study is the interactional positions that are constituted in the processes of negotiation? A specific analytic interest is directed towards the relations between children’s initiatives and responses in the processes of negotiations and the constituted interactional positions. Finally, the result shows mainly four interactional positions that are characterized by the following actions: 1) tentatively deliberating for consensus, 2) Agonistically competing, 3) Mediating, and 4) Supporting. Furthermore, the result shows that children's initiatives and responses are constituted in relation to the interactional positions which together have an impact on how successful the children are to get their suggestions accepted in the collective text.

### LEHTOMÄKI, ELINA (UNIVERSITY OF JYVÄSKYLÄ, FACULTY OF EDUCATION, ELINA.K.LEHTOMAKI@JYU.FI)
JOSEPHINE MOATE (UNIVERSITY OF JYVÄSKYLÄ, DEPT. TEACHER EDUCATION, JOSEPHINE.M.MOATE@JYU.FI)
HANNA POSTI-AHOKAS (UNIVERSITY OF HELSINKI, DEPT. OF TEACHER EDUCATION, HANNA.POSTI-AHOKAS@HELSINKI.FI)

**Learning to debate though cross-cultural dialogues in education**

(symposium in English)

This paper presents what students in education find meaningful internationalization and how their reflections on significant learning experiences can be used to guide teaching and learning processes. The data comprise students' reflective learning journals on their significant learning experiences during international participatory seminars in Finland. Previous findings on international pedagogies and global connectedness have guided the thematic content analysis of the data. The purposefully integrated combination of contents, contexts and activities in addition to diversity (geographical, disciplinary, cultural and social) among participating students, faculty and invited presenters significantly contributed to the students' meaningful learning. The careful learning and teaching design with integration of contents, contexts and activities succeeded to create space for critical engagement in global dialogue and knowledge generation. The values the students attached to internationalization of higher education differed from the nationally and institutionally defined goals, such as global competition, prestige and rankings. Consequently,
we suggest that to make internationalization meaningful more attention needs to be paid to education students’ cross-cultural learning dialogues and finding ways to critically engage them in the globally connected world, including the field of education. Keywords: internationalization, higher education, significant learning experiences, cross-cultural learning, learning dialogues, global connectedness

• Internationalizing Nordic University Curriculum

Meeri Hellstén

Internationalizing Nordic University Curriculum: a Swedish example of utilizing collaborative dialogue in transfer from policy to practice. International education as a manifestation of globalization is attracting renewed attention targeted at research informed advancement within the Nordic higher education (HE) sector. The current Swedish government initiatives articulate this as a need to transform social policy discourse towards an affirmative approach to internationalization in order to meet future knowledge and labour sector demands. Concurrently, many Nordic institutes of higher education are preoccupied with revising and developing university mission statements and aligned strategic initiatives towards a globalization orientation. Whilst most Nordic HE institutions have internationalisation policies in place, many are predicated upon economic imperatives (Andreotti, et.al. 2013) and increased mobility at the cost of a comprehensively internationalised curriculum. There is strong research evidence which indicates that lack of cohesion in the curriculum conceptualisations of internationalisation reform (King, Marginson, & Naidoo, 2013; Leask, 2015) leaves the field open for misapprehensions and ill-placed implementation of international pedagogy (Hellstén & Reid, 2008). Such fragmentation in the transferability from policy to practice of internationalisation poses severe implications for sustainability within the field, causing vulnerability and inviting public and government concern for its long term impact. This paper presents a case example of local internationalisation development at a university in Sweden. Central to the theme is the exploration of collegial and dialogic methods for conceptualising an internationalised university curriculum from policy to practice. Data were collected from members of the university administration and leadership engaging in a professional development workshop exploring approaches to internationalization through a hands-on conceptual categorisation activity involving interactive group work. During the task participants’ communicative and interactive styles were observed and recorded for subsequent analysis using methodology adapted from social cartography (Paulston, 2009). This presentation outlines some patterns of interaction as signifiers of interpersonal empowerment, reciprocal engagement and collegial interchanges as devices for internationalisation development and implementation based on conceptual intelligibility. The paper concludes by involving the audience in dialogue to identify opportunities for transformation through collaboration on internationalising Nordic higher education.

• Globalization, Trans-national Migration and Internationalization of Higher Education

Elena Dingu-Kyrklund

Globalization, Trans-national Migration and Internationalization of Higher Education: Shared Understanding of a Contemporary Imperative, or Continued (petty nationalist?) Normativity? Validation of International Education and Professional Competence: Global Loss or Gain? Modest thoughts about (mis)use of International Competence – a far too often ignored resource. Massive transnational migration is one of the most characteristic mass(ive) phenomena of our times, now more than ever, and most extensively globalized than ever before. Whether voluntary or involuntary, people move around, either seeking shelter from hardships, or “simply” looking for a better life – or in some cases, for bare survival. Theoretically, highly educated persons belong, by comparison, to an elite, with far higher chances to move around, if they so wished. In practice though, that “preferential treatment” is indeed only reserved to a lucky few, whose successful career makes them widely desirable, with virtually open doors all over the world. Most often, however, well-educated migrants may well need to struggle make their competence and qualifications recognized, validated, or even at all valued as such. Many end by giving up their professional identity and do whatever they get any chance to do in order to survive economically. That gives space to rumors, such as having the world’s most highly educated bus and taxi drivers in a place like Stockholm – and most probably, the same can be said about other places in the Western world. Some accept comparatively less qualified position, hoping that, in time, they may get a chance to show that their professional competence has at least some value left even in another environment. Others eventually succeed to prove themselves as valuable professionals, most usually after some additional locally-accomplished studies, often interpreted (directly or indirectly) as proof of acknowledgeable
professional value. This presentation is going to cast an unpretentious glance over some aspects of migration of the highly educated and their integration in countries of migration – particularly in the context of Sweden, and more generally within Europe. A particular aspect treated will be that of validation of foreign higher education degrees and qualifications and its evolution.

- **HILLE JANHONEN-ABRUQUAH**

**Lessons learned through the Culturally responsive education (CRE) network**

PÄIVI PALOJKI

Yet to be delivered.

- **RAGNARSĐOTTIR, HANNA (SCHOOL OF EDUCATION, UNIVERSITY OF ICELAND, HANNA@HI.IS)**

**Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Four Nordic Countries**

(symposium in English)

The languages, cultures and religions of the populations of the Nordic countries have become increasingly diverse in recent decades. This has created new challenges for educational systems and schools which previously were more homogeneous in terms of students’ ethnicity and languages (Holm & Londen, 2010; Horst & Gitz-Johansen, 2010; Ragnarsdóttir & Schmidt, 2014). The symposium introduces the main findings from the NordForsk and Rannis funded research project Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Four Nordic Countries (2013-2015). The main objective of the project was to draw lessons from success stories of individual immigrant student and whole school communities at different levels that have succeeded in developing learning contexts that are equitable and socially just, contrary to expectations based on research findings. Learning spaces refer to school communities as well as other learning environments and practices which may be important or instrumental for the young immigrants’ participation and success. The concept of learning spaces allows us to explore how the issues of social justice, equality, democracy, and human rights are embedded in the learning process (Banks, 2007; Gee, 2004). Success is defined in terms of personal, political and societal factors, which we believe need to be taken into consideration when aiming for high quality educational settings. By identifying success stories and good practices we aimed to provide guidelines for teaching and school reform based on these strategies. The field of critical multiculturalism has focused on many challenges in modern societies, such as questions of cultural rights of minority groups, and that education has developed in relation to the defined needs of a particular majority or majorities (May, 2010; Parekh, 2006) and is therefore an important theoretical focus in the project. Mixed methods (quantitative and qualitative) were applied in the research project and each country research group collected data according to a similar research model. Case studies were conducted in schools at pre-, compulsory and upper secondary levels in urban and rural contexts in Finland, Iceland, Norway and Sweden (a total of 27 schools). Sampling was purposive in that all schools have succeeded in implementing social justice and creating inclusive learning spaces for all students. For selecting the schools, indicators such as average grades, test scores and drop-out rates were used, as well as evaluation and judgment of school authorities. Four main research areas were explored in the project: A. Immigrant Students’ experiences and aspirations. B. Teachers professional development, pedagogy and teaching practices. C. Leadership, collaboration and school cultures. D. Policies and curricula: Main criteria relating to equity, inclusion and social justice in educational policy and national curriculum guidelines and school policy and curricula. Finally, a survey was conducted in all the schools in the project. The papers in the symposium present main findings from the four research areas of the project in the four Nordic countries as well as guidelines for school development based on the final report of the project.

- **Engaged Students in Inclusive Learning Spaces: Lessons from Four Nordic Countries**

SUSAN RAFIK HAMA, HANNA RAGNARSĐOTTIR, ANETTE HELLMAN, ANNA K. WÓZNICZKA

Diversity in Nordic countries has become a norm and the student population in schools has been changing accordingly. Despite schools’ emphasis on equality, equity and social justice, research in Nordic countries confirms that immigrant students
don’t achieve the same social and academic success as their local counterparts (Guðmundsson, 2014; Ragnarsdóttir, 2007). The main aim of this paper is to highlight factors that contribute to the success of immigrant students at all school levels. Two factors that seem to stand out are students' engagement and access to supportive learning environments. In this paper we concentrate on explaining the interrelated role of students’ active participation in their schooling, and their access to supportive learning spaces, and we position these factors in Nordic context. The theoretical framework is critical multiculturalism (Banks, 2007) and the theory of student engagement (Chiu, Pong S., Mori I. & Chow, B.W.Y., 2012). The empirical material consists of semi-structured interviews, students’ artefacts and classroom observations of students at three school levels in four Nordic countries. The overall findings in preschools show that immigrant children are active and seem to be included in play. In some of the preschools, the majority language was the “proper” language to use, while other preschools encouraged the use of many languages; some children missed learning opportunities. An important issue was also teachers’ participation in play as well as reflective care in order to create inclusive learning spaces. Furthermore, traditional preschool pedagogy and reflective care is not only fruitful in order to create spaces for learning in preschools, but also in compulsory schools. Immigrant students at compulsory level emphasize care, engagement and helpfulness of teachers and the school community as reasons for their success. Generally, the students appear to be active in their schools and both academically and socially successful. However, challenges appear in both the reception model and the model of direct integration. Finally, the findings in upper secondary schools indicate that immigrant students appear to be very positive about their schools and many of their teachers. They stress the importance of having friends and a demanding school environment. The findings suggest that culturally responsive practices at the three school levels support immigrant students’ engagement and development of positive attitudes toward school. Engaged students who learn in enriching learning environments feel socially successful and achieve academic success. References Banks, J.A. (2007). Educating citizens in multicultural society (2nd ed.). New York: Teachers College Press. Ragnarsdóttir, H., Jónsdóttir, E. S., & Bernhardsson, M. P. (2007). Fjölmennin á Islandi. Reykjavik: Háskólaútgáfan. Chiu, M.M., Pong S., Mori I. & Chow, B.W.Y. (2012). Immigrant Students’ Emotional and Cognitive Engagement at School: A Multilevel Analysis of Students in 41 countries. Springer Science+Business Media. DOI 10.1007/s10964-012-9763-x

Teachers professional development, pedagogy and teaching practices: Teachers as agents and facilitators of inclusion

HAFÐÍS GUDJÖNSDÓTTIR, ANH-DAO TRAN, HANNA RAGNARSÐÓTTIR, JOHANNES LUNNEBLAD

Context and aim One aim of this research was to explore how teachers at three school levels in the four countries create inclusive spaces within their learning environment that allow them to identify, respond to and build on the multiple experiences, linguistic and cultural background of their students, including the main obstacles the students face. The key research question is: What particular roles and practices can be identified in teachers’ work with diverse groups of children or students? Theoretical framework In this study we use the pedagogical and sociological framework of culturally responsive teaching to explore how teachers draw on the linguistic and cultural resources of students of diverse backgrounds. This allows us to explore the human intervention teachers use in creating learning spaces that accommodate for diversity which they negotiate. We use critical pedagogy to understand how they employ lived experiences of empowerment to transform education and stimulate critical reflection (Freire, 2008; Giroux, 1996). The concept of learning spaces allows us to explore how the issues of social justice, equality, democracy, and human rights are embedded in the learning process (Banks, 2007; Gee, 2004). Thus, spaces of learning include social contexts, networks and resources that encourage, develop and nurture learning, supporting students to become agents of their lifelong learning and active participants in society. Research methods This was a qualitative research and data was collected through semi-structured interviews and observations. Data was analyzed through content analysis, coding and constant comparison of the data using Atlas.ti software. Main findings In the preschools, teachers generally emphasized individually-based care and learning, diversity and equality. Child-centred educational practices which were based on diversity were emphasized as well as educational partnerships with parents. Some of the teachers have specialized in education for diversity. The staff was generally diverse in terms of education, gender, linguistic and cultural background. In the compulsory schools, common emphases and educational practices were recognized among teachers across schools as contributing factors to students’ academic success and social well-being. Students’ linguistic and cultural background as well as teachers’ personal and professional resources were used in various ways, including art, story-writing, presentations, individual and cooperative learning. Developing a good relationship with
students’ families was important. An ongoing challenge for teachers is finding ways to make students profit from their prior knowledge and capacities. In the upper secondary schools many of the teachers were well aware of utilizing culturally responsive teaching methods. They saw the importance of recognizing students’ cultural and linguistic backgrounds and personal strengths and had high expectations for their students, while at the same time trying to create for them a supportive learning environment. Another common thread exhibited by the teachers in the upper secondary schools was that of building supportive relationships with students. The teachers showed empathy for students and were willing to take extra steps to assist and support students, with both schoolwork and issues in their personal lives. Teachers provided students with positive support and encouragement through subject and language instruction, support classes, and in some cases special initiatives which reached beyond the school walls.

Democratic leadership practices in Nordic compulsory schools

HELGI P. SVAVARSSON, HILLE JANHONEN-ABRUQUAH, EDDA ÖSKARSDÓTTIR

Cultural, linguistic and ethnic diversity is increasing in the Nordic countries (Hagstofa Islands, 2014b; Lunneblad & Johansson, 2012; Official Statistics of Finland, 2014; Statistics Norway, 2015). The same applies to schools in these countries (Hagstofa Islands, 2014a; Kumpulainen, 2014, 2015; Lunneblad & Johansson, 2012; Wilhelmsen et al, 2013). Scholars have pointed out that this development can have both positive and negative effect on societies. Parekh (2006) states that the negative effects are increased marginalization of people of immigrant background and Putnam (2007) notes that it can result in distrust between different social groups. Putnam also underlines the importance of focusing on distinguishing between bonding and bridging social capital in order to diminish the above mentioned negative effects of increased cultural diversity. The responding of school leaders to increased diversity is of great significance, but it can determine whether minority groups will be marginalized or not. In order to prevent marginalization of minority groups, democratic leadership practices are considered to be more effective than traditional leadership practices (Coleman, 2012; Woods, 2005). According to Woods (2005), the main characteristic of democratic leadership is the creation of free space where social interaction can take place without hierarchical, bureaucratic or social constraints. Woods distinguishes between two types of free space. Independent zone, where marginalized or minority groups have the possibilities to interact free from the mainstream constraints, and blurred status arenas that are more whole school approach. This paper focuses on identifying the existence of these different spaces and their purpose in bonding and bridging of social capital. Accordingly, in the research project Learning spaces for inclusion and social justice, the focus was put on exploring how democracy shows itself in exemplary leadership practices while fostering inclusion and social justice. This paper presents an overview of findings regarding leadership from schools on all three levels in Iceland, Norway, Sweden and Finland with a special attention on three Icelandic and three Finnish compulsory schools. Schools were selected according to the Learning Spaces project criteria. The data was collected through semi-structured interviews with school administrators, principals, lead teachers, teachers, pupils and parents. Participatory observations and pupils project work was also collected as data. In the Icelandic context data was collected with semi-structured interviews with principals, lead teachers, teachers, and parents. The data from Finland is a case study from one city. Leadership in the compulsory schools generally has a democratic approach and can be characterized as participative and supportive. The leaders’ aim is to create an inclusive school culture and support diversity and social justice. They emphasize respecting difference and thinking positively about diversity. In the Icelandic and Finnish schools there is a certain emphasis on creating independent zones and less on blurred status arenas. We argue that the making of independent zones should be focusing on bonding of social capital and blurred status arenas on bridging. However we identify to a greater extent that the focus of independent zones is on bridging rather than bonding and that too little care is taken on bonding of social capital.

Immigrant Students in the Nordic School Systems: Policies and Curricula

LARS ANDERS KULBRANDSTAD, ANETTE HELLMAN, FRED DERVIN, HANNA RAGNARSDÓTTIR

In the end, the quality of the education offered to students with an immigrant background depends on the daily creation of good learning spaces in the classrooms. It is here that central educational objectives like equity, inclusion, democracy and social justice will be realized. However, conditions and framework for what happens on this basic level in the school system are shaped by decisions taken on different echelons higher up, from the national legislative bodies on the top, through central, regional and local political and administrative authorities down to the individual schools. This is
why the project Learning Spaces for Inclusion and Social Justice – Success Stories from Immigrant Students and School Communities in Four Nordic Countries (2013-2015) has chosen Policies and Curricula as one of its subthemes and main research areas. In this paper, we present an overall picture of the findings in this section of the project. The research activities in this area have been organized in three phases. First, we studied Education Acts and Regulations from all the Nordic countries and asked what provisions these overarching steering documents grant students whose first language is different from the majority language and what motivations are given for the provisions. We analyzed answers to these questions in a comparative inter-Nordic perspective, identifying central parallels and discrepancies among the countries studied (Kulbrandstad et al, forthcoming). In the second phase, we directed our attention to the curriculum guidelines with a special bearing on students with an immigrant background, i.e. guidelines for the national majority language as a second language and guidelines for mother tongue teaching. Here we traced the initial development and later changes of these policy instruments in the involved countries, with a special focus on two of them. While the guidelines we are talking about to begin with were rather parallel in Norway and Sweden, serving similar main educational strategies, they are now defining rather different subjects, reflecting divergent policies for immigrant education (Kulbrandstad et al, in progress). The object of study in the last phase was polices on school level. We examined the choices that schools in the Learning Spaces project have made as to the organization of teaching of students with an immigrant background and how they differentiated the pedagogical strategies. References Kulbrandstad, L.A, F. Dervin, A. Hellman, J. Lunneblad & H. Ragnarsdóttir (in progress). Immigrant students in Nordic Education Acts and Provisions. Kulbrandstad, L.A, F. Dervin, A. Hellman & H. Ragnarsdóttir (in progress). Immigrant students in Nordic curriculum guidelines.

Methodological elaborations of non-innocent stories - New materialist enactments of Solidarity, Critique and Response-ability

(symposium in English)

Research emerging from new materialist and sociomaterial approaches has begun to push the limits of critical inquiry towards an affirmative critical approach (Latour, 2004; Braidotti 2013). These approaches take us beyond dominant regimes and categories to imagine new possibilities for solidarity and social change and how reality might become otherwise. Sociomaterial analyses decentre language and the human subject, aiming to dispose idealizations of autonomous knowlers while featuring materiality and technology as active entities accomplishing acts. In this way a performative ontology focusing on relations, groupings and gatherings is put to work. Within the symposium empirical, theoretical and methodological elaborations on the concepts of critique, solidarity, response-ability and ethics invite enactments of knowledge production with potentiality to create new and other stories. Stories are never innocent, Donna Haraway notes, as they are part of rewording processes with often unexpected consequences. This symposium experiments with educational research generating/as travelling stories, experiences together, and accounts for the ‘lively relationalities of becoming of which we are a part’ (Barad, 2007, p. 393).
Papers, interruptions and arbitrary collaboration – foregrounding researcher agency as collectively produced

EMILIE MOBERG

Working from an Actor-network theory approach, supplemented by Feminist New Materialist theorists (Lenz Taguchi, 2012, 2013; St. Pierre, 2011, 2013; Mazzei, 2013) this paper strives to refrain from a priori assuming some (macro) actors to be more influential or powerful in a preschool (research) practice. Through an attempt to center the (human) researcher and instead foreground the way objects relate in practices, I aim to focus the researcher as collectively produced. This endeavor involves positing both the researcher and the actors upholding a practice – things, humans and ideas – as simultaneously acting as ‘data’ and researchers. Instead of social science critique necessarily involving reducing and tiding up the (one-way) power-relations between assumed macro- and micro actors, this would propose the necessity of centering the mutual ways in which actors as mediators creatively distort, betray and transform power and researcher subjectivities (Latour, 2005).

I will engage with an empirical event consisting of the initial phase in an ongoing ethnographic study of preschool policy enactment at a Stockholm preschool. These initial meetings between three preschool teachers and myself aimed at discussing and negotiating a proposed written agreement, the form of consent, (ethically) regulating the research project. In the paper I plan to reassemble the process of ‘getting access to the field’, centering the (human) researcher while highlighting (some of) the actors immersed in granting the researcher agency, allowing for researcher subjectivities and power to be considered as effects and ‘properties of a chain’ (Latour, 1991) made by active members. Keywords: researcher agency, Actor-network theory, Feminist New Materialism, technology, ethnography

The eagle – moving across categories and zooming in complex and tiny injustices

RIIKKA HOHTI

New materialist educational research is committed to embracing the particular, the accidental and the complex. Following Deleuze, it works through experimentation, and avoids explaining, representing or interpreting against categories and societal structures. Following Barad, it illuminates differences as they emerge. Approaching justice and education as a new materialist researcher, I ask: What are we able to say without pre-set categories as the starting point? If we leave the belief that emancipation follows recognition of structures (Edwards & Fenwick 2014)? How exactly are we making a difference, if category difference is something we want to avoid? In my doctoral study I have, as a teacher-researcher, been exploring everyday educational events in a Finnish elementary school class. In the analysis I have engaged with observations, stories and writings made by 10-year-old children in their own class, seeking for non-representational and non-hierarchical approaches through different kinds of writing strategies. In this presentation I activate the working metaphor of the eagle when imagining the potentialities of a new materialist approach to justice in education. An eagle flies freely across and over any territories. It is restless and careless at the same time, it obeys no borders but blurs them, yet is focused at the same time. The researcher as an eagle is ready to zoom in into specific and unique events in their full complexity, which is only possible through personal engagement. The encounter is particular and local, but has open-ended and far-reaching connections without a closure. Here, I present an experiment on how to zoom in the specific and complex injustices in an event between a particular pupil, the discourse of a problem child, the staff of the school, the teacher, and the material participants (such as the forms that have to be filled and that are discussed in an interprofessional meeting in the child psychiatric hospital). I employ Haraway’s feminist narrative strategy ‘bag lady storytelling’, a method described by her similar to the practice of ‘putting unexpected partners and irreducible details into a frayed, porous carrier bag’ (2004b, p. 127), to retell this situation and to zoom in into its ethical and material entanglements. Keywords: classroom, children’s writings, justice, Haraway

Intervening with haptic-optic touch: unsettling stories of health and health promotion in education

KARIN GUNNARSSON

The objective of this paper is to elaborate methodological questions of how to intervene with haptic-optic touch (Haraway, 2008:6). This methodological elaboration is located within a specific practice of health promotion in education. To investigate educational health promotion means connecting to, but also become condition by, certain coordinates of knowledge. It comprises (re)productions of phenomenon such as health, competence, feelings and gender entangled to
idealizations of autonomous knower and anthropocentric regimes. But, it also comprises constant betrayals, fractions and transgressions of self, other, body, mind, thinking, feeling that opens up for unexpected becomings. Thinking with theories connected to new materialisms, the methodological elaboration aims at challenging stories of how bad things are and instead make sociomaterial interventions. Inspired by the work of Donna Haraway and Maria Puig de la Bellacasa, intervening with haptic-optic touch is an opening to put into motion what is sedimented or neglected. It raises questions of how to perform a critical intervention with engagement, not judgement, a critical intervention that carefully remains open to tensions and uncertainties. Since knowledge processes have materially effects and are inevitable world-making, haptic-optic touch makes a methodological entry to investigate how phenomenon such as health is ‘in-the-making’ through connections and gatherings. This means that knowledge is produced by touch, commitment and interference within the entangled phenomenon, location and human and non-human actors. The researcher touches the investigated phenomena but also, gets touched by it and the actors involved. Therefore, intervening with haptic-optic touch emphasizes corporeality in scientific practices (Puig de la Bellacasa, 2009). Here the body becomes a research instrument enabling storytelling of the affective, material, and discursive productions of health. Investigating health promotion in education with haptic-optic touch opens up for other stories to be produced concerning the health problems often inscribed on youth. This includes stories with the potential to challenge boundaries and with multiple ways of producing health. There are no innocent stories, Haraway tells us. The research response-ability is to unsettle the material-discursive stories for speculative commitments of how things could be different. Keywords: haptic-optic touch, care, engagement, Donna Haraway, educational health promotion.

**Flying beyond: Solidarity and Sámi multiplicities**

**HANNA GUTTORM**

Fly little bird sing Fly beyond thoughts. (Nils-Aslak Valkeapää, Trekways of the wind) Fly beyond the words, sing love sing solidarity sing Earth beyond the words. Encounter spaces unexpected Fly little paper Get out of the paper. This becoming-(not)-paper is a non-innocent song/search/invitation on solidarity, respons-ability and ethics among (Sámi) multiplicities. What kinds of stories, flights, screams and sighs are crisscrossing in the re-and-re-worlding processes of Sâmi people in Finland? Or, more specifically, how are these reworldings intra-acting in the sociomaterial worlds (of ‘mine’)? In what kinds of material, technological and social connections these reworldings happen? The topic of this paper is the currently active (and hidden and very dangerous) discussions and encounterings between the Sámi Parliament’s dominant view on who can be listed as voter in the electoral register of it, and many multiple other views. This debate got heated as the Supreme Administrative Court of Finland in the end of September 2015 accepted 93 people into the register against the will of Sámi Parliament. In this paper I’m searching for ways to write on and with those different voices so that new kinds of connections, solidarity and love would become possible. This will be a love letter, a multi-voiced and careful autoethnography inspired by posthumanist and new materialist (Deleuze, Barad, Haraway…) thinking. This is a fumbling endeavor, one of the very first steps in a new research-as-creation-experiment (Manning & Massumi, 2014) as a beginner in Sámi teacher education. Keywords: love, solidarity, multiplicities, Sámi people.

**Working the limits of critical thinking towards solidarity to come**

**CAMILLA ELINE ANDERSEN**

The idea of solidarity is familiar within most critical work. In new materialist work however, the possibilities of a traditional criticality from a distance is questioned and an ‘immanent critique’ is put forward as an alternative (MacLure, 2015). In line with this Braidotti (2011) takes up the paradox of how to engage in what she names an affirmative politics which entails the creation of alternative visions, while simultaneously doing critical theory which implies resistance to the present. Or, in short, the relation between creation and critique, that is a problem that has confronted most activists and critical theorists, also in educational scholarship working towards equality and social justice. Central to the debate of how to balance the creative potential of critical thought with negative criticism and oppositional consciousness, is the question of how to resist the injustice in the present and at the same time engage in them in productive and affirmative ways (Braidotti, 2011). To perform this kind of affirmative critique, Braidotti suggests that one ‘has to start from micro-instances of embodied and embedded self and the complex web of social relations that compose the self’ (2011, p. 268). Putting this in conversation with Deleuze, such micro-instances might be productive of other durations ‘above or below us’ (1988, p. 33). To experiment towards ‘becoming-minor’(Deleuze & Guattari, 1987) in ways that might help us to connect to the forces of the present, and through which such durations can be created, is according to Lenz Taguchi (in process) a counter-active...
thinking that has the power to transform societal and material realities. In this paper these lines of thinking are worked from and upon to reconfigure majoritarian solidarity towards solidarity to come. The paper emerges from a doctoral study where ethical professionalism in early childhood education in “a multicultural society” was the starting point. Through an ‘ethnography of what happens’ (Stewart, 2013) including a ‘motley crew’ of things (Nordström, 2015), I archived non-innocent stratifications of race in an early childhood landscape traversed by me as a “white” former preschool teacher. The overall aim of the study was to investigate how sociomaterial «race»-events can be understood as part of processes where preschool teachers’ subjectivity and hence also professionalism are constituted and performed. And further how to be critical and creative in ways that can contribute to ethical, response-able and sustainable pedagogical practices in the 21. century. Heavily inspired by Deleuze and Guattari’s philosophy of desire (1977, 1987) and new materialism (Dolphijn & van der Tuin, 2012) the thesis could be characterized as a philosophical-theoretical-methodological experimentation with strong ties to a real social landscape, which aims at contributing to a reconceptualization of how to perform a more socially just professionalism in early childhood education.

**Methodsfestival and moments of realisms; Pedagogies for the 21st century**

(symposium in English)

We are a group of researchers with an interest in stretching our concepts of research and research methodologies. We are therefore all post-... something to increase our relevance. We are engaged in education thus learning, health, creating safespaces and social justice. We invite to a party of methods and moments of realisms thus potentiality emerging as a powerful force for adaptation and evolution holding movements of moments and situations going. We need stories that tell us that we can collaborate and be stewards and partners of the (natural) world rather than dominators of it. Piketty (2014) presented data on increasing unsustainable systems and ongoing structural inequalities in our world. How people live with systemic inequality is therefore the food for our moments and performances ultimately our data apologies. Ours is now a chance to enter the debates through merging research and advocacy through the mantra of inequality.
Negotiating self and higher education: Exploring gendered identity processes in relation to choices and learning among undergraduates

(symposium in English)

This symposium explores undergraduates’ identity and learning processes in contemporary higher education. In particular, it asks: How do different learning/teaching contexts and discourses about gender, class, sexuality, age etc. inform undergraduates’ choices, educational and social strategies and their experiences of university? Drawing on a cross-national comparative interview study, Nyström, Salminen Karlsson and Jackson’s paper explores constructions and understandings of men’s effort, talent, academic failure and success within different elite contexts. Masculinity and affect are also central themes in Ottemo’s paper which examines, from a queer-perspective, reasons for being passionate about education and learning in technology. The final paper, by Bøe, Ryder & Ulriksen, explores STEM choices and especially women’s choices, based on findings from a large, mixed-methods European study called IRIS (Interest and Recruitment in Science). Hence, the symposium discusses processes that lie beneath the gendered and classed patterns of students’ trajectories and outcomes in higher education. Such discussions are vital because in the Nordic countries, as in Europe overall, women have constituted the majority of undergraduate students since the 1990s and, in general, are more likely than men to perform well and complete their studies. Nevertheless, STEM subjects (science, technology, engineering and mathematics), just as academia overall, are still male-dominated in many respects. Our papers and discussion will reflect six national perspectives, from Norway, Sweden, UK, Denmark, Italy, and Slovenia. Papers: 1. Reflections of and about men’s success and failure: Gender and academic achievement in three educational elite contexts Anne Sofie Nyström, Uppsala University, anne-sofie.nyström@gender.uu.se; Carolyn Jackson, Lancaster University, c.jackson2@lancaster.ac.uk; Minna Salminen Karlsson, Uppsala University, minna.salminen@gender.uu.se. 2. Between instrumentality and passion: The gendering of student subjectivities at two engineering programs at a Swedish university of technology Andreas Ottemo, University of Gothenburg. 3. The process of choosing STEM higher education: Messages from the IRIS project Maria Vetleseter Bøe, University of Oslo, m.v.boe@naturfagsenteret.no; Jim Ryder, University of Leeds, J.Ryder@education.leeds.ac.uk; Lars Ulriksen, University of Copenhagen, ulriksen@ind.ku.dk Discussant: Elisabet Öhrn, University of Gothenburg, elisabet.ohrn@ped.gu.se

Reflections of and about men’s success and failure – Gender and academic achievement in three educational elite contexts

ANNE-SOFIE NYSTRÖM, CAROLYN JACKSON & MINNA SALMINEN KARLSSON

This paper explores constructions and understandings of the ways in which effort, talent, academic success and failure are gendered in elite, higher education contexts, with a particular focus on these constructions in relation to men and masculinities. It draws on data from a large, ongoing, three-year (2015-2018), cross-national (Sweden and England) comparative interview project that investigates how constructions of masculinities and student identities inform strategies for coping with risks of academic failure and/or striving for success. The project focuses on three elite undergraduate programmes: Medicine, Law and Engineering. Data are being generated by observations, focus group interviews and individual interviews with students, student representatives, study advisers, lecturers and directors of studies. The project addresses the following research questions: 1. How are ‘successful’ and ‘unsuccessful’ student identities perceived and constructed among male undergraduates in different, but highly competitive, educational contexts? 2. What are the main practices and self-worth protection strategies male students use to accomplish successful identities or avoid
unsuccesful ones? 3. How does masculinity and its intersections with social class, ethnicity and age, inform staff and students’ understandings of the reasons for academic failure and success? 4. Are there differences between a) Swedish and English HE contexts and b) programmes that hinder or facilitate certain identities or strategies? 5. How do the strategies and practices (in 2) relate to persistence, achievement and wellbeing? This first paper from the project focuses on data from academic and administrative staff in one Swedish university, as well as representatives for student organizations. It explores, in particular, how success and failure are constructed and perceived within the different programmes. These constructions vary between the programmes, partly because of the ways in which the programme content and the grades are related to the future labour market in the different professions. We discuss the ways that success and failure are made more or less important in students’ lives, both by staff and by students themselves, and the ways in which these concepts are rendered visible at particular points, and how such instances relate to the programmes’ different structures and cultures. By examining such issues with a gender perspective we will begin to shed light on some of the ways in which male undergraduates’ learner identities are constructed and negotiated within these privileged academic contexts.

Between instrumentality and passion: The gendering of student subjectivities at two engineering programs at a Swedish un

ANDREAS OTTEMO

In this paper, I explore student subjectivities articulated in two programs at a Swedish university of technology: Computer Science and Engineering (CSE) and Chemical Engineering (CE). The paper builds on the assumption that the articulation of gendered subjectivities in these programs relates to how technology is articulated. Much previous research on gender and technology has tended to primarily focus on the “failure” of linking women/femininity to technology. In this paper I, instead, take on a perspective inspired by queer theory in the sense that I focus on norms that articulate masculinity with technology. Theoretically and methodologically, I adopt a post-structural perspective primarily based on discourse theory, as developed by Laclau and Mouffe (1985). I also draw on feminist technoscience research and on Butler’s (1988, 1990, 1993) notion of gender, performativity, and the heterosexual matrix. Empirically, the discussion is based on a recently concluded ethnographic study within a Swedish university of technology. Drawing on a critique that has suggested that gender and technology research often fails to address such aspects, I will call attention to the role of passion, desire and (hetero)sexuality in the production of connections between masculinity and technology (cf. Henwood & Miller 2001, Landström 2006, Mellström 2004, Stepulevage 2001). Somewhat in contrast to this theme, I will also discuss more instrumental approaches to higher technology education. In the analysis, I suggest that the formal education students receive fails, for various reasons, to subjectively engage many students. Consequently, many students adopt an instrumental approach to their education, emphasizing the future exchange value of their formal degree, rather than subjective meaningfuless or the significance of the subject matter as such. I also argue that in failing to “recruit” students, formal education can be considered as privileging the already-passionate student, whose interest in technology is not so easily derailed, even when encountering education that fails to engage subjectively. This “passionate student” subject position is articulated primarily in the CSE program, mainly in informal, student cultural contexts. Here, I argue that technology, corporeality, desire, and embodied computer interest, are configured in a manner that derives intelligibility from the heterosexual matrix and contributes to the CSE program’s hetero-masculine connotations. On the other hand, the absence of the “passionate student” subject position in the CE program, appears to contribute to this program’s relative gender inclusiveness.

The process of choosing STEM higher education: Messages from the IRIS project

MARIA VETLESETER BOE, JIM RYDER & LARS ULRIKEN

This paper reports on the European research project IRIS (Interest and Recruitment in Science)(2010-2013). In IRIS, six partners from five participating countries worked together to improve our understanding of students’ participation and choice in science and technology education, with particular emphasis on gender. The IRIS research activities comprised studies with quantitative, qualitative or mixed-method approaches, targeting both secondary and tertiary level respondents and informants. Some of the studies only used data from within one of the participating countries whereas others worked comparatively with data from different countries. In this paper, we present some insights from the project, paying particular attention to gender. As a first message from IRIS we argue that educational choice should be seen as a
process that takes place over time – before, at, and after specific decision points. A striking feature of the choice process is that young people's accounts of their choices are in constant change. For example, stories about their interests and aspirations in the past tend to be adjusted to fit their present perspective on their choice. In a longitudinal Danish study, for example, a young woman originally stated that she did not want to follow a course leading to teaching. In a later interview, however, after deciding to enrol in such a course after all, she stated that she had always wanted to become a teacher. The second message relates to the importance of identity in choice processes, which was a starting point for the IRIS project. Studies in IRIS demonstrate how young people negotiate their identities within social structures, and how this affects recruitment and retention in STEM higher education. For example, a dominant discourse in STEM is that “science is difficult and for the clever”. Therefore, young people need to see themselves as ‘clever’ in order to pursue a STEM pathway. Given that young women are more likely than men to doubt their abilities and ‘cleverness’ in science and mathematics, this discourse may be particularly alienating to many women, but also to some men. To make it easier for more young people to negotiate their identities within STEM, it appears fruitful to broaden the range of discourses that are available. A third message in many ways builds on the issue of available discourses. One of the studies in IRIS demonstrated that the “science as difficult and for the clever” discourse can be challenged in a way that makes it less harmful for STEM participation. After participating in a recruitment event at the Norwegian University for Science and Technology, secondary girls believed a STEM study would be even more difficult and demanding than they thought before they came. However, this did not lead to less confidence in their ability to succeed in a STEM study. The reason appears to be that the girls met current STEM students who served as ‘available role models’, stressing that “it is tough for everybody” and “normal people can do it”.

Posthumanist Pedagogy - human and non-human subjects connect together, part 1

(symposium in English)

Posthumanist Pedagogy - human and non-human subjects connect together, part 1 The symposium’s purpose is to illuminate the posthumanist perspective in the current pedagogical research. A research that makes us thinks differently about what is beyond human control. This means that there is an effort to develop alternative understandings of subjectivity, time, knowledge, agents, and relationality beyond anthropocentric limitations. What happens when we see human and non-human entities connect and in constant intra-action with each other? In educational situations, it may for example be subjects that connect and build relationships with body, matter, technology, nature and animals. The posthumanities research follows the flows and movements and highlights how these produce entanglement of various kinds. Particular attention is paid to the phenomena of the not-yet-seen, or the unexpected, when the body speaks, or when language, matter and nature foil our understanding of what we take for granted. Posthumanisk research is not only important for what we are studying, but also how we do it, it has direct implications for both research and practice researching subjectivity and ethics.

Configurations and Affractions - Posthumanist Qualitative Data Production in Classroom Studies

EVA REIMERS

This paper describes a methodological experiment by a group of educational researchers aiming to explore a way of conducting post-humanist qualitative data production. The objective is to conduct a study where all parts, data-production as well as analysis, is informed by post-humanist theory. In the experiment, five researchers simultaneously observed one classroom focusing on different multiparty interactions, here called configurations, whilst attempting to disregard the interpersonal interactions. To describe this, a metaphor of a research machine is used. The configurations produced therein are signified by change. When analyzing this change in terms of affect and attraction, the concept of affraction emerges. The
experiment points to ways of avoiding commonly privileged perspectives in classroom observations, and making observations of multiple interactions possible. Thus, the paper evinces the usefulness of a post-humanist approach to account for complexities in educational practices that more common ethnographic observations rarely account for.

•

**Pedagogy touch - to be in relation with reality**

**BOSSE BERGSTEDT**

Pedagogy research has for many years been the basis of subject and actors of different kinds. These theories are today challenged of a posthumanist perspective that directs the focus towards a concrete reality that focuses also on non-humans. This paper asks what characterizes this reality? How does this affect the relationship to the reality of our theoretical and methodological standpoints? What does this mean concretely when we as researchers have to study educational processes?

The paradox of reality is that it is plural and has at least two faces. One is a non-face, you cannot capture reality, and we are constantly reminded of that reality remains elusive. Reality has a limit that cannot exceed, which means that we constantly will experience that a difference is repeated in our relationship with reality. The other is a moving face that is constantly changing in an ongoing but non-directional flow. To these both faces of realities, each phenomenon relates. To be educational for prospective is to constantly examine the realities that never fully goes to capture and to do it in motion.

Karen Barad describing the "touch" as a mean to make contact with an item of real motion and its future. To "touch" is to 'Already Be in touch'. We are already in an undirected reality in detecting. Each researcher relate to these conditions in one way or another. In order not to get caught in a subject that reflects the realities through their own conscious "I", the researcher must start to question their own relationship to reality. How do I get past my own mirror images of reality? To discover how the subject and language produces meaning are tools that contribute to a greater understanding.

Crucial for a good research process is to draw attention to an ongoing movement. Therefore, the researcher trains the ability of empathy and sensibility. Noticing details, events, intervals and rhythms is useful when it comes to touch and be touched by a reality that is changing. The not-yet-seen, or the unexpected, when the body speaks, or when language, matter and nature foil our understanding of what we take for granted turns a movement that precede our sense productions. It's about being present and a part of the flow you already attend. A strategy to discover and portray motion is to follow the lines which Deleuze and Guattari term as rigid, molecular and volatile. What you detect and can embody is how the phenomena link with movement and with each other. Sustainable and viable phenomenas are those which manage their interconnections both open and closed sides.

References:


•

**The accidental potential of diffractive thinking technologies. Mapping and colouring social differentiation in/of school**

**HELLE BJERG, RIKKE BROWN & DORTHE STAUNÆS**

As part of and a challenge to the growing plea for evidence- or research-based practices within education and educational leadership, we and our colleagues work with learning laboratories for becoming activist of concepts (Virilio 1995) through experimenting with thinking technologies (Haraway 2008) informed by the post-human, post-structuralism, feminism and new materialism. As these approaches have destabilising aims, they may be exemplary in assisting the improvement of child-centred and category-sensitive educational leadership practices, as they may help opening ‘black boxes’ in and of practice. A thinking technology is a concept or a model that assists and diffracts our thinking: however, not being a directive for action, it is dispositional when deflecting an issue and opening up new avenues of thinking. In this paper, we discuss the potential accidents and the accidental potentials of diffractive thinking technologies (TT) through analysing our hardships with The Colour Map, a thinking technology based on a research project on student motivation and social class (Brown in prep). The thinking technology was constructed as a visual tool based on city maps. The aim was to facilitate a diffractive reading and discussion with school leaders and teachers of possible connections between affective
engagements of pupils such as motivation, interest and disinterest, social categories (as class) and how the school organized students into different (self-chosen) disciplinary tracks. The map was made by plotting students’ home addresses into a city map and letting the particular student be signified by a flag with a particular colour of his or her disciplinary track. Mapping addresses and juxtaposing with the disciplinary tracks made it very tangible how the disciplinary tracks (re)produced well-known patterns of social differentiation which the school in question (as well as the recent major Danish school reform) strived to break.

However, as TTs are performative, this materialising practice works in unforeseen ways, and the colour map implies the duality pointed out by Lingard et al. (2014) regarding the concept of equity: On the one hand, it is highly reductionist (as the Colour map highlights only one indicator of social class). On the other it implies the potential of "flow-on effects" that may help re-articulating social justice. In the paper we exemplify these effects or the accidental potentials of the colour map. Following Virilio (1995), we argue that to invent something is also to invent the accident of it: E.g. inventing the plane is to invent the plane crash. It is not a question of failure but of inherent vulnerability. Within this line of thinking inventing thinking technologies is to open up spaces for thinking, to invent an wor(l)d, and as other technologies it implies both potential accidents and accidental potential. As such, the paper contributes with a conceptual framework for upholding a firm ethico-epistemo-ontological position within the ‘posts’ in thinking about how to materialise research knowledge in close cooperation with practitioners, and secondly it points out the precariousness of the possible relationships between research and practice at the intersection of educational leadership and processes of social majorisation /minorisation.

Education architecture as a sensorium: The (bio-political) shaping of intense learning and being

MALOU JUELSKJÆR

Contemporary organizing of the education of students within compulsory and post-compulsory education takes shape through an intensified focus on – and proliferation of practices for – enhancing learning. Strategies work directly as well as indirectly on that goal. While you cannot make people learn, you may set up the condition for students to ‘desire’ learning, in order to aspire them make (ever increasing) efforts (Juelskjær and Staunæs 2014).

School architecture has always been an organizer of education, teaching, learning (Foucault, 1995) and with the contemporary conditioned focus on learning, the environment and the bodies that are of those environments becomes targets. Wherefore educational architecture (as production and management of learning bodies) becomes an interesting analytical prisme.

The role of educational architecture and design take many shapes and includes many different political and educational agendas (Juelskjær 2011) (Falkenberg & Juelskjær 2015). The paper will zoom in on two ongoing architectural projects, redesigning corridors and common space in- and outdoors at two different schools in Denmark, that are situated in what is termed “socially challenged neighborhoods with a multiethnic profile”. Both projects aim at enhancing learning (and ‘handling’/addressing socio-political, ethnically-racialized agendas). The one highlights an ambition of turning the school into a place/hub, where “play, learning and movement contribute to producing successful citizens”. At the other school (which also has a special ‘inclusion track’ for children with learning challenges, as well as a Centre concerned with autism) the new architecture is additionally assisting in ‘fighting’ obesity, low scholarly achievements, high absenteeism and low degree of physical activity of the students. (http://www.skoleplus.dk/da/menu/projekter).

To look at the architecture and design as a (bio-political) sensorium touching the bodies, shaping the sensations of being of that landscape opens up for a possibility of investigating and questioning the management of sensations – and the shaping of humans.

Read through theories of human geography and affect (Thrift 2008) affect and bodies (Blackman 2013) senses and atmosphere (Beyes, Pink, Gershon, Rancière etc.) the idea of ‘spacetime mattering’ in the queered quantum physical theorization of Karen Barads (2007, 2010, 2012) and affective-material psy-leadership (Staunæs and Juelskjær 2015), I will argue how the ‘human’ of this sensorium becomes a ‘weird human’ (Juelskjær 2013). A weird human or a posthuman which is done and undone through iterative processes and forces of spaces, temporalities, affects, materialities and (human-and other)bodies.

Finally I will consider how the sensual (or the sensual of the posthuman) is political – and how this may be used as investing in affirmative criticality and in the formulation of ethical sensibilities in relation to current educational agendas of enhancing learning and producing successful citizens.

•••
Posthumanist Pedagogy - human and non-human subjects connect together, part 2

(symposium in English)

The symposium's purpose is to illuminate the posthumanist perspective in the current pedagogical research. A research that makes us think differently about what is beyond human control. This means that there is an effort to develop alternative understandings of subjectivity, time, knowledge, agents, and relationality beyond anthropocentric limitations. What happens when we see human and non-human entities connect and in constant intra-action with each other? In educational situations, it may for example be subjects that connect and build relationships with body, matter, technology, nature and animals. The posthumanities research follows the flows and movements and highlights how these produce entanglement of various kinds. Particular attention is paid to the phenomena of the not-yet-seen, or the unexpected, when the body speaks, or when language, matter and nature foil our understanding of what we take for granted. Posthumanist research is not only important for what we are studying, but also how we do it, it has direct implications for both research and practice researching subjectivity and ethics.

“Tripwires” as affective liminal technologies

DORETHE BJERGKILDE

The paper explores the intended aim to change the very core of the public school into a professionalized knowledge organization (Irgens) with shared values and enhanced co-operative practices. Through new collective approaches of leading and organizing the school, leaders are cultivating new ways of performing as a professional teacher and new ways of arranging professional learning communities. In order to affect teachers’ practices the leaders establish temporally ‘tripwires’ in order to disturb and disrupt the teacher’s usual practice and behaviour and enhance new ways. The paper explore, how these ‘tripwires’ construct intermediary spaces, where usual practice is disrupted, and how it gives rise to an increased affective and emotional atmosphere and thereby a possible room for change. As an example an often used ‘tripwire’ is organising the teacher’s practice in ways making them responsible for several classes at the same time, and thereby forcing them to prepare, share knowledge and evaluate collectively. However the paper also shows that ‘tripwires’ are difficult to control as they intra-act in unforeseen new ways, which seems to require and be answered with further leadership during the transformation process. Building on ethnographic observations and 13 qualitative interviews with principal, managers, and teachers, the paper explores the ‘tripwires’ as intermediary spaces between intention and performance, emerging when the leaders attempt to ensure the high performance, while introducing and mobilising new organisational structures. Specific focus will be on how the various affective technologies in educational leadership are used to bridge the gap between intention and performance. The paper draws on a Lisa Blackmans conceptualization of affect (atmosphere, senses, moods) allowing me to engage with the semiotic, the material as well as affective processes of reorganising the school. In order to understand the indeterminate space between intention and performance in the development process, the concept affect is supplemented with the concept of affective liminal technologies (Bjerg & Staunæs; Stenner & Moreno). Liminality refers to the transition between two states which involves a temporary and ritual suspension of social structure and states and thereby leaves room for new possibilities.

Presence after the present - the space, time, and matterings of school absence registration

LINNÉA BÖDÉN

School absence is a concept loaded with assumptions on problematic behaviours associated with young students. In a vast majority of Swedish schools, computer technologies have become a part of the everyday school practice as teachers before, during, or after each lesson digitally register the students’ absences. The software is regarded as a problem-solving tool to make the management of the absences more efficient (Bödén 2013). This practice sheds light on how school absences are treated as observable incidents, easily distinguishable from their surroundings; “out there” to be collected, represented and transformed into binary text in computer software. Working with a posthumanist approach, this paper explores how the computer software Dexter, used for the registration of students’ absences and presences, is part of the production of different practices of time, place, space, and matter in Swedish schools. The empirical material engaged with comes from two schools and the students involved are in grades 7–9. The material consists of notes made in
classrooms, schoolyards, gymnasiums, cafeterias, and so on of the two schools, as well as of interviews with students and teachers. Evolving posthumanist theories open up for thinking on how materialities and technologies increasingly blur the borders of both educational spaces and temporalities. Materialities, spaces and temporalities are always in the process of becoming in what Barad (2007) names spacetimematterings. In relation to the software Dexter, what is discussed in the paper is the ongoing (re)shapings of spacetimematterings, that inevitably affects the phenomena of school absence. By creating new knowledge on the relations between space, time, matter, and technology, the paper aims to contribute to what can be described as an under-researched area within educational studies: how (technological) artefacts in schools are part of, as well as produce, educational spatialities and temporalities. The paper shows how the digital registration of students’ presences, absences, or late arrivals is dependent upon material-discursive practices. The "bodily presences" of students are continually destabilized in relation to Dexter, showing that presence sometimes become detached from the present – when what is finally validated as absence is what is digitally registered. References: Barad, K. (2007) Meeting the Universe Halfway. Quantum physics and the entanglement of matter and meaning. Durham: Duke University Press. Bodén, L. (2013) ‘Seeing red? The Agency of Computer Software in the Production and Management of Students’ School Absences’, International Journal of Qualitative Studies in Education, 26 (9): 1117-1131.

**PE and posthumanism**

**KALLE JONASSON**

Given the focus on body and movement in physical education (PE), it is noteworthy that this particular subject has been so little discussed in relation to posthumanism. From a posthumanist perspective, body and movement could potentially be features of human existence that are able to evade the pitfalls of humanism, such as free will, intentions, logos, representation, etc. Even if meaning and symbols surely can be projected onto body and movement, they nevertheless possess dimensions not exhaustible by such cultivation. The present text aims to outline a field of investigation performing precisely the encounter between PE and posthumanism. While a few studies within PE research (cf. Larsson & Quennerstedt, 2012) have identified posthumanism as an asset, much more need to be done. Within the nascent research field of early childhood education (ECE), posthumanism has grown exponentially more influential (cf. Palmer, 2011; Lenz Taguchi, 201X; Hultman, 2014; Ånggård, 2015). Aspects of materiality, body, movement, knowledge, and play are in those studies seen from the viewpoint of the feminist philosopher Karen Barad (2007). Barad replaces interaction with the concept of ‘intra-action’, which basically means that entities of the world are not given á priori, but discernible only in relation to other entities. This relationship she calls phenomenon, and phenomena are characterised by precisely entangled entities. Holding a degree in physics, and basing her philosophy on the Danish Nobel laureate Niels Bohr’s view on the physical world, Barad holds that phenomena could not be seen as distinct from the scientific instrument that register those same phenomena. So, while Larsson and Quennerstedt (2012) fruitfully shows that posthumanist perspectives could inform our understanding of how, for instance, tests of children’s motor abilities rather constrain movement ability than fostering it, the authors suggest that PE researchers take their point of departure in a sociocultural understanding of their subject. More precisely their suggestion is that we treat movement as sign, which from posthumanist perspective potentially would be a pitfall, since it would rely too heavily on the interpretive and meaning endowing practices of human beings. Instead, a full-fledged posthumanist take on PE would reveal other dimensions of movement beyond human regimes of signs. Retaining Larsson and Quennerstedt’s focus on precisely movement (rather than the body) as the primary unit of PE, the theoretical outline here proposed will apply Barad’s (2007) concepts ‘intra-action’, ‘phenomena’, and ‘entanglement’. This shift means that instead of sociocultural understandings, we would deliberate on children’s movement didactically and pedagogically as a ‘natureculture’. Movement could indeed be seen as a phenomenon characterised by entanglement and intra-action of natural and cultural entities. But even if movement is identified as the primary focus of both the didactic and scientific analysis related to PE, the body is retained in this model as a pivotal instrument of research. This would then suggest that we treat children as producers of theories of how their bodies originate from an array of movements.

**Interdisciplinary meetings as a managerial challenge**

**HANNE KNUDSEN**

Currently there is an ideal of seeing the school child’s problems with thrive or inclusion as something that does not only concern the child but the settings around the child. The ideal is to scan various reasons for the child’s problems and to consider various possible solutions. The situation may be seen as one calling for support directly for the child, but the ideal is to explore a variety of problem/solutions and consider that the most
important thing for the child’s wellbeing might located elsewhere – it might be that the child’s wellbeing depends on her mother’s wellbeing. This ideal of seeing the situation from various angles calls for meetings with a variety of professionals present at the same time. The paper asks which managerial problems this ideal of interdisciplinary and explorative approaches produces: From which position can the problems and solutions be managed when the ideal is not coordination but concertation? The paper takes off in an empirical material from a Danish school setting: A ‘conversation of concern’ where various professionals and the parents meet at an interdisciplinary meeting to explore why a girl at the age of 13 does not want to go to school. As the ambition with the analysis is to look for how the current management technologies produce possibilities for management, the concepts need to ask for the possibilities of control and power and not presuppose these. The paper draws mainly on a systems theoretical vocabulary in order to observe how the interdisciplinary meeting produces empowerment and powerlessness. Core concepts like communication, technology and decision focuses the analysis on the operations in the communication. This makes it possible to see the human subjects as part of the environment of the system, and this opens for the questions of control and management in new ways.

**Doing Rhythmanalysis on the everyday life in schools with flexible and diverse learning environments.**

**HELENE FALKENBERG**

Research topic The topic of this paper is new forms of organizing lower secondary schools in Denmark, which are characterized by a flexible and diverse learning environment with rules adjusted to youth and youth culture. The paper is based on my Ph.d. study with the overall aim is to explore potential of these organizational forms as inclusive learning environments. The theoretical and methodology framework The concept of inclusion is understood as processes of categorization and symbolic boundaries. Symbolic boundaries refer to the categories and distinctions which we create and perform in our everyday meetings. Symbolic boundaries are lines that include and define some people, groups and things while excluding others (Lamont, 2002). Further on the study is based on a theoretical assumption that processes of categorizations and symbolic boundaries are entangled into the school architecture or the school buildings. This theoretical framework is inspired by new materialism and Karen Barad’s theory of agential realism Following Barad’s argument that: “Bodies (....) are not simply situated or located in particular environment. Rather environments and bodies are intra-actively co-constituted” (Barad, 2007, 170) I understand educational practices as constellation of human and non-human agencies, forces and events. In relation to this approach to educational practices the ethnographic fieldwork, conducted as a part of the ph.d project, focuses on the teacher’s and the student’s symbolic boundary works as they emerge in the entanglement between the humans and the non-humans. Symbolic boundaries are explored as embedded in the everyday life in school and as bodily and sensuously rhythms, routes and movements. Following this I’m studying the student’s different routes, movements, emplacements, rhythms during classes and breaks and how these rhythms have different effects on the teachers rhythms and vice versa. In the analytical work of the teachers and students movements, routes and rhythms I’m drawing on Lefebvre’s concept of rhythmanalysis (Lefebvre, 2004), which offers an expanded vocabulary for attending to and describing temporality as well as and materiality and a rich analytical tool for studies of education that align very much with a post human/new materialist approach. The rhythmanalytical approach relates to nonrepresentational tradition (Thrift, 2008) and foregrounds the everyday school life as something sensually and affective (the smells, the feelings, the sounds, colours, light get status as data). In my paper I’ll elaborate on my exploration of the rhythmanalysis as an analytical tool to study the rhythms of teaching and learning as a matter of the orchestration of the movement of the bodies in time and space. References: Barad, K. (2007): Meeting the universe halfway. Quantum physics and the entanglement of matter and meaning. Duke University. Lamont, M. & Virág Molnár (2002). ‘The Study of Boundaries Across the Social Sciences’Annual Review of Sociology. Lefebvre, H (2004): Rhythmanalysis. Space, time and everyday life. Bloomsbury. Thrift, N. (2008): Non-representational Theory. Space. Politics. Affect

**Governmentality and health politics**

**MERETE MOE**

Even though sick-leave in Norwegian Early Childhood Education and Care institutions (ECECs) appears to be an increasing problem, there is little research on teachers’ experiences and opinions on health policies and health discourses. Based on many years of practice as an early childhood teacher and head, besides a review of relevant working-environment research, I chose dialogue as my approach to this issue, as relations seem to be the most important factor for wellbeing. The
foundation for this paper is my doctoral thesis (2014). Looking back after 20 years in the field as an early childhood teacher and institution head, my experience is that dialogic relations are important for quality in ECECs, institutions that should indeed be marked by openness and unpredictability, appreciating the presence of the here-and-now. I started out with fascination for the concept of long-term-healthiness, because the quality of ECECs relies on relations and presence of teachers. However, I soon became concerned with the complexity of health, and that we are governed by norms and expectations from society and ourselves, for example responsibility of one’s own health. Our welfare society are notwithstanding marked by comparing and chasing the lowest percent of sick leave absence. This way we risk squeezing out people with health problems. After a thorough review of the complex health concept, I turn to Gadamer’s health perspectives with emphasis on equilibrium, implying a constant searching for balance. The sick individual ‘falls out of things’, as Gadamer puts it, has already fallen out of their normal place of life. Furthermore, I explore the meaning of phronesis and kairos in what could be called threshold situations within Bakhtin’s dialogism. Power is the name of a complex strategic situation in society. Foucault analyzed historical development of public organizations and society. His concept governmentality aims to elucidate how people are created as subjects, looking at how they are governed by others and by themselves according to norms and expectations in organizations and society. Governmentality is about individualization as well as normalizing and makes the individuals act in specific ways. Moreover, Foucault’s governmentality and discursive comprehension opens for a more critical review of what is beyond health policies and health discourses. Language and discourses are created and work simultaneously at creating groups, also with bodily effects. The methodological approach was originally based on dialogical hermeneutics. I interviewed 16 teachers and heads in five different Norwegian ECECs, and the interviews are analysed thematically with dialogical analysis as a supplementary strategy. Crystallization through different theoretical and philosophical perspectives is emphasised in the discussions. Later my understanding is extended with posthuman and poststructuralist perspectives, and how different reading open up for new perspectives of subjectivity, time, agency and relationality beyond human control. Key words: early childhood teachers, health, threshold situations, governmentality, embodied discourses.

**Affective Educational Tourism: exploring the “Grand Tour” of the pupil body throughout changing school rhythms**

**Kia Wied**

The starting point for this paper is a Ph.D. project exploring new promising pupil centered management and reorganizing activities, where time-, space- and relational structural changes on the school is rethought. The purpose of the paper is to present a preliminary analysis of pupil becomings throughout a reorganizing process rebuilding the school day with new rhythms, activities and technologies. The paper is opened with a presentation of a postconstructionist and posthuman methodology for analyzing affective rhythms drawing on the framework of Henry Lefebvre’s ‘Rhythmmanalysis’. On this basis, the paper presents two different bites of preliminary analysis of the becoming of pupil bodies throughout their rhythmical and affective movements within the educational journey of a school reorganizing process.

**Paldanuis, Sam** (Örebro University, sam.paldanuis@oru.se)

**Sam Paldanuis** (Örebro University, sam.paldanuis@oru.se)

**Rasmus Kolby Rahbek** (FFV i Denmark, rkr@ffd.dk)

**Paula Kuusipalo** (University of Tampere, kuusipalo.paula.k@student.uta.fi)

**Eva-Marie Harlin** (Linköping University, eva-marie.harlin@liu.se)

**Inger Landström** (Umeå University, inger.landstrom@umu.se)

**Popular education - solidarity as didactics for equality?**

(symposium in English)

Abstract for symposia The purpose of the symposia is to discuss present knowledge of pedagogy and didactics in popular education or commonly known as courses at Nordic folk high schools. The present situation is that there is no overview on research about didactics in folk high schools. In order to move the research forward there is a need for identifying new research questions for the future. The paper presentations and discussions in this symposia will highlight similarities and differences between practices in Nordic folk high schools and thus contribute to a better overview of didactics in folk high schools.
At the heart of democracy. Building equality by a didactics of respect and solidarity.

SAM PALDAWUS

The idea of folk high school originated in Denmark by N.F.S. Grundtvig. In Swedish folk high schools adults participate to pursue a personal interest, professional training or get upper secondary grades. One of several purposes with Swedish folk highs schools is to try to strengthen peoples capability to be active participants in a democratic society. Thus, education in folk high schools is mostly goal oriented like many other forms of adult learning. Today the Sweden folk high schools, especially the general course for upper secondary grades experience an increasing amount of participants from a heterogeneous background. The new groups of participants put the teachers didactical skills to the test. The purpose of this paper is to examine and discuss a specific aspect of didactics in the folk high school classroom, namely, respect and solidarity. One of the interpersonal aspects that contribute to successful teaching in folk high schools is respect. Respect is fundamental in everyday human relations, but in the classroom, when framed by the conditions and objectives of the institution, respect takes on a special character. Previous research on the concept of respect shows that respect is essentially an act between a human and an object. Respect may be present when attention is given to the other and his or her doings, in gestures or vocal acts. Communication expressing trust and acknowledging an individual's capacity to interpret and respond displays respect. Disrespectful acts mean to ignore, actively or passively, slander, impair anyone or his or her actions. Previous research has also shown that teachers in the folk high schools often carry a sense of solidarity with their participants, a solidarity that is expressed in the didactics of what and how in the classrooms. Solidarity depicts unity and a feeling of unity among people that share the same interests, objectives and responsibilities. In the paper different forms of respect and solidarity from a teacher's perspective will be analyzed on how they manifest themselves in teaching in a folk high school classroom. Data for the analysis was collected with video in 2013 from two classrooms and supplemented with interviews with two teachers. The results show that in the classroom teacher didactical work with students is based on a dynamic communication including a variety of conversations like informative, supportive and regulating. The communication from student to teacher is mostly respectful. Some spontaneous ideas and acts may be disrespectful. One form of respect put to use by the teachers in the classroom is solidarity with the participants and their situation (in the educational system). The results are discussed in the context of previous research on how an attitude of solidarity, serves as both a goal and means in the classrooms. The paper is concluded with a discussion of potential problems with a didactic were aims and means flow together without clear borders, especially towards a goal of active participation in a democratic society.

Folk High School as a Learning Arena – Experiences on the Edge

PAULA KUUSIPALO

The purpose of my research is to study the conditions of social membership in the Finnish society. Furthermore, the aim is to investigate the policy issues concerning low-educated groups in the society of high educational level of the population. In this study the boundaries and conditions of Finnish society membership are explored through the experience of people who are seeking access to its membership after years of massive abuse of intoxicants. The data is collected through interviewing the participants of a special programme in a Folk High School. In this presentation I focus on the role of Liberal Adult Education in the process of gaining membership and especially the added value that the Folk High Schools could contribute to this. The presentation is based on empirical study of the students’ and my own experiences in the process of developing a special programme "rehabilitation by means of education" ("opinnollinen kuntoutus") in Finland. The programme was a joint venture of a residential Folk High School and a "halfway house" that specialised for rehabilitating ex-abusers of intoxicants. The educational programme took place in the residential setting of a Finnish Folk High School in co-operation and with help of the halfway house and its staff. In the following I shortly describe the programme and present the analysis of the experiences of the participants. The analysis focuses on the crucial elements of Folk High School practises that supported the membership process, sense of belonging, developing skills and building confidence of the participants. I will illustrate the strengths and limitations of adult education in enhancing participation of newcomers who seek full membership in the community. The study is linked to the disputes of adult education institutes considering the possibility of positive discrimination for certain groups of students that are confronted with the risk of marginalisation. I argue that special support is needed for enhancing the membership of the vulnerable groups in the society and that the role of liberal adult education in this process is
overlooked. The Folk High Schools could through creating alternative space and paths towards community membership serve the needs of those who are excluded from working life and other forms of social activities.

•

**Participation and indirect pedagogy – the case of the Danish folk high schools.**

RASMUS KOLBY RAHBK

The main aim of the Danish folk high schools is “life enlightenment, popular education and democratic education”, and unlike most other educational institutions, folk high schools have an extended freedom to decide what values, topics, teachers, means or approaches is needed in order to pursue the main aim. However, the folk high schools seem, to a large extend and despite this extended freedom, to have a common idea of the pedagogical practice as well as an underlying intent. The paper will examine the folk high school pedagogy and how this pedagogy becomes visible through the schools unique combination of teaching and fellowship. In doing so, it is the thesis that folk high school pedagogy is to be found in a matrix between the tradition of life enlightenment and general pedagogy. The paper will focus on the role of community and engagement in the folk high schools pedagogy, and how these concepts at the same time function as both a mean and aim for learning, and how they both are connected to the central aspect of participation as a focal point for the folk high schools. Building on N.F.S. Grundtvigs idea of a historic-poetic school, participation should be understood both as taking part in and being part of a community. As a school with no formal exams, tests, curriculum or competencies, the aspect of dannelse (bildung or liberal education) becomes central in the schools understanding of the main purpose and their role in society. Thus, dannelse is not primarily understood as a fixed notion of common knowledge, but rather connected to concepts as awareness, recognition, experience and action. However, these are often – as is the case with the main aim – not laid out explicitly for the students as a specific learning outcome, and often not even explained, but rather embedded in both teaching and social activities. Thus, the didactic of the folk high schools is not to be understood as a method but should rather be described as an indirect pedagogy. In relation, the paper will end up discussing how concepts such as participation, solidarity and community can be taught and to what extent this can be done within the framework of an indirect pedagogy. The data for this paper stems from a large project involving 2/3 of the Danish folk high schools and interviews, questionnaires, and discussions with more than 300 teachers and 700 students.

•

**Preliminary title: Teacher training for folk high school teachers. A didactical challenge?**

EVA-MARIE HARLIN

NERA 2016 Social Justice, Equality and Solidarity in Education

SYMPOSIA

Paradoxes of well-being in schools and daycares – between good intentions and actual practice

( symposium in English)

This symposium is located around the issue of well-being among children in schools and daycares. It is argued that and in contexts such as schools and kindergartens well-being among the children are constituted through a series of paradoxes connected to teachers’ practices and entanglements and the paradoxes that will be issued will be centered among four different themes and from different theoretical underpinnings. The papers emerge from different research projects and the presenters approach the theme by exploring various aspects of how certain strategies connected to producing well-being among children seem to create a series of paradoxes. The first paper examines how the Danish governments ambitions seem to clash with the teacher’s effort concerning pupil’s behavior, contact and well-being in schools. The paradox arise when the ambition of creating inclusion that takes its theoretical departure in a systemic and pedagogical perspective meets the individualistic approach to learning and performance management. The second paper examines how pedagogical practices contribute to form bullying among children in daycare institutions even though the pedagogical intentions seems to be the exact opposite. The third paper address a paradox of how teacher’s communicative codes leads them to handle problems of children’s well-being in counterproductive ways – through ventilation-practices. The paradox seems to be that even though the teacher’s ventilation-practices should open up a possibility of support and reflection it seems to open up endlessly frustrations and a lack of forward-looking solutions. The fourth paper takes point of departure in the Danish legislation saying that every Danish school must have an antibullying strategy. The paper analyze 50 antibullying strategies and address a paradox concerning that even though the schools ambition are to make the strategies suitable for concrete actions they end up with overall values or a set of rules.

Paradoxes between ambitions and practice connected to behaviour, contact and well-being in schools

BRIAN DEGN MÂRTENSSON

This paper examines how the Danish governments ambitions seem to clash with the teacher’s effort concerning pupil’s behavior, contact and well-being in schools. The paradox arise when the ambition of creating inclusion that takes its theoretical departure in a systemic and pedagogical perspective meets the individualistic approach to learning and performance management.

Teachers Ventilation-practices in schools

TRINE SKOV JENSEN

This paper address a paradox of how teacher’s communicative codes leads them to handle problems of children’s well-being in counterproductive ways – through ventilation-practices. The paradox seems to be that even though the teacher’s ventilation-practices should open up a possibility of support and reflection it seems to open up endlessly frustrations and a lack of forward-looking solutions.
When anti bullying strategies lose the strategic part
DITTE DALUM CHRISTOFFERSEN AND KIT STENDER PETERSEN

This paper takes point of departure in the Danish legislation saying that every Danish school must have an antibullying strategy. The paper analyze 50 antibullying strategies and address a paradox concerning that even though the schools ambition have to make the strategies suitable for concrete actions they end up with overall values or a set of rules.

FOSS, VIGDIS (ASSISTANT PROFESSOR, BERGEN UNIVERSITY COLLEGE, VIGDIS.FOSS@HIB.NO)
ELIN ERIKSEN ØDEGAARD (PROFESSOR, BERGEN UNIVERSITY COLLEGE, ELIN.ERIKSEN.ODEGAARD@HIB.NO)
SVEIN OLE SATAØEN (PROFESSOR, BERGEN UNIVERSITY COLLEGE, SVEIN.OLE.SATAOEN@HIB.NO)
MARIT ALVESTAD (PROFESSOR, UNIVERSITY OF STAVANGER, MARIT.ALVESTAD@UIS.NO)
HEGE FIMREITE (HEAD OF DEPARTMENT KINDERGARTEN TEACHER EDUCATION, SOGNADAL UNIVERSITY COLLEGE, HEGE.FIMREITE@HISF.NO)
INGER BENNY ESPEDAL TUNGLAND (UNIVERSITY-LEKTOR, UNIVERSITY OF STAVANGER, INGER.B.TUNGLAND@UIS.NO)

Reforming higher education – the new kindergarten teacher education programme in Norway
(symposium in English)
The theme for the symposium is key experiences gained from the reform of kindergarten teacher programme education in Norway. The reform was implemented in the academic year 2013-2014. The Department of Education appointed a research group to follow and evaluate developments in kindergarten teacher education in the light of NOKUT’s assessment and the specific institution’s follow-up plan. The work has been funded by the Department of Education, and the centre for education research at Bergen University College was given the administrative responsibility for the research group. The experiences reported here are to a large degree related to pedagogy and practice as the weight-bearing elements in the three-year education programme. The aim of the symposium is to present the findings of the national follow-up research; and in the light of these findings, to discuss the content and organization of pedagogy as a subject area (including practice) as a contributor to the development of professional practitioners in the kindergarten sector. The findings presented here are based on four projects carried out by a research group of 11 persons; the projects focused on how pedagogy as a subject and practical training in the new kindergarten teacher education programme are understood, carried out and experienced by the academic personnel and programme directors. The methods employed include document analysis of the curricula, reading lists and exams, as well as focus-group interviews with key actors in the institutions for teacher education. The aim of the symposium is to invite participants to enter into the dialogue and contribute to the further development of the follow-up research, as well as to support the teacher education institutions.

The new kindergarten teacher education programme in Norway – presentation of the study model and the background for the
SVEIN OLE SATAØEN, ELIN ERIKSEN ØDEGAARD

In this presentation, we will discuss the background for the ideas in the reform of kindergarten teacher education programmes in Norway. This includes a presentation of the programme model and of the organization of the three-year bachelor programme. Based on the findings of the national follow-up research project, we will highlight central challenges faced by the education institutions that had to implement a demanding goal-directed reform, while meeting short deadlines and working within the existing framework. Emphasis has been placed on pedagogy as a subject area and practical training aspects.

Pedagogy in the Norwegian kindergarten teacher education – paradoxes, challenges and possibilities
VIGDIS FOSS OG HEGE FIMREITE

The follow-up study on pedagogy in the new kindergarten teacher education has included focus-group interviews with the programme directors and academic staff at various education institutions in Norway. This presentation focuses on how the
directors and teacher trainers understand and perceive pedagogy and incorporate it into the new education programme. We will show that there are different and somewhat unclear descriptions and perceptions of this subject area. The practical organization of the model has received most attention in the institutions, rather than the content of pedagogy as a subject. It is not yet clear how the envisioned role of pedagogy as contributing to the unity, cohesion and progression in the programme can be achieved. We found little evidence of “danning” (Bildung, formation) as a traditional education subject in pedagogy, but it is clear that pedagogy is linked to professional issues and “that which is related to practice”; the latter is in accordance with the subject’s role as described in Forskrift om rammeplan for barnehagelærerutdanning (Regulations for the plan for kindergarten teacher education). The presentation will present paradoxes in the perception and role description of pedagogy within the regulative documents and between these documents and the initial experiences with the new education programme.

How are the reforms and pedagogy as a subject evident in the module plans

INGER BENNY ESPEDAL TUNGLAND, BENTE VATNE, MARIT ALVESTAD

The presentation will highlight key findings from the document analyses undertaken in the three sub-studies of the project that were described in the introduction. The first study has examined how pedagogy as a subject is described when it is to be integrated in and coordinated with other subjects in the two of the multidisciplinary fields of knowledge that constitute the new kindergarten teacher education. This study has analysed the curriculum for these two fields. The second study has analysed the reading lists for one of the central fields of knowledge (Children’s development, play and learning), in which pedagogy has a central place. The aim of this analysis has been to learn more about the types of literature that students are to work with in the programme, in order to see if there is evidence of a national canon (literature that is used in all of the kindergarten teacher education programmes in Norway), and to consider the degree to which the education institutions share a clear and consistent view of pedagogy as a subject. The third study has evaluated the ways in which exam tasks for the module Children’s development, play and learning have been formulated, in order to examine more closely how knowledge of pedagogy is to be used in the tasks. Viewed as a whole, the impressions gained from these studies is that the content and form of pedagogy as a subject has not yet taken shape following the new reform. Up to the present, the subject appears somewhat vague and unclear, and there are great variations between education institutions with regard to how it has been integrated into the new study model.

LAFTON, TOVE (ASSISTANT PROFESSOR, TOVE.LAFTON@HIOA.NO)
KARIN ELISE FAJERSON (ASSISTANT PROFESSOR, KARINELISE.FAJERSON@HIOA.NO)
TOVE LAFTON (ASSISTANT PROFESSOR, TOVE.LAFTON@HIOA.NO)
CECILIE OTTERSLAND MYHRE (ASSISTANT PROFESSOR, CECEILIE-OTTERSLAND.MYHRE@HIOA.NO)
HANNE BERIT MYRVOLD (ASSISTANT PROFESSOR, HANNE.MYRVOLD@HIOA.NO)
BUSHRA FATIMA SYED (ASSISTANT PROFESSOR, BUSHRA-FATIMA.SYED@HIOA.NO)

Rethinking equity in early childhood teacher education

(symposium in English)

This symposium is located around the concepts equality and equity in early years teacher education in Norway. Based on personal narratives about lecturing in early childhood teacher education, and a video session from a conference presentation, the concepts are discussed. What might these concepts look like in the learning processes of becoming an early childhood teacher? By examining our material through lenses of postcolonial, posthuman and new materialist theories, equity and equality is discussed in a non-hierarchical and non-dualist ontology. Both human, non-human and more-than-human matter are taken into consideration in the discussions. Our research can’t easily be framed in the understanding of findings and results. Instead we talk about sensibilities and possible implications for equity in both teaching and education. Our findings are highly relevant as a voice in the research done in the fields of education, summative assessment and development of the content in early years teacher education. The language of the presentation will be English, and the symposium consists of five short presentations and a dialogue with the discussant and the audience. References (from all the presenters); Barad, K. (2003) Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter, in Signs: Journal of Woman in Culture and Society. Vol. 28, No. 3, spring 2003, pp. 801-831. Barad, K. (2007) Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning. Durham and London: Duke University Press. Berg, Anne-Jorunn, Anne Britt Flømmen og Berit Gullikstad 2010. “Innledning:

### Becoming lecturer and becoming student – reconfiguring equality and equity in the classroom

**HANNE BERIT MYRVOLD**

DeLanda’s (2002) concept of flat ontology opens for resisting hierarchical positions of the concepts equality and equity. Exploring DeLanda’s ontology, and Deleuze’s cartography concept, I experiment with how an assemblage of different materials, stories, poems etc. might push the notion - critical thinking – in various and different directions. Connecting and inviting students in early childhood teacher education to explore a variety of with affective entanglements where the materials become diffractive apparatus for the researcher (Barad, 2003, 2007), I explore the becoming of me as a lecturer/researcher and the students becoming of critical thinkers according to the concepts of equality and equity.

### A nomadic researcher’s re-configuring of diversity and equity.

**KARIN ELISE FAJERSSON**

As a lecturer and a nomadic researcher (Deleuze & Guattari, 1987) I am studying what the students in early childhood teacher education bring with them of materials (stories, photos, objects) and reflections to our shared space in the classroom. The students have done a minor field-work in kindergartens and their task have been to elaborate around the concept diversity. My project is to present and experience with racialisation as performative assemblages (Butler; Deleuze), encouraging the students to lookout for normalized and different values, ideas, stories and practices.

### Entangling classrooms becoming(s) through/in/with matter and meaning.

**CECILIE OTTERSLAND MYHRE**

By challenging dominant learning discourses like cognitive, social constructive and sociocultural theories in Norwegian early childhood teacher education, my research is examining and troubling the body/mind divide in classroom learning. Inspired by new materialism (Barad) I attempt to disturb the entangling encounters between human and non-human actants; organisms, matter, theories and objects in the classroom (Latour, 1999). As a researcher I invite the students to bring with them materials encountered to learning and meaning making. When introducing reconfiguring equality and non-human ‘actants’ (Latour, 1999) something else might happen. Introducing the researcher’s thinkfeel positions might create a bodymind learning to become (Massumi, 2008).

### A multiple Muslim lecturer’s narrations from an early childhood education classroom

**BUSHRA FATIMA SYED**

The Norwegian academic higher education institution in early years represents mostly white ethnic Norwegian. Being one of the first minority woman with Muslims background in higher education one might “represent” a minority position. This presentation will focus on an intraaction and entanglement (Barad, 2007) where students and a lecturer are discussing the lecturer’s multiplicities. My ethnic/multiple/nomadic positioning’s as a lecturer might trigger and affect majority/minority students. How does the shawl as a symbolic material encounter, affect students learning perspectives? Eventizing and encountering with the shawl(s) in different ways will be come my theirs data material. My research is located in new-material thinking (Barad) and intersectionality (Berg m.fl. 2010) as something fluid and always shifting concept (Deleuze & Guattari).
Evaluation as a tool in education – what questions can be put forth?  

TOVE LAFTON

What questions can be asked in processes of evaluation if teaching is not about reaching consensus about what is “good” and “bad”, “right” and “wrong” in early years practices, but rather about making new different perspectives visible? An ongoing provocation of difference requires different approaches to lecturing performances. In this presentation the event of lecturing is not defined by the event itself, but rather about what social forces in, between and around the participants the event is activating. With ANT as a methodological sensibility (Latour 2006, Fenwick and Edwards 2010) traces of actions and new becoming are discussed in relation to equity. Looking at teaching practices as arenas of possible forces of action awakened by the event, this discussion contribute to new perspectives about how teaching as a part of students empowerment processes can be understood. This also raises other possible questions to put forth in our evaluation processes of teaching and learning.

LÅNGMANN, ELISABET (SÖDERTÖRN UNIVERSITY, SWEDEN, ELISABET.LÅNGMANN@SH.SE)  
CARL ANDERS SÅFSTRÖM (SÖDERTÖRN UNIVERSITY, SWEDEN, CARL.ANDERS.SÅFSTRÖM@SH.SE)

Reinventing the Public School: Making Claims to Publicity in the Name of Social Justice, Equality and Solidarity  
(symposium in English)

In this symposium we seek to bring a comparative perspective to our guiding theme – the public role of the teacher – considering points of common concern and contextual divergence together with colleagues from three Nordic countries: Sweden, Norway, and Denmark. Structures for teacher practices as well as the specificity of schooling vary in the Nordic countries and are defined by quite specific histories and socio-political contexts. At the same time, the public role of the teacher appears to hold an appeal across national borders. Thus, to facilitate our conversation and create a common ground – thereby helping us to avoid being swamped in contextual comparisons – we will approach our topic initially from the fundamental level and address the ideals presented in the phrase, “the teacher in public”, and the questions they present. What can this phrase mean for us today? What ideas about teaching and the teacher are presupposed (or sought) and how might we understand the public character and function of teaching? What forms of teacher preparation are required for advancing these ideals? In what way does art, voice, commitment, aesthetic experience, exemplification, and seduction inform our understanding of those forms? The specificity of the Swedish, Norwegian and Danish contexts calls upon us to attend particularly closely to the status of the term “public” in our guiding theme. The idea of the teacher as a public figure serving a public project has been well established in Nordic states for some time, but the term “public” no longer holds the same value as it did a decade ago. Thus, in this context, a new conception of the public role of the teacher is required and our discussion will move from the initial approach, which seeks common theoretical ground, to a more contextually specific questioning and comparative analysis of the art and aesthetics of teaching. With this invitation the symposium intends to give pedagogical and philosophical reflections on voice, commitment, aesthetic experience, exemplification, and seduction a prominent place in our discussion of the public role of the teacher.

EDUCATIONAL CHANGE AND TEACHER COMMITMENT  

CARL ANDERS SÅFSTRÖM

A fundamental premise for education generally is that through education not only individual life circumstances can change – but also society as a whole can change for better. What education proper is about though, I suggest in this paper, is not hope but a profound commitment to emancipation and change. “Hope for change”, as will be argued, are rather than becoming a force for change introducing a severe limitation on education. By exploring a “commitment to change” in the following then as inherently educational and as a central function of teaching, the analysis and argument will place the teacher in the centre of such commitment: “the teacher in public”. As theoretical/methodological resources I will mainly draw on the works of Jacques Rancière, Paulo Freire and Zygmunt Bauman in order to intervene into discourses on educational change as they are framed by liberal politics and philosophy. This paper thereby contribute to a largely Nordic/European discussion on the role and function of educational change in the current state of affairs.
No longer and not yet: Teaching values beyond the private/public distinction

LOVISAL BERGDAHL & ELISABET LANGMANN

In a time of cultural pluralism and legitimation crisis (Habermas), there is an increasing uncertainty among teachers in Sweden regarding with what right they are fostering others’ children. What does it mean to teach “common” values and virtues to the coming generation? How do I find legitimacy and authority for this endeavour, not as a family member or as a politician, but as a teacher? To respond to this uncertainty, the paper takes the public/private distinction as a starting-point for rethinking the place of the school. Drawing on the work of Arendt, Irigaray and Cavarero it argues that the school is an in-between place, no longer private and not yet public: a place that transforms values and virtues into “common goods” and turns fostering into a teaching matter. The overall purpose of the paper is to sketch out the consequences of this “in-betweenness” for what it means to find ones voice as a teacher in fostering the coming generation. In the first section, we put the Greek distinction between the public and private in tension with today’s neoliberal distinctions (Arendt; Elshtain), and we argue that the school must suspend both family (the private) and society (the public) in order to present previous generations’ values and virtues as something worth studying, being engaged in, and, hence, as a “common good” to renew. In the second section, we read the private/public distinction through the lens of feminist philosophy (Irigaray, Cavarero), arguing that speaking and finding one’s voice as a teacher is never a neutral endeavour and that the private/public distinction has masculine and feminine trajectories. Thus, the language teachers use in order to present the world to the students is a gendered language that opens up different possibilities for thinking about and relating to the world anew. In the final section we explore the consequences of reimagining the school as an in-between place, by asking what it means to speak publicly as a teacher in fostering the coming generation.

Representing a public that does not exist: Teaching by examples

MORTEN TIMMERMANN KORSGAARD

In her seminal essay Hannah Arendt presents teachers with the challenge of having to represent a world that is becoming out of joint. This means that the teacher stands as a representative of a world that is becoming increasingly inexplicable and incomprehensible, and the only way of retaining any form of authority (and legitimacy as teacher) is to remain loyal to the task of presenting this world to the child. This challenge presents itself acutely in the form of a global reform agenda that legitimizes standardisation and accountability while eroding the authority and function of the teacher. Confronted by this teachers and educationalists in Denmark have chosen different paths. One current returns to nationalistic and traditional educational ideals, and another accepts the global agenda and attempts to find a new form of legitimacy within the ‘what works’ framework. This paper will attempt to outline a third way that does not retreat into nostalgia nor caves in to policy pressure. Through the metaphor of teaching as standing as a representative of the world, and a pedagogy of exemplification an alternative form of legitimisation of teaching is formulated. This way deals with a radical form of making things and the future public in the sense of setting it free to be reinvented and re-determined by the coming generation by the aid of a pedagogy of exemplification and a teacher that accepts responsibility for creating a new public for a new generation.

Taking place – making sense: The experimenting public teacher

LISELOTT MARIETT OLSSON

“How to give brain and body to the multiple pack that we already are or are becoming: how, in other words, are we to make sensible (auditory, visually and affectively) the time before “I think” and “We think” that we cannot plan, control or know, but simply experiment with, which is the “time of the city” and nothing else?” (Rajchman, 2010, p. 39) The sensible and uncontrollable ‘time of the city’ designs a public space where contemporary political governing and medial ‘publication’ of teachers as individually responsible for, not only school failure/success, but also for failure/success of the past, present and future of the entire society, has no place. Turning to neo material, feminist material and aesthetic theories as well as artistic site-specific research, we explore in this presentation the potential of reinventing the ideological and political public space and the teacher as a public figure through experimentation with the actual and material place inside as well as outside educational milieus. Reference: Rajchman, J. (2010) Perceptions of the city. In Helena Mattsson & Sven-Olov Wallenstein (eds.) Deleuze och mangfoldens veck (Deleuze and the fold of multiplicity), Stockholm: Axl Books.
School for seduction?
HERNER SAEVEROT

Seduction's number one goal is to spark an interest with the other party, which is an important factor in teaching, but is not seduction a form of manipulation? In many cases, yes. History provides us with numerous examples of this. For example, look at how Joseph Goebbel's thought and acted when he was a minister of propaganda for the Nazis. Goebbel's endeavours' did not just include terror, threats and violence, but also brainwashing, mind control and mass suggestion. In a more pedagogic perspective, we can imagine a different kind of seduction without manipulation. To achieve this, the teacher must be very careful to not lead his or her students into a different place than the one they are currently in. The reason being that the teacher risks depriving the students of their freedom. Rather than seducing the students into a new place, it would be more just to seduce and encourage the students to look into a new and different world, but not necessarily to take the leap into that place and put everything else behind. The new world presented to the students should function as a sort of base for consideration, meaning that the students are given something new so that they have something to compare their current point of view with. By way of the new place it might be possible for the students to consider whether the way they think and act is satisfactory or not. In any case the most important factor in the pedagogic seduction is that the choice must always be on the receivers end, as this will ensure that freedom is not suppressed. Beyond this theoretical perspective, I will present some empirical findings from different classroom observations, showing three different ways that pedagogic seduction is used in relation to middle school art lessons in Norway.

- Beautiful teaching: Aesthetic experience as foundational for educational axiology

STIG SKOV MORTENSEN

The public role of and respect for the teacher in Denmark is currently challenged by a dismissal of experiences often with reference to being nothing more than private “synsninger” (~feelings) with no general relevance. In my presentation I will counter this position by applying philosophical aesthetics to qualify the educational axiology through what could be called ‘the pedagogical experiences of beauty’. These exist when the teacher is experiencing a deeper sense of meaningfulness or; a central educational value. This can, by applying thoughts from Kant (Urteilskraft), Schiller (aesthetic freedom), and especially the Danish philosopher Dorthe Jørgensen (beautiful thinking), be seen as a strong foundation for including experiences as a knowledge category with certain general legitimacies, and thereby reinstating the teacher as central when discussing pedagogical values and purpose in particular, as well as the educational axiology in general.

OTTERSTAD, ANN MERETE (OSLO AND AKERSHUS UNIVERSITY COLLEGE OF APPLIED SCIENCES, NORWAY, ANN.OTTERSTAD@HIOA.NO)
JAYNE OSGOOD (MIDDLESEX UNIVERSITY, CENTRE FOR EDUCATION RESEARCH AND SCHOLARSHIP (CERS), LONDON, ENGLAND, J.OSGOOD@MDX.AC.UK)
MAYBRITT JENSEN (OSLO AND AKERSHUS UNIVERSITY COLLEGE OF APPLIED SCIENCES, NORWAY, MAYBRITT.JENSEN@HIOA.NO)
ANN-HEGE L. WATERHOUSE (OSLO AND AKERSHUS UNIVERSITY COLLEGE OF APPLIED SCIENCES, NORWAY, ANHHEGELORVIK.WATERHOUSE@HIOA.NO)
CAMILLA ANDERSEN (HEDMARK UNIVERSITY COLLEGE, NORWAY, CAMILLA.ANDERSEN@HIHM.NO)
ANN MERETE OTTERSTAD (OSLO AND AKERSHUS UNIVERSITY COLLEGE OF APPLIED SCIENCES, NORWAY, ANN.OTTERSTAD@HIOA.NO)

Reconfiguring early childhood solidarity/ies through research performances

(symposium in English)

Reconfiguring early childhood solidarity/ies through research performances This symposium is presented as a series of performances comprising three intra-active passages. Each is entangled with the next to create space for artistic moments where solidarity in ECEC becomes reconfigured. It is therefore challenging to fit neatly into the submission requirements for NERA. It is impossible to delineate and distinguish between the three passages and separate them into single abstracts. Rather, we would hope that this overarching abstract offers a number of inter/intra-related ‘cabinets’. Feminist new materialist theorizing is emerging as a force within early childhood studies internationally, with the aim of undoing the dominance of constructivist worldviews to address the paradox of holding onto fundamentally humanistic, “child-centered” practices whilst seeking to offer fresh understandings (Meyers,
Rural Youth, Education, Identities and Place in Nordic contexts

(symposium in English)

In this symposium Nordic research will be presented and discussed in order to create deepened understandings addressing the education and social situation and interactions of young people in rural contexts. This is important, not the least because there are few studies researching rural youth. It is often assumed that rural youth experience less severe problems with various kinds of social and economic deprivation and exclusion than do urban youth. However, recent research from both Eastern and Northern Europe shows that young people from outside metropolitan regions more often express a lack of involvement in society and a lack of confidence in governments and political institutions than anticipated. In particular little is known about rural youth, education, identities and place in Nordic contexts. The symposium will therefore aim to develop an understanding of Nordic rural youth and their relationship to education and society by focusing especially on these communities. It will include researchers from three Nordic countries whose work has addressed rural primary and secondary schools. With rural youth and a critical perspective as a common theme, the papers will cover a broad spectrum of issues dealing with centrum–periphery perspectives on education and identities in Finland, Iceland and Sweden. The first paper explores how the attitudes and perspectives of Icelandic immigrant students develop through their relations with rural schools, school personnel and communities. The second paper focuses on aspects on location and rural–urban differences in the experiences of non-heterosexual and trans youth in Finland. The third paper discusses the local and the global as a resource in a new school model for rural youth in Iceland. The fourth paper explores the experiences of agency in relation to study and career choices.
Immigrant students in rural areas of Iceland: attitudes and perspectives.

Anna Katarzyna Woźniczka, Hafdis Gudjónsdóttir

The growth of immigration to Iceland in the past two decades has led to increased diversity in Icelandic schools (Ragnarsdóttir, 2010). Immigrant students and their families in rural areas have fewer opportunities for assistance in learning their mother tongue and Icelandic as a second language in and outside school (Félagsmálarðuneytið, 2006). School is considered one of key spaces where cultural hybridity, multiculturalism and other forces of change meet a certain resistance (Dyre, 2001). There is a lack of research with rural children and youth in Iceland, and in particular with immigrant students. At the same time, it has been argued that while researching students’ lives it is important to consider local socio-demographic conditions (Andersen & Sand, 2011; Theobald & Herley, 2009). The purpose of this study is to explore how the attitudes and perspectives of immigrant students develop through their relations with rural schools, school personnel and communities in light of the factors above? The aim is to find ways in which rural schools and communities understand and work for inclusion and empowerment of immigrant students. The research question is: How do rural schools and communities influence attitudes and perspectives of immigrant children and youth? The paper discusses two case studies in different rural areas. Qualitative data was collected through semi-structured interviews and field observations. The theoretical framework builds on the ideas of inclusion and critical pedagogy that emphasizes the importance of human intervention in transforming education and empowering students (Ainscow, 2005; Freire, 2005). Moreover, concepts of school habitus, community habitus and agency enacted in the context of particular social spaces are used as a critical lens in data analysis (Corbett, 2007).

Rural and urban experiences of non-heterosexual and trans youth on career choice and education

Jukka Lehtonen

Many young people plan their educational and career choices, and they might find difficult to choose the right path for themselves. These are also true with non-heterosexual and trans youth, but some of them feel marginalised based on the gender identification or sexual orientation. In the presentation I will focus on the aspects of location and rural-urban differences in the experiences of non-heterosexual and trans youth. There is little research done in this area in Finland. I will focus on non-heterosexual and trans youth stories on their career choices and their experiences in heteronormative educational institutions, also in relation to expression of their gender and sexuality. I will analyse, what kind of meanings are given to location, gender identification, sexual orientation and gender. The survey and stories reveal that trans youth experience their situation in many contexts more challenging than non-heterosexual youth. There are also gendered differences between non-heterosexual women and men, as well as between transfeminine and transmasculine respondents. But there are also various differences (and similarities) between young people living in rural and urban settings.
In the presentation will be analysed the responses and stories of non-heterosexual and trans youth. The data is a survey produced in 2013 by the Finnish LGBTI human rights organization Seta and the Finnish Youth Research Network. I was involved with the survey as part of my on-going research project on LGBT youth work and non-heterosexual and transgender young people’s agency and transitions. My project is part of a larger South African – Finnish collaboration research project “Engaging South African and Finnish youth towards new traditions of non-violence, equality and social wellbeing” and another Academy of Finland funded project “Social and Economic Sustainability of Future Worklife: Policies, Equalities and Intersectionalities in Finland (WEALL)”. The survey data I use in this article consists of 1861 responses, out of which 994 were non-heterosexual women, 380 non-heterosexual men, 404 transmasculine respondents and 83 transfeminine respondents. I will describe differences and similarities between these groups of respondents in relation to their experiences of education and career choice from the point of view of their location and area (rural-urban). All respondents are under 30 years old and from around the country of Finland. I will analyse the data intersectionally based on location, sexual orientation, gender identity and the presumed gender at birth.

The local and the global as a resource in a new school model for rural youth in Iceland

THURÍDUR JÖHANNSDÓTTIR

I will present a case study of an upper secondary school in a sparsely populated community in North Iceland. Founded in 2010 it serves a community consisting of three towns with a population of altogether ca 4000 inhabitants, students are around 250 each year, thereof around 50-70 distance students. Use of computers, the cultural tool of our times, is central in the organisation and daily practice in the school.

National laws in 2008 followed by a new curriculum created possibilities for schools in designing the content and set up of their curriculum differently. This was a challenge for rethinking the organisation of teaching and learning and develop a model based on a vision of education for empowering people and community. In only five years the school has been established as an important educational institution in the community and enhanced educational opportunities for young people as well as giving some grown up a second chance. I will draw attention to the way in which the local and the global are interwoven into the curriculum as both aspects are perceived to be an important part of education for today’s rural youth.

An interesting feature is collaboration with small enterprises, associations and cultural institutions that contribute to teaching and learning in the school in various ways. A course in entrepreneurship is taught in cooperation with several local entrepreneur companies related to the fishing industry as well as in culture and tourism. A programme of outdoor activities, where the natural environment both summer and winter is used as a resource for adventurous learning, is supported by local sport clubs, rescue teams, and winter sport enterprises. As for the global emphasis the school has participated in European student exchange programmes and now participate in Nordic projects where both students and teachers get the opportunity to visit schools in other countries as part of their learning experience.

The research questions are:

1. In which way has participation in international projects empowered both students and teachers?

Data is built on ethnographic fieldwork in 2013-2015, where I observed the school and interviewed students and teachers as well as people in the enterprises and societies that have contributed to the school curriculum and general public in the district. My theoretical approach is cultural-historical activity theory based on Vygotsky’s theories where the unit of analysis is the dialectical interaction of individuals and their educational settings and secondly the interaction of the school and the community. Within that tradition Yamazumi’s (2010) concept hybrid education will be used for shedding light on education based on collaboration between contributors to curriculum both inside and outside the school where “participating organizations and actors can gain the ability to share and expand new endeavours in educational work” (p. 134)

Where to go and what to do? Young people’s arguments about career choices in Swedish rural contexts.

MONICA JOHANSSON, PER-ÅKE ROSVALL, MARIA RÖNNLUND

Recent research from Eastern and Nordic countries shows that young people from outside metropolitan regions more often experience social exclusion than do urban youth. In addition they more often express a lack of confidence in government and political institutions and a lack of involvement in society in general. However, there are as yet very few studies that focus on rural youth issues related to education, participation and agency. Drawing on ethnographic fieldwork in secondary schools in six different rural areas in Sweden, this paper attempts to make a contribution. It focuses on young people and their experiences of agency. In particular it analyses students’ thoughts on transitions from compulsory school to upper secondary school. The principle aim is to problematize the meaning of place for agency when it comes to study and career choices.

The six municipalities which form the empirical basis for the study were selected in order to obtain a variation in terms of the number of and composition of inhabitants, the geographic locality, distances to other cities, and the local labor market. Fieldwork was conducted in one secondary school in each rural area, which means that the data consist of observations and interviews from in total six schools. In each school observations of everyday school work were conducted in one school class during five weeks. Approximately 100 students have also been interviewed.

The analysis was mainly inductive and aimed to identify themes in students’ statements about their study and career choices. Drawing on Doreen Massey and her conceptualizing of space as social relations, class and gender were taken as important perspectives. Massey’s theoretical thinking on space also brought wider contexts into the analysis, such as relations which stretch beyond the local place, such as the global and regional as part of what constitutes the local: the outside as part of the inside. The paper presents the identified themes and discusses the results in relation to participation, agency and place in a wider sense.

What is the importance of the difference in grades between rural and urban students at end of compulsory education?

PÓRLÁKUR AXEL JÓNSSON

For decades the Education Testing Institute Iceland has described advantageous educational results in the densely populated capital area compared to more sparsely populated areas outside the capital. Thus, grades on standardized national tests at the end of compulsory school are considerably higher in the capital area than in smaller towns are rural areas. Furthermore, the results of the PISA study have been interpreted as revealing faster declining performance in rural areas than in the capital area. It has been concluded on the basis of the PISA study that the social background of students has miniscule impact upon their academic achievement at the end of compulsory education. Such information retrieved from register data, has reinforced the orthodox in public debate that residential patters are more important for academic achievement than social status. Is this a valid standpoint? In this study information on student's grades on standardized tests in Icelandic and mathematics in the spring of 2006 are linked to social status of students and their views to learning. The variable on social status and views towards learning are obtained from the the PISA study 2006. Regression analysis shows that residence as such has limited explanatory value for academic achievement. This brings up how we deal with the inherited “deprived rural schooling” debate as part of classed society instead of the stereotypes of youth in fit and unfit schools.

LINDBERG, VIVECA (KARLSTAD UNIVERSITY, VIVECA.LINDBERG@KAU.SE)
HECTOR PÉREZ PRIETO (KARLSTAD UNIVERSITY, HECTOR.PEREZ@KAU.SE)
HÅKAN LÖFGREN (LINKÖPING UNIVERSITY, HAKAN.LOFGREN@LIU.SE)
RAGNHILD LÖFGREN (LINKÖPING UNIVERSITY, RAGNHILD.LOFGREN@LIU.SE)
MARIE TANNER (KARLSTAD UNIVERSITY, MARIE.TANNER@KAU.SE)

Students as actors in the Swedish assessment system

(symposium in English)

This symposium is related to the project Pupils stories about grades - a study of pupils’ experiences of getting grades and of conducting national tests in grade six, funded by the Swedish Research council.
For this symposium, we present four contributions, of which two are related to students’ stories about grading, and two to national testing. The purpose of the symposium is to present preliminary findings related to issues of pupils’ feelings, identity and agency on the one hand, and what their stories indicate in relation to issues of equity on the other. Data for the projects are based on interviews with pupils and on video-recordings. Both types of data have been utilised for the contributions to this symposium. In three of the contributions, the main focus is on aspects of pupils’ identities and agency as they appear in the stories produced during the interviews or in video-recordings and further what these can tell about pupils as actors in an assessment system – not only as individuals being assessed. The fourth contribution focuses on ethical issues that can be identified in pupils’ narratives about national tests and discusses them as an aspect produced by the Swedish assessment system. The symposium contributes to the few Nordic studies there are that address students’ perspectives on assessment in school and further relates them to ethical issues.

**Students’ stories about their feelings of getting grades in school year 6 – a matter of ‘high-stakes’?**

RAGNHILD LÖFGREN, HÅKAN LÖFGREN & VIVECA LINDBERG

This paper investigates Swedish students’ experiences of getting grades, and explores how their identities as students take shape in stories emerging during interviews. Recently, grades were introduced in Swedish schools already from year 6 instead of year 8, as it had been since 1980. However, little is known about the personal meaning of grades concerning their importance in students’ life, especially the feelings and understandings that students hold about grades, for their present as well as for their future. A main function of grades is to select students into higher levels in the educational system, but they are also assumed to motivate students to work harder and to provide information about their results in relation to learning outcomes. Previous studies have shown that grades in early years contribute to stable perceptions of students’ selves over time as well as to pessimism in terms of possible changes. The latter especially relates to low-achieving students (Kasanen & Räty, 2002; Kärkkäinen, 2008). Often, issues of ‘high-stakes’ deal with questions of tests and grades as objective gatekeepers for students’ future possibilities to education. However, in this paper, we consider “high stake” as a subjective matter linked to students’ feelings and future dreams. The overall aim of the paper is to problematize ‘high-stakes’ as a matter of objectivity by stressing students’ subjective feelings in their stories about grades and grading. Our research questions are: How do the students talk about the possibilities to influence their grades now and in future? What feelings take shape in the students’ stories about their experiences of grades? Students in year 6 from eleven schools in five municipalities, representing varying socio-economic pre-conditions, were interviewed. The selection was made for obtaining a variety of student-experiences. In total 80 interviews with 195 students were conducted. The students were interviewed in groups of 2-5 students focusing on their experiences and feelings of grades. The interviews were transcribed and narrative analyses of students’ stories were conducted. In the interviews, we found expressions of grades in school year 6 as both ‘high stakes’ and ‘low stakes’. Expression of grades as high-stakes are for example students who said they felt pressure and considered the grades important for their possibilities to get a job in the future. Examples of grades as low-stakes are students expressing more relaxed feelings and talked about a limited value of grades in school-year 6 for their future plans. Several studies indicate that younger students seem to see grades as labels that are hard to change. Such findings contribute to a picture of grades in year 6 as both ‘high stakes’ in a kind of objective sense. However, this study indicates that not all students experience grades ‘high-stakes’ in relation to their feelings and future dreams. Many of the students in this study talk about future in terms of possibilities to change their grades or experience that grades and grading in year 6 are not yet an important issue. To them the grades might become ‘high-stakes’ later on – or not.

**Exploring positions given to parents and claims of agency in student’s stories about grades**

HÅKAN LÖFGREN & RAGNHILD LÖFGREN

This paper draws on data collected in a wider study of national testing and grading policies for school year six that were introduced in Sweden 2012. The research project focuses specifically on elementary students’ experiences of receiving grades and taking the national tests. In this paper we direct the interest towards the positions given to parents in the student’s stories about talking about grades with their parents. The purpose of the paper is to explore how ‘territories of agency’ take shape in student’s stories in relation to discursive narratives of performative pressure within global and national education systems. The now stronger focus on grades in Sweden is considered a part of the delivery chain - stressing learning outcomes as the
main issue for everyone involved in education – reaching from global actors such as the Organisation for Economic Cooperation and Development (OECD) to the individual students (Ball, et al. 2012). The performative pressure on schools, teachers, and students aiming to improve results and schools’ ranking positions affects the local actor’s actions and identities. As subjects to policy their agency is limited but in their stories student’s make claims of having some degree of freedom to act. These ‘claims of territories of agency’ are understood as expressed through narrative performances of individual and collective identities in student’s stories about experiences of talking about grades with parents. This narrative approach lets us focus on the links between how students position themselves related to their parents and vis-a-vis discourses of performativity (Ball, 1997) in their stories and through their storytelling (Bamberg, 1997). Students from eleven different schools in five different municipalities were interviewed with the purpose of obtaining a great variety of student experiences. In total we have conducted 80 interviews with 195 students and some of them have been interviewed twice. Students were interviewed in groups (n= 2-5). The analysis in this paper is based on what students told us about their experiences of talking to parents about grades. In a thematic analysis we found three different themes regarding how the students described their parent’s attitudes towards grades and the student’s efforts related to grades. The first theme is about parents that do not talk about grades with their children. The second is about parents that put pressure on their children to get good grades often without engaging - or knowing how to engage - in how this is done. The third theme is about parents that focus on their children’s wellbeing by putting the grades in different perspectives – e.g. by downplay the importance of grades or emphasize the importance of having one’s own agenda. In this paper we further investigate how the positions are given to parents in the “story-world” (Bamberg, 1997) and how the students position themselves as students when telling the stories. Preliminary results suggest that students ‘claim territories of agency’ for themselves by positioning their parents in different ways in the story-worlds.

*Students arguing against doing the national test – a matter of resistance?*

**MARIE TANNER & HÉCTOR PÉREZ PRIETO**

This study is part of a larger project about ongoing changes in Swedish educational policies concerning national tests and new grades in year 6, and how these changes gets interpreted and enacted from the students’ perspective. It is based on ethnographic fieldwork in two year 6 classrooms during one year, and in this presentation we focus on a specific event concerning students’ resistance that occurred during fieldwork as the national tests in subjects Science and Social Sciences were made optional for the headmaster on each school to decide upon doing. It was decided that this school, as the only one in the community, was going to conduct the tests as planned, something the students found very unfair and that resulted in a meeting with the headmaster. The aim of this study is to explore to what extent and how this example of articulated opposition from students about doing national tests could be understood as doing resistance in policy. Departing from the theoretical concept of policy enactment (Ball, Maguire & Braun, 2012; Singh, Heimans & Glasswell, 2014), we see policy as being made by actors on all levels in the educational system, which also includes teachers and students. Previous studies show how students as policy actors to a large extent align with expectations of the ideal student being responsible for making an effort in school-work and for displaying their knowledge to make it assessable (Tanner & Pérez Prieto, 2014). Resistance on the other hand, is often hard both to detect and to investigate in our data, as well as in other ethnographic policy studies (c.f. Ball et al, 2012). From the perspective of policy enactment, where students are seen not only as passive subjects to policy but also as actors contributing to the doing of policy, it is important to also try to understand examples of resistance to practices (Ball & Olmedo, 2013) from the actors’ perspective. Two different groups of students in the same school has been followed during school year six, documented in video recordings from classroom interaction and eight video recorded group interviews focusing on the students’ experiences of getting grades and doing national tests. Using Conversation Analysis as a methodological approach (Sidnell & Stivers, 2013), we analyze how they cooperate in building their argumentation against doing the test. The arguments against the headmaster’s decision are to a large extent shown to be formulated within the system itself, and orients to a two-faced ideal of the independent student able to make independent arguments but also takes on responsibility within current discourses of learning effectiveness. Thus, also in their opposition the students appear as competent players who can read and act within the system. The results contribute to further discussions about the terms for participation in changing policies from the students’ perspectives; something we find is of high relevance to Nordic educational research.
Ethical issues identified in students’ stories related national tests in Sweden

VIVECA LINDBERG

However, consequences of choices and decisions related to both policy and practice of educational assessment and equity have an impact on children beyond tests and test-situations. Atjonen (2007) and Elwood (2013) therefore “position these concerns about the impact of educational assessment /.../as a matter of ethics” (Elwood 2013:205-206) The issue of this paper is to explore examples and indications of the varying ethical issues that students in grade 6 express in their stories about national tests and the practices surrounding them in the schools included in the study. The themes identified will be related to Nordic studies representing children’s experiences of assessment as well as to ethical issues on educational assessment emphasized by Atjonen and Elwood.

VAAHTERA, TOUKO (UNIVERSITY OF HELSINKI, ELINA.VAAHTERA@HELSINKI.FI)
SIRPA LAPPALAINEN (UNIVERSITY OF HELSINKI, SIRPA.LAPPALAINEN@HELSINKI.FI)
ANNA-MAJAA NIELI (UNIVERSITY OF HELSINKI, ANNA-MAJAA.NIELI@HELSINKI.FI)

Troubling Educational Cultures in the Nordic Countries

(symposium in English)

Education aims at generating skills and abilities and simultaneously consolidates particular ideals and norms. The symposium explores how this twofold character of education works in the Nordic countries, which often appear to exemplify equality and social justice. Our aim is to trouble the Nordic educational ideals and explore in detail the cultural practices, which emerge from the Nordic educational spheres. The papers of the symposium address the following questions: What kind of subjectivities emerge from the educational cultures of the Nordic countries? How do bodies both manifest and resist cultural norms? The symposium develops the concept of ‘troubling.’ Here we follow Deborah Youdell’s notion on School trouble that schools are crucial sites of counter politics and researchers and educators should be trouble makers and contests the normative assumptions that frame for example of notions of gender, sexuality, ethnicity, ability, learning and behavior in the context of education. By troubling we also mean a methodology that aims to question ideas that are typically accepted or considered as self-evident: research that both disturbs and upsets the reader and opens up the new and surprising interpretations of everyday practices. Troubling as a methodology also aims to question the distinction troubled/normal.

Troubling embodied pedagogy in science education

LIV KONDRUP KRISTENSEN (AALBORG UNIVERSITY) & KATHRIN OTREL-CASS (AALBORG)

There is an emerging educational policy pattern in Denmark, to encourage teachers to infuse movement into their everyday classroom activities. Including physical activity cross-curricular is assumed to contribute to overall health in children and young people, as well as support motivation and learning in all subjects. We intend to challenge and trouble this position by examining an example of students conducting a physics experiment that included tasks of physical performance. The trend of more movement in schools is the result of two concurrent developments: On the one hand, health is of great political interest to educational policy makers because of increasing obesity in the general population, including children and young people and how this impacts on society. On the other hand, there is research that connects increased physical activity with better academic performance. As a result physical activity, exercise, and active play is mandatory in Denmark in young’s people’s school curriculum since 2014. The school reform of 2014 calls for 45 minutes of daily exercise and movement across all grades. Although movement is generally not classified as physical activity, it can be defined as using different learning styles including sensory and embodied styles in class.

The research that links learning and physical activity correlates typically the intensity, duration, and frequency of physically active episodes with measurable learning outcomes. What this research neglects is that movement and bodily expressions are also to do with how young people feel about themselves and a deliberate integration of movement into science education is not a simple equation where movement equals well-being equals better learning. To examine questions about how young people feel about being physically active during science classes we explore the ontological assumptions proposed by the French phenomenological philosopher Maurice Merleau-Ponty. He argued for the intertwined relationship between the body and mind and we use these ideas to discuss what this may mean for an embodied pedagogy in science. Merleau-Ponty’s concept of ‘the lived body’ considers how the body is placed in the world, and situates experiences and the responses to them. We present episodes from a
Danish primary science classroom (14-16 year old students) where a mixed gender group was observed while they conducted physics experiments that integrated movement activities as part of the learning experiences. We noticed how students' bodies were situated during their activities and how the perceptions of their own bodily performances shaped how they felt about the learning task itself and how they related to each other. With the help of the theoretical thinking of Merleau-Ponty and others, we deduce that utilizing movement activities in science classroom affects how students are positioned and situated in the particular environment, and thus shapes what they are afforded to learn. Adopting a pedagogy of embodiment for science teaching will require more delicate approaches that consider how students perceive the world, themselves in it and the sense-making processes afforded to them.

**The ideal schoolyard child. Subjectivity in teachers’ representations of educational outdoor space**

**MARIA RÖNNLUND (UMEÅ UNIVERSITY)**

Nordic classroom research has provided a rich knowledge about schooling in educational indoor practices. However, less attention has been paid to schooling in outdoor milieus. Such spatial focus is of interest as the educational outdoor milieu – like the schoolyard – represents "free" space in relation to the classroom. This paper focuses on teachers' representations of the schoolyard. The data in use are applications for financial support for schoolyard projects in northern Sweden, in total 9 applications from different primary schools. The text documents provide information about how teachers view their schoolyards, and their ideas about how to improve and develop them. By analyzing how teachers represent the schoolyard – the aim is to contribute to the discussion about schooling in educational contexts outside the classroom. Drawing on Lefebvre the study focuses on conceived space – the spatial dimension also conceptualized as representations of space. In contrast to studies focusing on representations at national level (curricula, national policy documents etc.) this study deals with representations at local school level: What representations of the schoolyard can be identified in teachers project plans? In order to discuss schooling, a core issue is to identify how teachers communicate ideal subjectivity in the plans. With Biesta, subjectification is understood as becoming an individual subject – an independent and autonomous individual, i.e. becoming a "self", and the question in focus is: What ideas about ideal schoolchild subjectivity are embedded in the teachers’ representations of the schoolyard? The analysis, which was mainly inductive, was conducted in two phases. The first phase aimed at identifying themes in the teachers' written accounts about the schoolyard, and the second phase aimed at identifying the ideas of ideal subjectivity, but also to discuss and draw conclusions about social practice in a wider sense. The analysis will be presented in two sections. The first section presents the identified themes and discusses them separately and in relation to each other. The second presents ideas about ideal subjectivity – how was "the ideal schoolyard child" communicated? The presentation concludes by discussing the results in relation to schooling at a more general level.

**Troubling normativities? Constructing sexual and gender diversity in the educational work of Finnish lgbti human rights**

**JUKKA LEHTONEN (UNIVERSITY OF HELSINKI)**

Many lgbti organisations are doing educational outreach work in schools and other educational settings to advance knowledge on sexual and gender diversity, and to help students, teachers, and other professionals to acknowledge them and take them into account in their study time and at their work. This is needed while often the educational institutions and professionals lack information and tools to tackle with sexual and gender diversity, though on the other hand it can be discussed whether the educational institutions should organise this kind training by themselves and take full responsibility in challenging heteronormative practices of their institutions. I focus in my presentation on how gender and sexuality are constructed within the educational work of Seta, a Finnish lgbti organisation. There is a tension in the educational work of Seta in trying to describe the diversity of gender and sexuality as clearly and shortly as possible, but still manage to add all the definitions and various (but chosen) groups of people in their presentations in schools and elsewhere. I am specifically interested in on how the language used in the educational work are linked to broader understanding of sexuality and gender. The paper is based on my ethnography on lgbti youth work and non-heterosexual and transgender young people's agency and transitions. My project is part of a collaboration project "Engaging South African and Finnish youth towards new traditions of non-violence, equality and social wellbeing". I produced ethnographic data within the Finnish lgbti human rights organisation Seta, which is a national umbrella organisation for 21 member organisations. Data consist of interviews, observation, survey, document data and other material, such as posters, photos, leaflets, and
Internet sites. Ethnographic observation has been done in several educational settings, such as upper secondary school, training seminar for youth workers, seminar for teachers, and training seminar for voluntary LGBTI educational activists, who visit schools.

JENSEN, INGA STAAL (UNIVERSITY OF OSLO, I.S.JENSEN@ILS.UIO.NO)  
KIRSTI KLETTE (UNIVERSITY OF OSLO, KIRSTI.KLETTE@ILS.UIO.NO)  
ESTHER CARNINUS (UNIVERSITY OF OSLO, E.T.CARNINUS@ILS.UIO.NO)  
ILKKA LAASONEN (UNIVERSITY OF OSLO, I.E.LAASONEN@ILS.UIO.NO)  
KAREN HAMMERNESS (AMERICAN MUSEUM OF NATURAL HISTORY, KARENHAMMERNESS@GMAIL.COM)

Unpacking the Conception of Coherence in Teacher Education: International perspectives

(symposium in English)

Scholars agree that powerful teacher education programs need a clear vision of teaching and teachers, must be coherent both conceptually and structurally, and be closely tied to practice (Boyd et al., 2009; Brouwer & Korthagen, 2005; Dodge et al., 2009). Coherence seems to be a concept that cuts across these three features, but only a few studies have focused upon the nature of coherence in teacher education (Author, 2006; Grossman et al., 2009). McQuillan et al. (2012) found in interviews and teacher candidates’ work that, when the experiences from a specific course at campus complemented the field experience, teacher candidates reported more understanding of the course objectives that in turn supported inquiry into and reflection on classroom practice. But while such findings indicate the importance of program coherence for learners’ outcomes and teacher candidates’ acquisition of theoretical knowledge (Smeby & Heggen, 2014; Timperley, 2005)—few studies have unpacked the specific characteristics of coherence. It is, moreover, difficult to determine which features—shared vision, connection to practice, or alignment in courses—may matter most for powerful educational experiences. This symposium unpacks the conception of program coherence by examining these three aspects of coherence, i.e., conceptual and structural alignment, a close link to practice, and a clear vision of teaching and teachers. It studies various programs across the continents and reports on findings regarding the various aspects of coherence in these programs. It also shares various methodological approaches to examining different aspects of coherence. The first paper looks specifically at coherence in terms of alignment, and uses survey data to examine students’ perspectives on the connections between courses, field placement and courses and their opportunities to connect various parts of the program in three programs from Finland, Norway and the US. The next paper examines coherence through the lens of relationships between university and field placement sites. It uses observation and survey data to study how teacher candidates use and process field placement experiences at campus at six teacher education programs in the US, Norway, and Finland. The third paper looks at coherence and specifically at the nature of the vision of three programs in three countries (Finland, Norway and the US) in relationship to teacher candidates’ opportunities to enact practice. Findings are based on interview data collected from students, faculty and program directors. Overall, these studies not only offer an international perspective on the nature of coherence using various sources of information and studying various settings. They also offer different methodological approaches to understand and measure various aspects of program coherence in teacher education—and begin to shed light upon the different features of coherence and what aspects of coherence might matter most.

Diversity in Coherence: A Comparison of Coherence across Three Teacher Education Programs

ESTHER CARNINUS, KIRSTI KLETTE AND KAREN HAMMERNESS

Research shows that coherent educational programmes contribute to improved student outcomes, be it at elementary, secondary or higher educational level (Kedro, 2004; McQuillan et al., 2012). Unfortunately, teacher education programs have been criticized for being too fragmented (Grossman et al., 2009). It has even been suggested that a lack of coherence in teacher education may result in a lack of coherence in teacher candidates’ body of knowledge and skills (Bain & Moje, 2012). To address these concerns, teacher education programs started, from the 1980’s onward, to implement reforms that built coherence (Holmes group, 1986). Nevertheless, the question remains to what extent teacher candidates perceive their educational program as coherent. For teacher candidates to grasp, fully understand, and to integrate the theory and knowledge presented to them, they need opportunities to make connections across ideas and to build their own understanding. Such ‘connected’ or aligned experiences enable candidates to build upon their existing knowledge base and construct
new knowledge and create opportunities to integrate what is offered. In the present paper we will investigate program coherence, as perceived by teacher candidates, of three university-based teacher education programs (Stanford University, USA, University of Helsinki, Finland, and University of Oslo, Norway).

Survey data were collected from 270 teacher candidates (see Table 1). The 19 items used tapped three underlying factors: perceived coherence between courses, opportunities to connect various parts of the program, and perceived coherence between field experiences and courses (Hammerness and Klette, 2015). Items were rated on a four-point Likert scale ranging from 1:none to 4:extensive opportunity and 1:strongly disagree to 4:strongly agree. The internal consistency was good for all scales (see Table 1). To investigate whether the observed differences between the programs are statistically significant, we performed ANOVA’s. To grasp opportunities to improve program coherence, we used descriptive analyses at item level.

We find that teacher candidates across programs perceive their teacher education programs as reasonably coherent. Yet, there remains room for improvement: across all programs, students report less coherence between courses, and among courses and field placements. We also saw differences across programs. At the scale level, Stanford students perceived their teacher education program as more coherent compared to both Helsinki and Oslo students (p<.01). We also noted significant differences between Helsinki and Oslo students, with Helsinki students perceiving more coherence between courses (p=.01), whereas Oslo students reported more opportunities to connect various parts of their program (p<.05).

Our findings make sense given the extensive reform the Stanford program pursued, expressly intended to help develop coherence within and across coursework as well as to forge deeper links to school sites (Hammerness, 2006). Our data suggest that the collaborative work the faculty and other employees have done to create a coherent program has had effect at the student level. This corroborates findings and research designs addressing collaboration between teachers/teacher educators (e.g., Coburn et al., 2012; Daly, 2010). Although all programs are perceived as relatively coherent, findings point both to program differences and areas for improvement, especially in relationship to school sites.

Scholars steadily argue that practice and field placement is decisive for high quality learning for teacher candidates (Brouwer & Korthagen, 2005; Darling-Hammond, Bransford, LePage, Hammerness, & Duffy, 2005; Grossman, Hammerness, McDonald, & Ronfeldt, 2008; Zeichner, 2012). Still, research steadily finds that teacher candidates will not learn ambitious teaching practices if this is left to field placements alone (Britzman, 2003; McDonald, 2005), and scholars emphasize the importance of close links between what happens in the field placements and the coursework at campus (Grossman et al., 2008). There is little research, however, looking into the “black box” of teacher preparation (Cochran-Smith & Villegas, 2015), and we know little about how the field placement experiences are used and processed while the teacher candidates are at campus. This article examines the opportunities the teacher candidates have to talk about their field placement experiences at the campus site of their teacher education program.

Drawing on data and analytical framework from an international cross-case study of teacher education programs in the US, Norway, and Finland, we focus on survey data (n=269) and observation data covering a three-week period of language arts and mathematics methods courses (n=42 hours) from three teacher education programs in these countries. The three programs are University of Helsinki (UoH) in Finland, University of Oslo (UoO) in Norway, and Stanford University in California, US. We used analysis of variance (ANOVA) to investigate the survey data, and whether the three programs differed significantly in the extent to which their teacher candidates have the opportunity to discuss experiences from their field work; to use theory to analyze these experiences; and to make connections between educational theory and their classroom teaching. The analysis of the observation data focused on the characteristics of the talk about field placement, based upon an analytical framework grounded in research on teacher’s talk and related areas (Clarke, Triggs, & Nielsen, 2013; Little & Horn, 2007; Tigchelaar & Korthagen, 2004; Valli, 1997).

Findings from the survey data suggest that the teacher candidates at all programs have quite
extensive opportunities to talk about field placement. However, the survey data also indicate that the candidates at two of the programs have less opportunity to link this talk to theory (see Figure 1). This is supported by findings from the observation data that suggest that the characteristics of the talk about field placement—how targeted, specific and linked to theory it is—varies considerably across the programs.

The article argues that just talking about field placement may not be effective, and that in order for such talk to enable the teacher candidates to link theory and practice to a greater extent, talk about field placement needs to be carefully and systematically employed.

Coherence in Program Visions and Opportunities to Learn

Ilkka Laasonen, Karen Hammerness and Kirsti Klette

Comparative longitudinal research in the United States finds that the nature of program visions not only varies, but also seems to have an important relationship to the nature of opportunities to learn provided in programs. A recent longitudinal study found that when teacher candidates have opportunities to learn about the program’s vision of good teaching paired with specific opportunities to enact and practice aspects of the vision, they not only remain in teaching but also choose to stay in the school contexts for which they were prepared (Feiman-Nemser et al., 2014; Tamir, 2013a, b.). Alignment between program visions of good teaching and opportunities to learn specific practices that reflect it — represents one important aspect of ‘coherence’ in teacher education (Author 1, 2006). However, we know little about the nature of the visions of good teaching that undergird programs in other countries, nor about how programs link (or don’t link) such visions to the teaching of particular classroom practices. In this paper, the authors examine the degree of coherence in three programs in three different countries (Finland, Norway and the US) — by examining the relationship between the programs’ visions of good teaching and the opportunities to learn about specific classroom practices they provide teacher candidates.

In this examination of program coherence, we draw upon surveys and interviews that were specifically designed to explore the nature of program vision as well as the degree of opportunities to learn in practice. Data include surveys of teacher candidates in all three programs (n=269) and interviews (all 3 program directors, six faculty [2 per program], twelve candidates [4 per program]). Our analysis of the survey data suggests that the degree of clarity of the program vision of good teaching seems to have a relationship to the degree of opportunities to learn in practice. Indeed, in the two programs we examined in which program directors and faculty clearly articulated visions of good teaching, teacher candidates report more opportunities to learn specific classroom practices. On the other hand, in one program, interviews with the program director and faculty revealed conflicting views about the vision of good teaching. In that program, survey data revealed that students reported fewer opportunities to learn classroom practices, and significantly fewer connections in their program between theory and classroom practice. Interview data revealed that in the programs with clear visions, students described considerable connections between theory and practice and recounted numerous connections and consistency across courses. Yet students in the program that revealed some conflicting views in the vision of good teaching detailed considerable fragmentation across and within coursework. They noted in particular a lack of opportunities to enact the kind of practices they were learning about in their courses in their fieldwork. This analysis suggest the considerable importance of articulating clear visions of good teaching and in turn defining opportunities to learn to enact that vision as a key lever for coherent powerful programs — and the relevance of those findings for countries beyond the US.
Urban Education in the Nordic countries

This symposium explores issues of urban education in the Nordic countries. Urban education is a largely unfamiliar term in the Nordic countries, and generally in Europe overall, 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 symposium we discuss contemporary research in the area from the three Nordic countries Finland, Norway and Sweden, and also aim to dismantle the concept of ‘urban education’ as a means of revealing its complexity and multiple usage. The symposium takes as a starting point the position of ‘the Nordic’, posing as both an identity and a model, where the Nordic countries could be seen as having made the most of their marginal position in Europe. Education has been central to the development of their welfare systems, with a strong emphasis on providing equal educational opportunities, with state funding for educational provision, and education as vital for social cohesion. 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’. In particular, Sweden lies at one extreme with its promotion of school choice and marketisation that allows for schools-for-profit. In the section, we discuss what this and other contemporary conditions imply for urban schooling. Shared themes in the presentations of Nordic urban education include gender; ethnicity, migration and racism; identity; disaffection and critique; social class; democracy, and educational restructuring and marketisation. These themes are discussed in the symposium introduction and adressed throughout the individual presentations.

Marketization of the Urban Educational Space

LISBETH LUNDAHL

The Swedish education system has been thoroughly transformed in the last few decades, parallel-lying wider developments in other OECD countries. However, in some respects the shift from a uniform, central-lying regulated school system to one with far-reaching decentralization and market elements has been more radical and faster than elsewhere. The marketization of education has not been confined to urban areas, but it is most tangible there. This presentation firstly aims to add to our knowledge of how competition affects schools and students; secondly, it looks to examine critically marketization mainly as an urban phenomenon and discuss the consequences for rural areas. Swedish development is situated in the wider Nordic and historical. Some consequences of the school choice reforms and the resulting market-like situation are highlighted at societal, institutional and individual levels. It is concluded that the school market is far more visible and has a much stronger impact in the big city areas than in less densely populated regions. However, this does not mean that schools and youth in the rural regions are unaffected.

Social class, inclusion and exclusion - teacher and student practices in Norwegian urban education

ANNE-LISE ARNESEN

This paper examines how social class is played out in urban education. It is well documented that schooling maintains social class hierarchies; however, class has not adequately been addressed within schooling, neither in terms of conceptualization nor empirical investigation. This paper is a response to this deficiency and explores how processes of class, inclusion and exclusion are played out in urban classrooms, and the significance of social class in these processes. In engaging with these issues, I adopt a notion of class, not merely as a dimension of educational stratification, but as a multi-dimensional (gender, minority status and special needs) and dynamic configuration, played out within tensions of inclusion and exclusion. I draw on material from an ethnographic study of urban schools, which enables consideration both of the implications of standardized teaching and assessment practices and the subtle relations of differentiation that occur between teachers and students.
Educating ‘Euro-citizens’: a study of a vocational upper secondary programme in Health Care and Social Services in a Fin

SIRPA LAPPALAINEN

In previous decades, education was largely a national project for Finland, but more recently, it has been coopted by transnational, especially European policy-making. It is argued that education is designed now primarily to produce capable citizens for the trans-national labour-market. In this paper, analysis focuses on the aims concerning the creation of the ideal labour market citizen by means of the upper secondary vocational programme, Health Care and Social Services. I focus in particular on the core subject of ‘Social, Business and Labour Market’, which is seen here as an arena, in which expectations for future labour market citizenship are manifested, even if in a condensed form. The analysis draws on a three-year ethnographic study of an upper-secondary vocational college located in a metropolitan (city) area, in which the average income is relatively low and unemployment rates are high. Both from a social and physical point of view, the college is the obvious choice of students from working-class backgrounds. The analysis is guided by poststructuralist and material feminist theorizing, intertwined with contextualised ethnographic perspectives. Vocational curriculum documentation produces the ideal subjectivity of labour-market citizenship in accordance with neo-liberal reasoning and emphasis on transnationalism. However, the analysis of cultural practices in the female-dominated area of Health Care and Social Services provides a more complex picture, indicating ambivalence and to an extent, resistance. The paper concludes with a discussion about the importance of Europeanisation in Finnish vocational education in urban settings, the power of teachers and students to disrupt the discourse of European neoliberalism and the implications and spaces available for the urban youth involved.

- Young people and local power geometries. The intertwining of social class, gender and ethnicity in public spaces

TARJA TOLONEN

In the urban public spaces of Helsinki in Finland, the pluralistic cultural and social practices of young people and the authorities repeatedly take place.

This paper looks at a specific area of Helsinki, one where the population varies and where questions of social class, ethnicity and gender are not just intertwined but are made visible through a contested use of public spaces, in which different ‘power geometries’ (Massey 1994) are traced. As well as contextualizing these cases within the formal state, such as Government Acts on education, youth work, gender equality and the current political atmosphere, I assume that the building of respectable and active citizenship takes place in informal social relations. These processes of building ‘urban citizenship’ (Gordon 2007) are explored through power geometries, and balances formed in different urban spaces such as schools, youth clubs, shopping centres and the streets. The belonging to, or marginalization from, urban space is strongly connected to social, ethnic and gendered orders. The everyday social orders of who is who, and who is respected and valued, are built into these different urban sites, orders that intertwine with gender, ethnicity and social class.

- -

OSBECK, CHRISTINA (UNIVERSITY OF GOTHENBURG, CHRISTINA.OSBECK@GU.SE)
CHRISTINA OSBECK (UNIVERSITY OF GOTHENBURG, CHRISTINA.OSBECK@GU.SE)
OLOF FRANCK (UNIVERSITY OF GOTHENBURG, OLOF.FRANCK@GU.SE)
ANNIKA LILJA (UNIVERSITY OF GOTHENBURG, ANNIKA.LILJA@GU.SE)
KARIN SPORRE (UMEÅ UNIVERSITY, KARIN.SPORRE@UMU.SE)
JOHAN TYKESSON (UCHALMERS UNIVERSITY OF TECHNOLOGY, JOHANT@CHALMERS.SE)

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

(symposium in English)

The aim of the symposium is to present some initial findings from this project on ethics education in Sweden. Questions about a compulsory school teaching ethics has regained urgency in Sweden since national tests are given in ethics. Every fourth pupil in grade nine is evaluated every year as having/not having approved knowledge of ethics, and one can ask if it is reasonable to be forced to undertake a test assessing your skills in ethics and risk being evaluated as not passing. This testing raises the question of what constitutes relevant knowledge in this field, a question which to a large extent has been absent in research. The purpose of the project is to identify and elucidate varieties of conceptions...
of ethical competence and critically analyse and discuss them, in relation to each other and in relation to ethical theory, as potential educational content in compulsory school. In this symposium findings from tests, policy documents, teacher interviews and pupils’ texts are presented.

*Ethical competence as displayed in the Swedish National Test 2013*

Karin Sporre

The National Test given 2013 to Swedish pupils in the compulsory school, grades 6 and 9, had one part where the pupils were tested regarding their knowledge of ethics. What kind of ethical competence was then asked for? This is the crucial question for this study. The core material that has been studied and critically analyzed is the actual tasks of the test, their construction, the knowledge they ask for, as well as the guiding instructions to teachers regarding how these tasks were to be evaluated. To give a background to the construction of this test of ethical competence also the process of construction has been studied to some extent, with the main question being what kind of guiding instructions those who were responsible for the construction of the tasks were given. Furthermore, the relationship between the tasks of the national test and the syllabus for the school subject Religion will be clarified, this as the explicit ethics education of the Swedish curriculum is found in that school subject. The relation between the tasks of the test and the overall goals in the general parts of the curriculum will also be enlightened when it comes to how ethical competence is expressed. Methodologically the study consists mainly in content analysis of texts. Interviews with those responsible for the constructions of the test 2013 complement the analyses of the written material. From a theoretical point of view a definition of ethics from the work of Göran Bexell (1997) is used focusing on three main questions, crucial in ethics. In response to one of these questions a pre-study has demonstrated that aspects of global responsibility seems to be fairly absent in the ethical competence that was tested. Questions that then can be posed are: Is ethical competence then mostly understood to be about individual matters, a form of individualistic ethics? How does this then match the goals in syllabus and curriculum? As the task of the school, and not least for a compulsory school system, to convey values to the pupils can be said to be at the same time both a crucial and a sensitive one, a critical analysis of what kind of ethical competence Swedish pupils are supposed to demonstrate in national tests can be argued to be a research task of high relevance.

*Ethical competence as displayed in Nordic policy documents*

Olof Franck

In this presentation two of the research questions within the project are highlighted: What conceptions of ethical competence that can be identified and elucidated in supranational policies and in a sample of national curricula? and What can be said about the varieties of conceptions of ethical competence identified in the policy documents, in the light of ethical theory and as potential content in contemporary compulsory school? The first question is discussed with reference to analyses of Nordic policy documents wherein the concept of ethical competence has been examined. The policy documents are shown to describe, as well as prescribe, various abilities which, in explicit or implicit ways, imply a variety of conceptions of ethical competence, focusing different dimensions of how this concept may be understood in principle as well as in moral practice, within and outside everyday life in school, not the least in human relations in various societal contexts. Abilities to analyse ethical questions, to reason with reference to ethical concepts, to argue for and against moral positions and take a stand in questions regarding right and wrong, good and evil, and to develop a citizenship competence within a multicultural society, are all examples of how what within the research project been described as “ethical competence” is expressed in the policy documents in question. The labels “analytical” and “normative” dimensions of ethical competence will be used to categorize two main interpretive tracks and the – classical – tension between them will be discussed. Here the ethical theories presented by Martha Nussbaum, Seyla Benhabib, Knud E. Logstrup and Peter Singer will be examined with regard to the second of the research questions mentioned. The aim of this examination is to frame an interpretive structure which offers analytical tools that could widen and deepen the analysis of the dimensions of the concept of ethical competence identified in the policy documents. This framework is consequently to be understood as one tentative theoretical basis for the interpretation of various conceptions of ethical competence, which thereby constructively will contribute to an understanding of this concept in focus in the on-going work of the research project.
Ethical competence as displayed in interviews with teachers

ANNIKA LILJA

The intention of this presentation is to present preliminary results from interviews with teachers teaching pupils in grade 6 in the Swedish compulsory school regarding ethical competence. The interviews will be carried out in December 2015 in eight schools in different municipalities in western Sweden. The eight municipals in the study have been chosen as they are categorized as different types of municipals by the Swedish Association of Local Authorities and Regions (SKL). The schools selected in the different municipalities differ when it comes to parental background and parental level of education. The aim of the interviews is to let the teachers express what they view as ethical competences, how they perceive the writings in the curriculum and how they teach ethics. The interviews will be interpreted in a hermeneutical way and also reflected in the theories about capabilities by Marta C Nussbaum. The intention with this is to see how the encounter between the empirical results and the theories can become fruitful through mutual critique when it comes to understand what teachers perceive as ethical competences.

Ethical competence as displayed in utterances of pupils

CHRISTINA OSBECK & JOHAN TYKESSON

The pupils’ perspectives in this project, i.e. the conceptions of ethical competence that can be identified in pupils’ utterances, are shown both by analyses of national tests (2013) and interviews concerning their experienced needs of ethical competence. The national tests consist here of two different material; one part is quantitative data of the test results from findings of 3145 pupils and the other part is the pupils’ open-ended writings, responses, of the three different tasks about ethics in the test. While the perspectives of the pupils in the interviews will be excluded in this presentation, the paper starts with a brief overview of how ethical competence, in the form of results of the ethics tasks of the National RE Test, looks like in relation to a general RE skill, i.e. the total achievements of the RE test. Do the results patterns from of the tasks in ethics differ from the general ones or from the other RE content areas? However, the main focus of the presentation will be a tentative analysis of 50 12-year-old pupils’ responses to a task about bullying or victimization [kränkning]. In the task the pupils are asked to present a situation about victimization, give motives for why it can be understood as victimization and describe what can be done to improve the situation. The analyses focus on what kinds of ethical competences that can be understood as shown in their responses independent of what the assessment instructions of the tests prescribe. Are there other kinds of competences shown besides the ones required by the curriculum, i.e. mainly analytical, verbal and normative ones. The ethical competences exposed through these hermeneutical, inductive, close readings of the material will be discussed in relation to Knud Ejler Løgstrup’s philosophy sometimes called the ethics of closeness. How can the pupils’ understanding of victimization and of what should be done in such situations be understood in relation to the life philosophy of Løgstrup where we live our life in necessary trust and interdependence, with our lives in each other’s hands and therefore has an unspoken demand on us to take care of the life that the trust has put in our hands.