NoFa5
27–29 May 2015
NORDISK ÄMNESDIDAKTISK KONFERENS
NORDIC CONFERENCE ON SUBJECT EDUCATION

UNIVERSITY OF HELSINKI
POWER OF THOUGHT
1640–2015
WELCOME TO NoFa5!

CITY MAP

1. Department of Teacher Education
2. Helsinki Congress Paasitorni
3. University of Helsinki Main Building
4. City Hall
5. Restaurant Kaisaniemi
DEAR FRIENDS AND COLLEAGUES

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

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

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

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

Arto Kallioniemi
Chair of the organising committee
# CONFERENCE PROGRAMME

**WEDNESDAY 27 MAY**

Helsinki Congress Paasitorni
Paasivuorenkatu 5A

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00–9.45</td>
<td>REGISTRATION AND BREAKFAST</td>
</tr>
<tr>
<td>9.45–10.00</td>
<td>OPENING WORDS</td>
</tr>
<tr>
<td>10.00–11.00</td>
<td>KEYNOTE BY DAVID LAMBERT</td>
</tr>
<tr>
<td>11.00–12.00</td>
<td>KEYNOTE BY MAMOKGETHI PHAKENG</td>
</tr>
<tr>
<td>12.00–13.30</td>
<td>LUNCH AND TRANSITION TO THE DEPARTMENT OF TEACHER EDUCATION</td>
</tr>
<tr>
<td>13.30–15.00</td>
<td>PARALLEL SESSIONS A</td>
</tr>
<tr>
<td></td>
<td><strong>A1</strong> Diversities in craft and sloyd 1</td>
</tr>
<tr>
<td></td>
<td><strong>A2</strong> Multimodal and embodied learning and teaching 1</td>
</tr>
<tr>
<td></td>
<td><strong>A3</strong> Drama education in a future perspective 1</td>
</tr>
<tr>
<td></td>
<td><strong>A4</strong> Literacy and multiliteracy 1</td>
</tr>
<tr>
<td></td>
<td><strong>A5</strong> Geography and education 1</td>
</tr>
<tr>
<td></td>
<td><strong>A6</strong> Mathematically gifted students 1</td>
</tr>
<tr>
<td></td>
<td><strong>A7</strong> National perspectives on history and civics education 1</td>
</tr>
<tr>
<td></td>
<td><strong>A8</strong> Students’ conceptions as a basis for subject education</td>
</tr>
<tr>
<td></td>
<td><strong>A9</strong> Global education 1</td>
</tr>
<tr>
<td></td>
<td><strong>A10</strong> Second and foreign language education 1</td>
</tr>
<tr>
<td></td>
<td><strong>A11</strong> Teacher education 1</td>
</tr>
<tr>
<td></td>
<td><strong>A12</strong> Teaching and learning outside school 1</td>
</tr>
<tr>
<td>15.00–15.15</td>
<td>BREAK</td>
</tr>
</tbody>
</table>

Department of Teacher Education
Siltavuorenpenger 3 / 5A / 10

**General program**

**Evening program**
<table>
<thead>
<tr>
<th>Time</th>
<th>Session A</th>
<th>Room</th>
<th>Session B</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.15–16.45</td>
<td><strong>PARALLEL SESSIONS B</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>B1</strong> Diversities in craft and sloyd 2</td>
<td>K218</td>
<td><strong>B8</strong> Subject teaching for students with special needs 1</td>
<td>AUR 118</td>
</tr>
<tr>
<td></td>
<td><strong>B2</strong> Multimodal and embodied learning and teaching 2</td>
<td>AUR 226</td>
<td><strong>B9</strong> Global education 2</td>
<td>AUR 114</td>
</tr>
<tr>
<td></td>
<td><strong>B3</strong> Drama education in a future perspective 2</td>
<td>ATH 169</td>
<td><strong>B10</strong> Second and foreign language education 2</td>
<td>ATH 168</td>
</tr>
<tr>
<td></td>
<td><strong>B4</strong> Literacy and multiliteracy 2</td>
<td>AUR 209</td>
<td><strong>B11</strong> Teacher education 2</td>
<td>ATH 167</td>
</tr>
<tr>
<td></td>
<td><strong>B5</strong> Geography and education 2</td>
<td>AUR 212</td>
<td><strong>B12</strong> Civics education 2</td>
<td>K112</td>
</tr>
<tr>
<td></td>
<td><strong>B6</strong> Mathematically gifted students 2</td>
<td>AUR 223</td>
<td><strong>B13</strong> Teaching and learning outside school 2</td>
<td>K114</td>
</tr>
<tr>
<td></td>
<td><strong>B7</strong> National perspectives on history and civics education 2</td>
<td>ATH 261</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.45–18.00</td>
<td><strong>FREE TIME</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.00–20.00</td>
<td><strong>RECEPTION / CITY OF HELSINKI</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**City Hall**  
Pohjoisesplanadi 11–13
## CONFERENCE PROGRAMME

### THURSDAY 28 MAY

**Department of Teacher Education**  
Siltavuorenpenger 3 / 5A / 10

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30–9.00</td>
<td>COFFEE</td>
</tr>
<tr>
<td>9.00–10.30</td>
<td>PARALLEL SESSIONS C</td>
</tr>
<tr>
<td>C1</td>
<td>Diversities in craft and sloyd 3</td>
</tr>
<tr>
<td>C2</td>
<td>Multimodal and embodied learning and teaching 3</td>
</tr>
<tr>
<td>C3</td>
<td>Drama education in a future perspective 3</td>
</tr>
<tr>
<td>C4</td>
<td>Literacy and multiliteracy 3</td>
</tr>
<tr>
<td>C5</td>
<td>Geography and education 3</td>
</tr>
<tr>
<td>C6</td>
<td>Cultural and religious diversity in education 1</td>
</tr>
<tr>
<td>C7</td>
<td>Subject-based integration</td>
</tr>
<tr>
<td>C8</td>
<td>Subject teaching for students with special needs 2</td>
</tr>
<tr>
<td>C9</td>
<td>Mother tongue 1</td>
</tr>
<tr>
<td>C10</td>
<td>Second and foreign language education 3</td>
</tr>
<tr>
<td>C11</td>
<td>Teacher education 3</td>
</tr>
<tr>
<td>C12</td>
<td>Civics education 3</td>
</tr>
<tr>
<td>D1</td>
<td>Diversities in craft and sloyd 4</td>
</tr>
<tr>
<td>D2</td>
<td>Diversity in language testing</td>
</tr>
<tr>
<td>D3</td>
<td>Drama education in a future perspective 4</td>
</tr>
<tr>
<td>D4</td>
<td>Evaluation of learning outcomes 1</td>
</tr>
<tr>
<td>D5</td>
<td>Geography and education 4</td>
</tr>
<tr>
<td>D6</td>
<td>Cultural and religious diversity in education 2</td>
</tr>
<tr>
<td>D7</td>
<td>Safety questions in learning environments 1</td>
</tr>
<tr>
<td>D8</td>
<td>Connecting historical and moral consciousness</td>
</tr>
<tr>
<td>D9</td>
<td>Mother tongue 2</td>
</tr>
<tr>
<td>D10</td>
<td>Second and foreign language education 4</td>
</tr>
<tr>
<td>D11</td>
<td>Teacher education 4</td>
</tr>
<tr>
<td>D12</td>
<td>History teaching 1</td>
</tr>
<tr>
<td>D13</td>
<td>Science education 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30–10.45</td>
<td>BREAK</td>
</tr>
<tr>
<td>10.45–12.15</td>
<td>PARALLEL SESSIONS D</td>
</tr>
<tr>
<td>D1</td>
<td>Diversities in craft and sloyd 4</td>
</tr>
<tr>
<td>D2</td>
<td>Diversity in language testing</td>
</tr>
<tr>
<td>D3</td>
<td>Drama education in a future perspective 4</td>
</tr>
<tr>
<td>D4</td>
<td>Evaluation of learning outcomes 1</td>
</tr>
<tr>
<td>D5</td>
<td>Geography and education 4</td>
</tr>
<tr>
<td>D6</td>
<td>Cultural and religious diversity in education 2</td>
</tr>
<tr>
<td>D7</td>
<td>Safety questions in learning environments 1</td>
</tr>
<tr>
<td>D8</td>
<td>Connecting historical and moral consciousness</td>
</tr>
<tr>
<td>D9</td>
<td>Mother tongue 2</td>
</tr>
<tr>
<td>D10</td>
<td>Second and foreign language education 4</td>
</tr>
<tr>
<td>D11</td>
<td>Teacher education 4</td>
</tr>
<tr>
<td>D12</td>
<td>History teaching 1</td>
</tr>
<tr>
<td>D13</td>
<td>Science education 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.15–13.30</td>
<td>LUNCH AT UNICAFE OLIVIA</td>
</tr>
</tbody>
</table>
### PARALLEL SESSIONS E

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Room/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:30–15:00</td>
<td><strong>E1</strong> RE and ‘changing times’ 1</td>
<td>K218</td>
</tr>
<tr>
<td>13:30–15:00</td>
<td><strong>E2</strong> Teacher education 5A</td>
<td>AUR 226</td>
</tr>
<tr>
<td>13:30–15:00</td>
<td><strong>E3</strong> Diversity of media education 1</td>
<td>ATH 169</td>
</tr>
<tr>
<td>13:30–15:00</td>
<td><strong>E4</strong> Evaluation of learning outcomes 2</td>
<td>AUR 209</td>
</tr>
<tr>
<td>13:30–15:00</td>
<td><strong>E5</strong> Hands on learning in diverse material world! 1</td>
<td>AUR 212</td>
</tr>
<tr>
<td>13:30–15:00</td>
<td><strong>E6</strong> Inclusion: Challenge for history teaching</td>
<td>AUR 223</td>
</tr>
<tr>
<td>13:30–15:00</td>
<td><strong>E7</strong> Diversities in visual arts education</td>
<td>ATH 261</td>
</tr>
<tr>
<td>15:00–15:30</td>
<td><strong>E8</strong> Education for sustainable development</td>
<td>AUR 118</td>
</tr>
<tr>
<td>15:00–15:30</td>
<td><strong>E9</strong> Mother tongue 3</td>
<td>AUR 114</td>
</tr>
<tr>
<td>15:00–15:30</td>
<td><strong>E10</strong> Second and foreign language education 5</td>
<td>ATH 168</td>
</tr>
<tr>
<td>15:00–15:30</td>
<td><strong>E11</strong> Teacher education 5B</td>
<td>ATH 167</td>
</tr>
<tr>
<td>15:00–15:30</td>
<td><strong>E12</strong> History teaching 2</td>
<td>K112</td>
</tr>
<tr>
<td>15:00–15:30</td>
<td><strong>E13</strong> Science education 2</td>
<td>K114</td>
</tr>
</tbody>
</table>

### BREAK AND TRANSITION TO THE MAIN BUILDING

### University of Helsinki Main Building
Unioninkatu 34

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:30–16:30</td>
<td><strong>KEYNOTE BY KENNETH NORDGREN</strong></td>
</tr>
<tr>
<td>16:30–17:30</td>
<td><strong>KEYNOTE BY FRED DERVIN</strong></td>
</tr>
<tr>
<td>17:30–19:00</td>
<td><strong>FREE TIME</strong></td>
</tr>
</tbody>
</table>

### Restaurant Kaisaniemi
Kaisaniementie 6

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.00–</td>
<td><strong>CONFERENCE DINNER</strong></td>
</tr>
</tbody>
</table>
## CONFERENCE PROGRAMME

### FRIDAY 29 MAY

Department of Teacher Education  
Siltavuorenpenger 3 / 5A / 10

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00–9.30</td>
<td>COFFEE</td>
</tr>
<tr>
<td>9.30–11.00</td>
<td>PARALLEL SESSIONS F</td>
</tr>
<tr>
<td></td>
<td><strong>F1</strong> RE and 'changing times' 2</td>
</tr>
<tr>
<td></td>
<td><strong>F2</strong> Changing teacher education</td>
</tr>
<tr>
<td></td>
<td><strong>F3</strong> Diversity of media education 2</td>
</tr>
<tr>
<td></td>
<td><strong>F4</strong> Evaluation of learning outcomes 3</td>
</tr>
<tr>
<td></td>
<td><strong>F5</strong> Hands on learning in diverse material world! 2</td>
</tr>
<tr>
<td></td>
<td><strong>F6</strong> Learning mathematics in L2</td>
</tr>
<tr>
<td></td>
<td><strong>F7</strong> Safety questions in learning environments 2</td>
</tr>
<tr>
<td>11.00–11.30</td>
<td>BREAK AND TRANSITION TO HELSINKI CONGRESS PAASITORNI</td>
</tr>
<tr>
<td>11.30–11.50</td>
<td>FUTURE OF NOFA AND NORDIC RESEARCH COLLABORATION</td>
</tr>
<tr>
<td>11.50–12.00</td>
<td>CLOSING WORDS</td>
</tr>
<tr>
<td>12.00–14.00</td>
<td>LUNCH</td>
</tr>
</tbody>
</table>

Helsinki Congress Paasitorni  
Paasivuorenkatu 5A

---

K218  
AUR 226  
ATH 169  
AUR 209  
AUR 212  
AUR 223  
ATH 261  
AUR 118  
AUR 114  
ATH 168  
ATH 167  
K112  
K114
**David Lambert**, Institute of Education, University College London (UK)

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

Publications:


**POWERFUL DISCIPLINARY KNOWLEDGE: TEACHERS AS CURRICULUM MAKERS**

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

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

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

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

Publications:


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

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

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

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

Publications:


ABSTRACT:

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

- How does such an interventional approach affect the educational purpose of socialisation? If intercultural competence is a goal for all students regardless of background, it is also part of a national project. Is it possible to find a narrative that holds together an inclusive nation in a globalized world?

- How does such an approach affect the purpose of subjectification? The role of education is to support students’ development as independent individuals, which, among other things, requires navigation between individual, group and societal perspectives. Is it possible to navigate between a hegemonic discourse of values and total relativism?

- How does such an approach affect the purpose of qualification: When focusing subject matter, what powerful knowledge could best contribute to intercultural competence? And, does such an aim change the school subject in relation to its content or structure? Is there an intercultural way of knowing that is viable both in the world of disciplines and in the everyday world of multicultural experience?
Fred Dervin, University of Helsinki (Finland)

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

Publications:

**SIMPLEXIFYING EDUCATION? TOWARDS REALISTIC DIVERSIFICATION**

In my keynote I question the meaning(s) and value(s) of the word diversities. Diversification is becoming a new ideal in (subject teacher) education. Yet what the notion – and its derivations such as diversity and diversities, and synonyms heterogeneity, multiplicity and even variety – signifies and entails often appears to be a mystery. ‘My diversity’ might mean something very different from ‘your diversity’. Furthermore the fact that the idea of diversity is used, overused and even, sometimes abused, by decision-makers does not help to make it useful in education. In the Nordic context diversity tends to be a politically correct term used to refer implicitly to certain others who have crossed a national border – or whose origins are based on ‘crossings’ – and whose difference is deemed to be obvious (language, ‘culture’, religion, skin colour, etc.). Instead of alluding to the dictionary meaning of diversity, the word is reserved for describing the racial and ethnic makeup of our classrooms. I shall claim that there is a big danger in this limiting and limited ideological use of the word, which can easily lead to artificial encounters, increasing power differentials, essentialism and new forms of segregation. After discussing the problems with the “mantra” of diversities in education, I shall propose not to discard the word but to ‘simplexify’ it in order to make it worthwhile. Simplexity describes the state that every single social being faces on a daily basis: the continuum between having to simplify and complexify the way they see the world and (all) others, encounter (all) others and discuss identities - either ends of the continuum being inaccessible. I argue that it is only through this realistic approach to diversities that the ‘other’ can be really empowering and fruitful for educators.
PROGRAMME OF PARALLEL SESSIONS

<table>
<thead>
<tr>
<th>A</th>
<th>WEDNESDAY 27 MAY 13.30–15.00</th>
<th>PAGE 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>WEDNESDAY 27 MAY 15.15–16.45</td>
<td>PAGE 21</td>
</tr>
<tr>
<td>C</td>
<td>THURSDAY 28 MAY 9.00–10.30</td>
<td>PAGE 28</td>
</tr>
<tr>
<td>D</td>
<td>THURSDAY 28 MAY 10.45–12.15</td>
<td>PAGE 34</td>
</tr>
<tr>
<td>E</td>
<td>THURSDAY 28 MAY 13.30–15.00</td>
<td>PAGE 41</td>
</tr>
<tr>
<td>F</td>
<td>FRIDAY 29 MAY 9.30–11.00</td>
<td>PAGE 48</td>
</tr>
</tbody>
</table>

LOCATION GUIDE / DEPARTMENT OF TEACHER EDUCATION

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

SESSIONS A–F 1  K218  SESSIONS A–F 8  AUR 118
SESSIONS A–F 2  AUR 226  SESSIONS A–F 9  AUR 114
SESSIONS A–F 3  ATH 169  SESSIONS A–F 10  ATH 168
SESSIONS A–F 4  AUR 209  SESSIONS A–F 11  ATH 167
SESSIONS A–F 5  AUR 212  SESSIONS A–F 12  K112
SESSIONS A–F 6  AUR 223  SESSIONS A–F 13  K114
SESSIONS A–F 7  ATH 261
CHANGING PEDAGOGIES AND DIVERSITIES IN CRAFT AND SLOYD 1

CHAIRS: Sirpa Kokko and Mia Porko-Hudd

What is the meaning of handicraft in the Swedish school subject sloyd? Teachers’ perceptions of content and teaching methods in relation to the syllabus
Asa Jeansson, Umeå University

Enhanced focus on creative and innovative design processes – Didactical challenges from a teacher’s point of view
Bolette Kremmer Hansen and Lissi Wiingaard Thrane, Metropolitan University College

Crafts versus visual arts – experiences in basic education in Finland
Ulla Kiviniemi, University of Jyväskylä

Diverse orientations in craft education: Student teachers’ perceptions and experiences
Tarja Kröger, University of Eastern Finland

DIVERSE PRACTICES IN MULTIMODAL AND EMBODIED LEARNING AND TEACHING 1

CHAIR: Eila Lindfors

How to renew language education in comprehensive school? Model for peer education in in-service and pre-service teacher education
Merja Kauppinen1 and Pia Bärlund2,
1University of Jyväskylä, 2City of Jyväskylä, Basic education

The role of language and embodied practices in promoting basic arithmetic concepts
Friederike Kern, Sören Ohlhus, and Thomas Rottmann, University of Bielefeld
Manipulatives in primary school mathematics classroom: Needs, benefits and limitations on equations teaching and learning
Daranee Lehtonen and Jorma Joutsenlahti, University of Tampere

Feedback criteria for multimodal texts
Ida Gyde and Jane Thygesen, VIA University College

A3

DRAMA EDUCATION IN A FUTURE PERSPECTIVE 1

CHAIRS: Tapio Toivanen and Anna-Lena Østern

What is quality in drama teaching?
Tapio Toivanen, University of Helsinki

Drama arts education in the frame of the theatrical event
Päivi Jyrämö and Pirjo Vaittinen, University of Tampere

Influential human rights education in school: Comparative action study of various pedagogical models
Hannu Niemelä and Marja-Liisa Hassi, UNICEF Finland

Devising a performance, a participatory research method for climate change education
Anna Lehtonen, University of Helsinki

A4

LITERACY AND MULTILITERACY 1

CHAIR: Liisa Tainio

Multimodal connections and practices in science education
Kristina Danielsson¹, Lay Hoon Seah², and Kok Sing Tang³,
¹Stockholm University, ²Nanyang Technological University
What is time? Multilingual students’ meaning-making in school physics  
Monica Axelsson, Kristina Danielsson, Britt Jakobson, and Jenny Uddling, Stockholm University

Boys’ and girls’ strengths and weaknesses as readers  
Astrid Roe, University of Oslo

GEOGRAPHY AND EDUCATION 1
CHAIRS: Lena Molin and Gabriel Bladh

Pre-primary and primary geography and education for sustainable development in Finnish school curriculums: Changing goals and contexts  
Liisa Suomela, University of Helsinki

Climate change education in a pluralistic way  
Andreas Grahn, Karlstad University

Content changes in geography curriculum in Finland?  
Hannele Cantell, University of Helsinki

Student teachers’ video inquiries: Learning how to facilitate student discussion in geography  
Birgitte Lund Nielsen, VIA University College
MATHEMATICALLY GIFTED STUDENTS 1
CHAIR: Inger Wistedt

High achievers in the mathematical kangaroo compared to high achievers in the Swedish national test in mathematics
Elisabet Mellroth, City of Karlstad / Karlstad University

Gifted mathematics education in Sweden – for whom?
Attila Szabo, Stockholm University

Finalists in mathematics competitions: their social situation and the importance of task commitment
Verner Gerholm, Stockholm University

Studio 3 – focusing on students with the will to do something more
Jan Holmgård and Peter Kotkamaa, Sursik school

REMAINING NATIONAL PERSPECTIVES ON HISTORY AND CIVICS TEACHING 1
CHAIR: Hans Lödén

Towards a global citizenship? Finnish school textbook descriptions of globalization, global economy and tourism
Pia Mikander, University of Helsinki

Education towards individual or collective citizenship in a national and/or globalizing world, 1945–1985
Henrik Åström Elmersjö, Umeå University

Intercultural historical learning: a conceptual framework
Kenneth Nordgren, Karlstad University

Problematizing the concept of nation-building in history education
Bengt Schüllerqvist, Karlstad University
A8 AUR 118

DIVERSITY OF STUDENT CONCEPTIONS AS A BASIS FOR CHANGED SUBJECT EDUCATION

CHAIR: Anja Thorsten

How can students’ ways of reasoning contribute to developing civic teachers’ pedagogical content knowledge?
Malin Tväråna, Stockholm University

How can students’ conceptions contribute to designing language teaching?
Anja Thorsten, Linköping University

How can diversity in students’ conceptions contribute to learning in the mathematics classroom?
Joakim Magnusson, Gothenburg University

How can students’ conceptions contribute to teachers’ understanding of meaning-making processes in the history classroom?
Patrik Johansson, Stockholm University

A9 AUR 114

GLOBAL EDUCATION 1

CHAIR: Hille Janhonen-Abruquah

Obstacles encountered in giving a voice to pupils in research
Hille Janhonen-Abruquah1, Edda Öskarsdóttir2, and Hafdis Guðjónsdóttir3,
1University of Helsinki, 2University of Iceland

A headmaster perspective on cultures and beliefs in multicultural schools - evidence from a case study
Mårten Björkgren and Mikaela Björklund, Åbo Akademi University
A10  SECOND AND FOREIGN LANGUAGE EDUCATION 1  
CHAIR: Maria Kela

The teacher role in classroom tandem  
Michaela Pörn, Katri Karjalainen, and Anna Korhonen, Åbo Akademi University

Development of student self-study activities  
Hilmar Dyrborg Laursen, Henrik Scheel Andersen, Lóa Björk Jóelsdóttir, and Dorthe Anrine Christensen, VIA University College

Co-constructing meaning and context in ELF based teacher education  
Kaisa Hahl, University of Helsinki

A11  TEACHER EDUCATION 1  
CHAIR: Eero Salmenkivi

Selection of teaching content in times of changing  
Benedikte Petersen, VIA University College

Teacher education reform in Norway (2010–15): The gateway to professionalism?  
Tobias Werler, University College Bergen

Teachers’ social and relational competencies – Theoretical understandings and practical implications. Can relations be taught?  
Else Skibsted, Merete Munkholm, Helle Vilain, Birgit Mogensen, Søren Fano, and Mette Vedsgaard Christensen, VIA University College
A view into school-based outdoor learning: How teaching practices and pedagogical foundations in Udeskole support inclusive education?
Charlotte Østergaard and Karen Vesterager, Metropolitan University College

Students’ opinions on out-of-classroom learning with mobile devices in class teacher education
Tomi Kärki, Marianna Holkkala, Heli Keinänen, Hanna Maijala, Eila Matikainen, Hanna Niinistö, and Anu Tuominen, University of Turku
B1

CHANGING PEDAGOGIES AND DIVERSITIES IN CRAFT AND SLOYD 2

CHAIRS: Sirpa Kokko and Mia Porko-Hudd

Perspectives on design-oriented learning in extended learning environments and communities
Henriikka Vartiainen, Sinikka Pöllänen, Petteri Vanninen, Anu Liijestöm, and Jorma Enkenberg, University of Eastern Finland

Promoting knowledge-creation through collaborative designing in elementary school
Kaiju Kangas, University of Helsinki

Teacher reflections on the use of Talking Tools in sloyd
Kasper Hiltunen, Juha Hartvik, Marlène Johansson, Annika Wiklund-Engblom, and Mia Porko-Hudd, Åbo Akademi University

Modern sloyd education – assignments with diverse and contemporary content
Lotta Hermansson, University of Gothenburg

B2

DIVERSE PRACTICES IN MULTIMODAL AND EMBODIED LEARNING AND TEACHING 2

CHAIR: Marja-Leena Rönkkö

Multi-material design on the basis of authentic user-orientation – AuttiDesign-project as an example of multi-material craft
Eila Lindfors, Panu Hatanpää, and Matti Pirttimaa, University of Turku

The pedagogical methods of the entrepreneurship education as a part of students’ craft process. The experiences of the 7th-grade students during holistic craft process.
Marja-Leena Rönkkö and Jaana Lepistö, University of Turku

SESSION CONTINUES
ImproStory – Storytelling and social improvisation as pedagogical tools in teacher training
Ari Poutiainen, Seija Kairavuori, Seija Karppinen, and Sinikka Rusanen, University of Helsinki

English as an affordance in the multimodal CLIL classroom: Teachers’ perceptions, values and practices
Ylva Sandberg, Stockholm University

DRAMA EDUCATION IN A FUTURE PERSPECTIVE 2

The concept of face-work as a pedagogical resource in drama education
Tuija Leena Viirret, University of Jyväskylä

Drama teacher’s body awareness and pedagogical Interaction
Miia Kaasinen, University of Helsinki

How do music and drama scaffold understanding, and creating multimodal art environments
Mirja Karjalainen-Väkevä, University of Helsinki

LITERACY AND MULTILITERACY 2

Developing classroom assessments for subject area literacy
Henning Fjortoft, The Norwegian University of Science and Technology

Learning by the book
Sara Routarinne, University of Helsinki
Studying the use of texts as a reflection of classroom discourse
Liisa Tainio, University of Helsinki

**B5**
AUR 212

**GEOGRAPHY AND EDUCATION 2**
CHAIR: Lena Molin and Gabriel Bladh

Why physical geography? An analysis of justifications in teacher magazines in Britain and Germany
Péter Bagoly-Simó and Anke Uhlenwinkel, Humboldt University of Berlin

Exploring children’s sense of place and promoting equity in geography education
Bryan Wee, Tomas Torbjörnsson, Linda Oldebring, and Cecilia Lundholm, Stockholm University

Implementing equity, diversity and social justice in the national test in geography, year 6 and 9
Lena Molin, Ann Grubbström, Hanna Karlsson, Andreas Alm Fjellborg, Jonas Faxell, and Britt-Maria Holtz, Uppsala University

Is there fair testing in Swedish schools? Students’ experiences of the national test in geography
Lena Molin, Ann Grubbström, Hanna Karlsson, Andreas Alm Fjellborg, Jonas Faxell, and Britt-Maria Holtz, Uppsala University

**B6**
AUR 223

**MATHEMATICALLY GIFTED STUDENTS 2**
CHAIR: Inger Wistedt

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

Prospective class teachers’ attitude profiles toward mathematics
Harry Silfverberg and Tomi Kärki, University of Turku
Written languaging as a tool in learning of university mathematics
Jorma Joutsenlahti\textsuperscript{1}, Hanna Sarikka\textsuperscript{2}, and Seppo Pohjolainen\textsuperscript{2},
\textsuperscript{1}University of Tampere, \textsuperscript{2}Tampere University of Technology

B7
ATH 261

REMAINING NATIONAL PERSPECTIVES ON HISTORY AND CIVICS TEACHING 2

CHAIR: Hans Lödén

Citizenship education, national identity and political trust: The case of Sweden
Hans Lödén, Karlstad University

Transnational issues on the political agenda?
Kjetil Børhaug, University of Bergen

Constitutional "Memory boom" vs globalized history and civics education?
Svein Ivar Angell\textsuperscript{1} and Brit Mari Hovland\textsuperscript{2}, \textsuperscript{1}University of Bergen, \textsuperscript{2}University of Oslo

The war in 1864 and Danish national identity
Harry Haue, University of Southern Denmark

B8
AUR 118

SUBJECT TEACHING FOR STUDENTS WITH SPECIAL NEEDS 1

CHAIR: Lotta Uusitalo-Malmivaara

Children’s perception of disability: Reactions to guided visits of exhibitions; ignorance = darkness = obstacle
Kristina Desman, University of Ljubljana

The school staff’s perception of their ability to teach special education students in inclusive settings in Finland
Birgit Paju, University of Helsinki
Inclusive teaching practices with compensational IT tools
Anders Henrik Bendsen and Majbritt Breum Nielsen, VIA University College

**B9**

GLOBAL EDUCATION 2
CHAIR: Hille Janhonen-Abruquah

Intercultural historical learning – Balancing models of theoretical conceptualisations and applied practice
Kenneth Nordgren and Maria Johansson, Karlstad University

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

Literature and literature education as a mirror and motor of diversity
Judith Leiss, University of Cologne

**B10**

SECOND AND FOREIGN LANGUAGE EDUCATION 2
CHAIR: Maria Kela

Finnish foreign language teachers’ views on teaching and study reality in their classes: The KIELO project’s rationale, method, and research findings
Pirjo Harjanne, Jyrki Reunamo, and Seppo Tella, University of Helsinki

Change and stability: Genre patterns in the EFL subject 1995–2014
Sigrid Orevik, University of Bergen

Towards diversity in foreign language teaching in Japan
Misuzu Toba, Kwansei Gakuin University
**B11 TEACHER EDUCATION 2**

**CHAIR:** Eero Salmenkivi

- **Making connections between theory and practice using role-play and forum theatre**
  Anne Eriksen, Annelise Brox Larsen, and Tove Leming, University of Tromsø

- **Teachers’ professional judgement in real teaching situations**
  Anne Søndberg, Kirsten Rosholm, Jesper R. Pedersen, Lise Sommer, and Peer S. Daugbjerg, VIA University College

- **Student teachers’ management of autonomous learning activities**
  Henrik Balle Nielsen, Chung Kim, and Anja Madsen Kvols, VIA University College

- **To develop PCK for teaching the school subject Swedish**
  Ingrid Mossberg Schüllerqvist and Pia Berg, Karlstad University

**B12 CIVICS EDUCATION 1**

**CHAIR:** Jan Lofström

- **Competencies in social studies education in lower secondary schools a theoretical view with examples from the Danish folkeskole (samfundsfag 2014) and Germany (Politische Bildung)**
  Anders Stig Christensen, University of Southern Denmark

- **Teaching practices in social studies in the Norwegian ground school**
  Siv Eie and Marit Storhaug, Oslo and Akershus University College

- **Social studies education in ethnically diverse classrooms**
  Katarina Blennow, Lund University
B13

TEACHING AND LEARNING OUTSIDE SCHOOL 2

CHAIR: Anna-Liisa Kyhälä

Measured physical activity (24/7) of Finnish 1–7-year-old preschool children
Anna-Liisa Kyhälä, University of Helsinki

Sixth graders experiences concerning pharmacy: Medicine education intervention
Sirpa Kärkkäinen, Sirpa Kontturi, Jari Kukkonen, Nea Nikkanen, and Tuula Keinonen, University of Eastern Finland

Authenticity in school-industry partnership
Anders V. Thomsen, Metropolitan University College
THURSDAY 28 MAY
9.00–10.30

PROGRAMME OF PARALLEL SESSIONS

C1 K218

CHANGING PEDAGOGIES AND DIVERSITIES IN CRAFT AND SLOYD 3

CHAIRS: Sirpa Kokko and Mia Porko-Hudd

- Mapping concerning newly arrived students’ knowledge in sloyd
  Emma Gyllerfelt and Peter Hasselskog, University of Gothenburg

- Textile sloyd as emotional practice. Students’ experiences and changing descriptions of the subject’s emotional dimension
  Stina Westerlund, Umeå University

- History based live action role play (LARP) in an authentic surrounding as an option to teach and learn crafts
  Outi Sipilä, University of Eastern Finland

C2 AUR 226

DIVERSE PRACTICES IN MULTIMODAL AND EMBODIED LEARNING AND TEACHING 3

CHAIR: Sinikka Rusanen

- Hometown culture experienced by the child – A holistic approach to pre-school’s cultural education trough craft and literature education
  Juli-Anna Aerila, Marja-Leena Rönkkö, and Satu Grönman, University of Turku

- Colour-oriented walking as a learning environment
  Anne Keskitalo, University of Turku

- A-B-C – Shaping letters with methods of Earth Art and Thinking Skills
  Juli-Anna Aerila¹, Anne Keskitalo¹, and Kirsi Urmson²,
  ¹University of Turku, ²Rauma training school
**THURSDAY 28 MAY**
9.00–10.30

**C3**  
**DRAMA EDUCATION IN A FUTURE PERSPECTIVE 3**
CHAIRS: Tapio Toivanen and Anna-Lena Østern

- The postdramatic turn – Recasting the dramatic curriculum  
  Charlotte Fogh and Jan Mikael Alstrup Fogt, Metropolitan University College Copenhagen

- How to understand fiction  
  Crister Nyberg, University of Helsinki

- Thinking with the body – the drama teacher being alive during the development of a pedagogical design  
  Kristian Nødtvedt Knudsen, Norges teknisk-naturvitenskapelige universitet

- Why a drama teacher gets worn out in the job as drama teacher  
  Rannveig Thorkelsdottir, Norwegian University of Technology and Science

**C4**  
**LITERACY AND MULTILITERACY 3**
CHAIRS: Astrid Roe

- Developing academic literacy: Teacher students’ writing and revision of academic essays  
  Helena Wistrand, Jönköping University

- Multimodal literacy in English as a school subject  
  Ingrid Jakobsen, University of Tromsø

- Performance literacy (Lire le théâtre, Ästhetik des Performativen)  
  Pirjo Vaittinen, University of Tampere
C5
AUR 212

GEOGRAPHY AND EDUCATION 3

CHAIRS: Lena Molin and Gabriel Bladh

Teaching geography and biology by using new mobile software outside the classroom
Arja Kaasinen, University of Helsinki

Visual literacy and geography textbooks
Yvonne Behnke, University of Potsdam

Approaching the diverse city by mapping the geographies of hanging out
Noora Pyyry, University of Helsinki

Challenges set by the media: How to interpret media images from a geographical perspective?
Markus Hilander, University of Helsinki

C6
AUR 223

CULTURAL AND RELIGIOUS DIVERSITY IN EDUCATIONAL SETTINGS 1

CHAIR: Mia Matilainen

Pupils’ concepts of cultural and religious diversity in a pluralistic educational context – Results from Finnish comprehensive school
Arniika Kuusisto and Arto Kallioniemi, University of Helsinki

Integrative religion and worldview education in the Finnish context: Student perspective
Vesa Ahs and Saila Poulter, University of Helsinki

Construction of identities and worldviews among the adolescents amid cultural and religious diversity in schools: A social cognitive analysis
Gabriel Omotosho Adebayo, University of Helsinki

Literacy, identity and picturebooks in primary education: A report on ongoing doctoral research
Andrea Ramos, Canterbury Christ Church University
**C7**

**SUBJECT-BASED INTEGRATION**

**CHAIR:** Elina Kouki

- **Integrating writing into learning mathematics**  
Pirjo Kulju, Jorma Joutsenlahti, and Marja Tuomi, University of Tampere

- **Three approaches to critical reading skills as an educational objective**  
Elina Kouki and Arja Virta, University of Turku

- **Research in dialogue about aesthetic pedagogical design and learning. Transforming classroom practice informed by art based learning and computer games.**  
Hannah Kaiovirta¹, Anna-Lena Østern², and Matilda Ståhl³, ¹Åbo Akademi University, ²The Norwegian University of Science and Technology

- **The new learning environment in craft, design and technology education**  
Juha Jaatinen, Eila Lindfors, and Jaana Lepistö, University of Turku

---

**C8**

**SUBJECT TEACHING FOR STUDENTS WITH SPECIAL NEEDS 2**

**CHAIR:** Lotta Uusitalo-Malmivaara

- **Supporting special education pupils’ collaborative science learning through the use of smartphones**  
Kati Sormunen, University of Helsinki

- **Low and high achievers in math. Early intervention for these two groups of students with special needs**  
Lena Lindenskov, Steffen Overgaard, Pia Beck Tonnesen, Peter Weng, and Camilla Hellsten Østergaardl, Metropolitan University College

- **Dyscalculia ≠ math difficulties. A field analytical perspective on conflicting positions in a time rife with the challenges of inclusion**  
Maria Christina Secher Schmidt, Metropolitan University College
THURSDAY 28 MAY
9.00–10.30

C9
AUR 114
MOTHER TONGUE 1
CHAIR: Sara Routarinne

How to identify the concept of theme – A learning study of literary analysis in the Swedish compulsory school
Magnus Larsson, Utbildning Gävle

Book trailers as reading motivators in literature education
Satu Grünthal and Johanna Pentikäinen, University of Helsinki

The poetic language in the pedagogical context
Peter Degerman, Mid Sweden University

C10
ATH 168
SECOND AND FOREIGN LANGUAGE EDUCATION 3
CHAIR: Maria Kela

Teaching Danish as a second language in the context of new reform of the Danish public school
Thomas Thorning, VIA University College

Conceptions of teaching and assessing oral language skills – in-service teachers and upper secondary students
Outi Hakola, University of Helsinki

Reading as experience – beyond reading comprehension. A research study and some suggestions for foreign language teaching
Angela Marx Åberg, Linnaeus University

The native speaker role in L2 dyad interaction
Anna Korhonen, Åbo Akademi University
C11
ATH 167

TEACHER EDUCATION 3
CHAIR: Hille Janhonen-Abruquah

Exposing the transformative potential of sacred places and student learning through narratives
Imran Mogra, Birmingham City University

Home economics teacher education for diversities
Hanna Posti-Ahokas and Hille Janhonen-Abruquah, University of Helsinki

Multicultural perspectives in the Norwegian kindergarten teacher education and the reality in multicultural kindergartens according to personnel
Kari Krogstad, Telemark University College

Supporting intercultural and interreligious sensitivities in teacher education
Elina Kuusisto¹, Arniika Kuusisto¹, and Inkeri Rissanen²
¹University of Helsinki, ²University of Tampere

C12
K112

CIVICS EDUCATION 2
CHAIR: Jan Löfström

Formative feedback: An analysis of dialogue between teacher and student in social science
Robert Kenndal, Lauri Kuru, and Daniel Larssson, Tumba gymnasium

Writing in multi-subject coursework in Danish upper secondary school. The issue of citizenship education
Peter Hobel, University of Southern Denmark

EU citizenship and democratic “bilddung” – EU teaching in upper secondary schools in Denmark
Karen Marie Hedegaard and Carsten Linding Jakobsen, VIA University College
THURSDAY 28 MAY
10.45–12.15

PROGRAMME OF PARALLEL SESSIONS

D1
K218

CHANGING PEDAGOGIES AND DIVERSITIES IN CRAFT AND SLOYD 4

CHAIRS: Sirpa Kokko and Mia Porko-Hudd

The development of craft and technology education curricula and students’ attitudes towards technology in Finland, Estonia and Iceland
Ossi Autio1, Mart Soobik1, Gisli Thorsteinsson2, and Brynjar Olafsson2,
1University of Helsinki, 2University of Tallinn, 3University of Iceland

Pedagogical and societal changes in Finnish craft education
Päivi Marjanen and Mika Metsärinne, University of Turku

Textbooks of textile crafts in 1900s: Changes in sewing and garment making
Minna Kaipainen, University of Eastern Finland

D2
AUR 226

DIVERSITY IN LANGUAGE TESTING

CHAIR: Pia Sundqvist

Rater variation: The balance between technical and hermeneutical rationality in the assessment of writing tests
Eric Borgström, Örebro University

Selecting next speaker in paired oral exams: The role of student questions
Silvia Kunitz, University of Illinois at Urbana-Champaign/Stockholm University

Standardized oral exams: Challenges for students, teachers/examiners, and test constructors
Erica Sandlund1, Pia Sundqvist1, and Lina Nyroos2,
1Karlstad University, 2Uppsala University

Reading comprehension tests in Denmark, Norway, and Sweden: A comparative analysis of construct definitions, task samples, and response formats
Michael Tengberg, Karlstad University
**D3**

**ATH 169**

**DRAMA EDUCATION IN A FUTURE PERSPECTIVE 4**

**CHAIRS:** Tapio Toivanen and Anna-Lena Østern

- **Drama in the curriculum – a Nordic comparison**
  
  Eva Österlind, Stockholm University

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

  Panagiota Kotarinou¹, Charoula Stathopoulou¹, and Alkistis Kontogianni²,
  ¹University of Thessaly, ²University of Peloponnese

- **Drama and theatre education research from 1995 until 2014 in Finland**

  Anna-Lena Østern, Norwegian University of Technology and Science

**D4**

**AUR 209**

**EVALUATION OF LEARNING OUTCOMES 1**

**CHAIRS:** Juhani Rautopuro and Raili Hildén

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

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

- **Matriculation examination in philosophy and secular ethics**

  Eero Salmensivu, University of Helsinki

- **Validity of school grades at the end of compulsory basic education**

  Raili Hildén¹ and Juhani Rautopuro²,
  ¹University of Helsinki, ²The Finnish Education Evaluation Centre

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

  Sirkku Kupiainen, Risto Hotulainen, and Jarkko Hautamäki, University of Helsinki
THURSDAY 28 MAY
10.45–12.15

D5
AUR 212

GEOGRAPHY AND EDUCATION 4

CHAIRS: Lena Molin and Gabriel Bladh

Danish geography teachers pedagogical content knowledge
Søren Witzel Clausen, Aarhus University

Abilities in geography in compulsory school in Sweden
David Örbring, Lund University

The present situation of and issues with the subject-matter expertise of social studies teachers in Japan: Focusing on the geographical aspect
Takashi Shimura and Satoshi Ibarak, Joetsu University of Education

Teaching geography in Sweden – Swedish geography teachers’ subject knowledge and teaching strategies
Gabriel Bladh, Karlstad University

D6
AUR 223

CULTURAL AND RELIGIOUS DIVERSITY IN EDUCATIONAL SETTINGS 2

CHAIR: Arniika Kuusisto

Interdisciplinary challenge of human rights education
Manfred Kwiran, University of Bern

Holocaust education as a tool for education about diversity in educational settings
Fred Dervin, Mia Matilainen, Kaarina Lyhykäinen, Eero Salmenkivi, Arto Kallioniemi, and Anna-Maria Veijo, University of Helsinki
Holocaust and themes related to existential philosophy – Enlightening similarities and differences between different subject areas through a “common third”; virtual cooperation as a means of intensifying and diversifying the didactical discourse

Jesper Garssdal¹ and Michael Penzold²,
¹VIA University College, ²Ludwig-Maximilians-Universität

D7
ATH 261

SUBJECT-DIDACTICAL SAFETY 1

CHAIRS: Brita Somerkoski and Eila Lindfors

Physical safety as an element of safety culture in learning environment
Matti Waitinen, Helsinki City Rescue Department

Tutor audit – a tool in evaluation of safety and security management in schools
Tiina Ranta¹ and Eila Lindfors²,
¹Laurea University of Applied Sciences, ²University of Turku

Running risk prevention systems – Teachers’ experiences in primary school craft education
Atso Tulosmaa¹ and Brita Somerkoski²,
¹University of Eastern Finland, ²National Institute for Health and Welfare, Finland

D8
AUR 118

OUTLINING THE THEORETICAL CONNECTIONS BETWEEN HISTORICAL CONSCIOUSNESS AND MORAL CONSCIOUSNESS

CHAIR: Jan Löfström and Niklas Ammert

Ethical responsibility as an embodied mediator between past–present–future: An educational possibility to oppose violence?
Silvia Edling, Gävle University
The moral-ethical objectives in history teaching – analysing key texts of history education from the turn of the Millennium
Jan Löfström, University of Helsinki

Patterns of reasoning – A tentative model to analyse historical and moral consciousness among Swedish 9th grade students
Niklas Ammert, Linnaeus University

A systematic review of Finnish studies on writing in basic education
Pirjo Kulju¹, Merja Kauppinen², Mari Hankala³, Elina Harjunen³, Johanna Pentikäinen⁴, and Sara Routarinne⁴, ¹University of Tampere, ²University of Jyväskylä, ³Finnish Education Evaluation Centre, ⁴University of Helsinki

Writing instruction and assessment in lower secondary school – a case study
Anna-Maija Norberg, Stockholm University

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

Traces of methods for the teaching of writing in EFL textbooks
Aud Solbjoerg Skulstad, University of Bergen

Exploring English teachers’ reasoning about the texts they choose for their lower secondary learners
Anja Synnøve Bakken, Nord-Trøndelag University College
**D11 TEACHER EDUCATION 4**

**CHAIR:** Pia-Maria Niemi

*Is the supervision of student teachers during school practice sufficiently subject specific?*
Anne-Brit Fenner, University of Bergen

*Comparing the objectives expressed in the curricula of two class and subject teacher education programmes*
Harry Silfverberg, University of Turku

*Guiding teacher students in practice*
Lene Vera Wagner and Inger Ubbesen, VIA University College

---

**D12 HISTORY TEACHING 1**

**CHAIR:** Jukka Rantala

*What can we actually know about history as a subject matter?*
Heidi Eskelund Knudsen, University College Lillebaelt

*The role of students’ contextual knowledge in interpretations of historical sources*
David Rosenlund, Malmö University

*How children interpret images in historical picturebooks*
Arja Virta, University of Turku
D13

SCIENCE EDUCATION 1
CHAIR: Markku Hannula

Teachers’ concerns when adopting “Responsible Research and Innovation” into teaching modules
Miikka de Vocht¹, Antti Laherto¹, and Ilka Parchmann²,
¹University of Helsinki, ²University of Kiel

Teachers’ perceptions of purpose and aims for science education in primary school
Ann-Catherine Henriksson, Åbo Akademi University

Flipped classroom, active learning?
Thomas Dyreborg Andersen, Peter Jespersen, Kristian Kildemoes Foss, Henrik Levinsen, Marie Lohmann-Jensen, and Morten Philipps, Metropol University College
THURSDAY 28 MAY
13.30–15.00

E1
K218

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

CHAIR: Kerstin von Brömssen

What can and should religious education achieve?
Geir Skeie, Stockholm University

Worldview education in relatively autonomous schools
Siebren Miedema, VU University Amsterdam

Lived religion – religion embedded in the body and materiality
Kerstin von Brömssen, Karlstad University

E2
AUR 226

TEACHER EDUCATION 5A

CHAIR: Eero Salmenkivi

Counseling in teacher education – State of art
Dorthe Busk Mølgaard and Linda Breum Andersen, VIA University College

The responsibilities of coeducation as part of teachers’ professionalism – The case of pre-service teacher
Ritva-Liisa Järvelä, Merja Kauppinen, and Marja Kemppinen, University of Jyväskylä

Professional guidance in teacher education
Tina Kjær and Frede Krøjgaard, VIA University College

E3
ATH 169

DIVERSITY OF MEDIA EDUCATION 1

CHAIR: Heikki Kynäslahti

Designing didactic design
Jan Fogt, Metropolitan University College
THURSDAY 28 MAY
13.30–15.00

PROGRAMME OF PARALLEL SESSIONS

E4
AUR 209

EVALUATION OF LEARNING OUTCOMES 2
CHAIRS: Juhani Rautopuro and Raili Hildén

Recent and early immigrants’ achievements in mathematics
Jöran Petersson, Stockholm University

Not only teachers are actors in the Swedish assessment system
Viveca Lindberg, Stockholm University

Teacher-intentionality in lower secondary school under the influence of final assessments in writing literacy
Solveig Troelsen and Thomas Iskov, VIA University College

E5
AUR 212

HANDS ON LEARNING IN DIVERSE MATERIAL WORLD!
INNOVATIVE ORIENTATIONS IN SLOYD AND TECHNOLOGY LEARNING AND TEACHING? 1
CHAIR: Erja Syrjäläinen

Interaction and embodiment in sloyd teaching
Anniina Koskinen and Pirita Seitamaa-Hakkarainen, University of Helsinki

Hands on teaching and learning. Three perspectives on demonstration as a form of teaching craft skills
Emmi Holopainen and Erja Syrjäläinen, University of Helsinki
Material mediation and embodied actions in collaborative design process
Henna Lahti, Kaiju Kangas, Veera Koponen, and Pirita Seitamaa-Hakkarainen, University of Helsinki

Approaching embodied experience of materiality
Tellervo Härkki, University of Helsinki

E6
AUR 223

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

CHAIR: Andreas Körber

Introduction to the session
Johannes Meyer-Hamme, Universität Paderborn

Inclusive history teaching as a challenge – The German perspective
Andreas Körber, Universität of Hamburg

Deafness and deafhood. Historical thinking among deaf students as a cultural and/or disabled minority
Lise Kvande, Norges Teknisk-Naturvitenskapelige Universität Trondheim

Inclusive history teaching – The British experience. Challenges, approaches, problems
Michael Fordham, University of Cambridge

E7
ATH 261

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

CHAIR: Seija Kairavuori

The model of visual multiliteracy: An approach based on cultural diversities and multimodality
Marjo Räsänen, University of Turku
Producing intercultural diversities in art education by constructing glocal places through social media
Martina Paatela-Nieminen, University of Helsinki

Visual orders and diversities in visual arts education perspective
Leena Knif, University of Helsinki

My culture, my roots – A community art-project with children in five Nordic countries
Tarja Karlsson Häikiö, Göteborgs universitet

EDUCATION FOR SUSTAINABLE DEVELOPMENT
CHAIR: Hannele Cantell

Environmental responsibility as an issue in social school subjects
Essi Aarnio-Linnanvuori, University of Helsinki

Social studies from an interdisciplinary perspective
Hans Petter Dahl-Hansen, Høgskolen i Bergen

Education for sustainability in teacher education
Veli-Matti Vesterinen¹, Caitlin Melney Wilson², Jaana Herranen³, Susan Gollifer², and Sakari Tolppanen³¹, Stockholm University, ²University of Iceland, ³University of Helsinki

MOTHER TONGUE 3
CHAIR: Sara Routarinne

What does “cognitive activation” mean in literature classes? First steps to an empirically based conceptualization
Iris Winkler, University of Jena

Applying languaging in learning metalanguage
Kaisu Rättyä¹, Pirjo Kulju², and Jorma Joutsenlahti², ¹University of Eastern Finland, ²University of Tampere
Why become a mother tongue and literature teacher? A Finnish-Estonian perspective
Satu Grünthal¹ and Kersti Lepająø², University of Helsinki, University of Tallinn

(Mainstream) movies and pedagogy of change: Students’ reflective essays on Laurent Cantent’s Entre les murs (2007) and Richard LaGravenese’s Freedom writers (2008)
Johanna Pentikäinen, University of Helsinki

E10
SECOND AND FOREIGN LANGUAGE EDUCATION 5
CHAIR: Maria Kela

Beyond comprehension: Mining authentic literary texts in ELT
Elsebeth Hurup, VIA University College

Teaching English to would-be teachers: How to profit from ESP in the Spanish faculties of education
Edgardo Galetti, Universidad Autónoma de Madrid

Poetry and phonetics at primary and secondary school: The poem as a means of introducing and practising sounds in the EFL class
Edgardo Galetti, Universidad Autónoma de Madrid

E11
TEACHER EDUCATION 5B
CHAIR: Elina Kuusisto

Promoting teacher development through the use of Lesson Study in an in-service course for teachers
Rebecca Charboneau, University of Stavanger

‘Lesson Study’ as a research and development tool in teacher education – Giving students a voice in the Lesson Study process
Deborah Larssen and Ion Drew, University of Stavanger
Feedback and metacognition
Vibeke Christensen¹, Søren Pejgaard¹, and Grete Dolmer²,
¹University College Northern Jutland, ²VIA University College

E12
HISTORY TEACHING 2
CHAIR: Jan Löfström

History as a school subject in Denmark – what’s going on?
Heidi Eskelund Knudsen and Jens Aage Poulsen, University College Lillebaelt

Design-oriented pedagogy in history teaching – Openmetsa portal as a learning environment (with reference to Finnish teacher education)
Ismo Pellikka, Saara Nissinen, Anu Liljeström, Henriikka Vartiainen, and Petteri Vanninen, University of Eastern Finland

Teaching historical competence in a Norwegian context
Christian Sæle, University of Bergen

E13
SCIENCE EDUCATION 2
CHAIR: Markku Hannula

Different teaching methods and their relationship to students’ affective states in Finnish science classrooms
Janna Linnansaari¹, Kalle Juuti¹, Katarina Salmela-Aro¹, Barbara Schneider², and Jari Lavonen¹, ¹University of Helsinki, ²Michigan State University

Tools for information mapping: A theory-practice approach in transcultural contexts and science education
Carlos Manuel Pacheco Cortés, Universidad de Guadalajara
Changes of students’ explanation models during DC-circuit interviews
Terhi Mäntylä¹, Tommi Kokkonen², and Markus Mattila²,
¹University of Tampere, ²University of Helsinki

Variables of innovation competence
Laura-Maija Hero, Eila Lindfors, and Vesa Taatila, University of Turku
FRIDAY 29 MAY
9.30–11.00

F1
K218

DIVERSITIES IN SCHOOL AND EDUCATION: WHAT ROLE DOES/CAN RELIGIOUS EDUCATION PLAY IN “CHANGING TIMES”? 2

CHAIR: Kerstin von Brömssen

Religious education for minorities – perspectives from Islamic education in Finnish schools
Inkeri Rissanen, University of Helsinki

Managing diversity in Finnish schools and education: Religious education as a bridge builder
Gabriel Omotosho Adebayo, University of Helsinki

A methodological model to analyse informal and formal educational settings
Fredrik Jahnke, Södertörn University

F2
AUR 226

CHANGING TEACHER EDUCATION

CHAIR: Janne Holmén

Governing education practices – A study of the de-professionalization of teachers and the fate of the profession’s ‘technical core’ in Sweden
Eva Bejerot¹, Hans Hasselbladh², Tina Forsberg Kankkunen³, and Niklas Stenlås³,
¹Stockholm University, ²Örebro University, ³Uppsala University

Perspectives on teaching of subject teaching in teacher education with examples from geography and civics
Martin Kristiansson and Gabriel Bladh, Karlstad University

Reforms of teacher education in Sweden and Finland
Janne Holmén and Björn Furuhagen, Uppsala University

Four organizing themes of Finnish teacher education (since 1950s)
Janne Säntti and Jari Salminen, University of Helsinki
F3
DIVERSITY OF MEDIA EDUCATION 2
CHAIR: Heikki Kynäslahti

Digital design for learning
Alice Bonde Nissen, Johannes Fibiger, and Inger Maibom, VIA University College

Supporting development of intercultural communication skills with internet applications
Laura Pihkala-Posti, University of Tampere

National evaluation of art in Swedish secondary schools 2013
Hans Örtegren, Umeå University

F4
EVALUATION OF LEARNING OUTCOMES 3
CHAIRS: Juhani Rautopuro and Raili Hildén

Recent assessment of oral proficiency in German
Laura Lahti, University of Helsinki

What may be learnt in ethics? Varieties of conceptions of ethical competence to be taught in compulsory school
Olof Franck¹, Annika Lilja¹, Annika Lindskog¹, Christina Osbeck¹, Karin Sporre¹, and Johan Tykesson³,
¹University of Gothenburg, ²Umeå University, ³Chalmers University of Technology

Does evaluation environment count – and how
Juhani Rautopuro and Elina Harjunen, The Finnish Education Evaluation Centre
HANDS ON LEARNING IN DIVERSE MATERIAL WORLD!
INNOVATIVE ORIENTATIONS IN SLOYD AND TECHNOLOGY
LEARNING AND TEACHING? 2

CHAIR: Erja Syrjäläinen

The craft teachers’ views on the skills of the pupils
Antti Hilmola, University of Helsinki

Futures on craft (craft, design and technology) education –
Student teachers’ perspective
Jaana Lepistö and Eila Lindfors, University of Turku

Material and surface – experiences in developing synergy through
courses
Päivi Fernström, Ana Nuutinen, and Räikka Räisänen, University of Helsinki

Estonian and Finnish craft teachers’ views on the purpose of
contemporary craft education
Eva Veeber and Erja Syrjäläinen, University of Helsinki

LEARNING MATHEMATICS IN L2

CHAIR: Päivi Portaankorva-Koivisto

PISA 2012 Mathematics: Measuring mathematics or the language of
instruction
Maria Kela and Päivi Portaankorva-Koivisto, University of Helsinki

Student-initiated question sequences in maths’ classes with L2 users of
Finnish
Niina Lilja, University of Tampere

Student teachers in collaboration: Integrating science and language
Eija Aalto and Mirja Tarnanen, University of Jyväskylä
F7
ATH 261
SUBJECT-DIDACTICAL SAFETY 2
CHAIRS: Brita Somerkoski and Eila Lindfors

Technology education for a girl? My daddy told me to!
Jan Grenlund and Edvard Nordlander, University of Gävle

Safety in teacher education curricula – Craft, design and technology education as an example
Brita Somerkoski, National Institute for Health and Welfare, Finland

The development of craft and technology education curriculums and students’ attitudes towards technology in Finland, Estonia and Iceland
Ossi Autio, University of Helsinki

F8
AUR 118
GEOCAPABILITIES: WHAT DOES THE CAPABILITIES APPROACH OFFER FOR GEOGRAPHY EDUCATION?
CHAIR: Sirpa Tani

Panel discussion
Gabriel Bladh, University of Karlstad
Anke Uhlenwinkel, Humboldt University of Berlin
Michael Solem, Association of American Geographers

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

F9
AUR 114
MUSIC AND ART EDUCATION
CHAIRS: Minna Muukkonen and Anna-Mari Lindeberg

The role of arts in Singapore and Finland, distinctions and similarities
Mikko Ketovuori, University of Turku
Teacher profiles in change: Classroom-music teachers’ views on teacher education and working life
Minna Muukkonen and Anna-Mari Lindeberg, University of Eastern Finland

TEACHER EDUCATION 6A
CHAIR: Pia-Maria Niemi

Counseling in teacher education
Torben Bjerre and Dorthe Busk Mølgaard, VIA University College

Teaching academic writing based on professional roles
Tero Juuti¹ and Kaisu Rättyä²,
¹Tampere University of Technology, ²University of Eastern Finland

A stepping stone to working life or the biggest stress factor ever: Student teachers comment on writing a Master’s thesis
Anne Huhtala, University of Helsinki

TEACHER EDUCATION 6B
CHAIR: Elina Kuusisto

A reflection tool to an open investigating approach to teacher education practice
Lisbeth Lunde Frederiksen and Mette Beck, VIA University College

Implementation of quality assessment and quality improvements in teaching practice at university
Danijela Trskan, University of Ljubljana

Digital assessment forms in teacher education of literature and writing
Ingrid Mossberg Schüllerqvist and Zara Hedelin, Karlstad university
F12

HISTORY TEACHING 3

CHAIR: Jan Löfström

National minority schools – Between majorities use of history and identity construction
Tom Gullberg, Åbo Akademi University

The diversity of aims and purposes in history teaching: The teacher’s view
Katrin Kello, University of Tartu

What did you learn in “The Old Town” today?
Marianne Axelsen Leth, VIA University College

F13

LEARNING STYLES

CHAIR: Torben Spanget Christensen

Student notes as learning strategy
Torben Spanget Christensen, University of Southern Denmark

Diversity in students’ approaches to learning in parallel psychology courses
Maria Öhrstedt, Stockholm University

Influence of teacher gaze and gestures on student visual attention during teacher’s presentation – A gaze tracking study
Enrique Garcia Moreno-Esteva¹, Markku S. Hannula¹, Man Ching Esther Chan², David Clarke³, and Miika Toivanen³,
¹University of Helsinki, ²University of Melbourne, ³Finnish Institute of Occupational Health

Who benefits from visual illustrations in psychology teaching – A question of diversifying teaching according to learning style or not?
Ann-Sofie Jägerskog and Fredrik Jönsson, Stockholm University
**Information desk:**
Siltavuorenpenger 5A, Floor -1

If you need to use computers or printing services at the university, contact the information desk.

**WiFi:**
*Eduroam:* If your home institution is part of the Eduroam network, you may use this connection by logging in with the username and password you use at your home institution.

*HupNet:* If your institution is not part of the Eduroam network, you can ask for a temporary HupNet username at the information desk.

Other technical support is also available at the information desk.

This conference has been organised in cooperation with the University of Helsinki and Finnish Research Association for Subject Didactics.

Chair of the organising committee: Arto Kallioniemi
Chair of the scientific committee: Sirpa Tani
Vice-chair of the scientific committee: Jan Löffström
Chair of the publication committee: Liisa Tainio
Conference coordinator: Pia-Maria Niemi

Conference guide by Ilmo Korhonen
Banner design by Sanni Koppanen

**Contact us:** nofa-2015@helsinki.fi

**Website:** blogs.helsinki.fi/nofa5-2015/

**Publication information:** blogs.helsinki.fi/nofa5-2015/publication-2/